



Sant'Anna American International School

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ARTS CURRICULUM

Grades K – 2

Art Curriculum Standards

K – 2

Standard 1

K	1	2
<p>Standard 1: Understands and Applies Media, Techniques and Processes</p> <p>K1.1 Identify and use media and processes to express ideas, experiences and stories including:</p> <p>Drawing: Media: pencil, colored pencils, markers, crayons, chalks. Processes: contour line</p> <p>Painting: Media: tempera, finger-paint Processes: wet-on-wet, wet-on-dry, sponge, variety of brushes and paint applicators</p> <p>Printmaking: Media: sponge, stamp, printing ink, paint Processes: stamping, rubbings</p> <p>Ceramics: Media: earthenware clay, modeling clay, glaze, paint Processes: pinch, surface decoration techniques</p> <p>Sculpture: Media: found objects, cardboard, paper, clay, wood, foil Processes: additive, constructing, modeling, painting</p> <p>Textiles: Media: fabric, yarn, felt Processes: collage</p>	<p>Standard 1: Understands and Applies Media, Techniques and Processes</p> <p>1.1.1 Identify and use media and processes to express ideas, experiences and stories including:</p> <p>Drawing: Media: pencil, colored pencils, markers, crayons, chalks. Processes: contour line, rendering</p> <p>Painting: Media: tempera, finger-paint, watercolor Processes: wet-on-wet, wet-on-dry, sponge, variety of brushes and paint applicators</p> <p>Printmaking: Media: found objects, printing ink, paint Processes: mono print, rubbings, stenciling</p> <p>Ceramics: Media: earthenware clay, modeling clay, glaze, paint Processes: pinch, surface decoration techniques</p> <p>Sculpture: Media: found objects, cardboard, paper, clay, wood, foil Processes: additive, subtractive, constructing, modeling, painting</p> <p>Textiles: Media: yarn, fabric, ribbon, felt Processes: weaving and wrapping techniques</p>	<p>Standard 1: Understands and Applies Media, Techniques and Processes</p> <p>2.1.1 Identify and use media and processes to express ideas, experiences and stories including:</p> <p>Drawing: Media: pencil, colored pencils, markers, crayons, chalks. Processes: contour line, rendering, sketching</p> <p>Painting: Media: tempera, finger-paint Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, variety of brushes and paint applicators</p> <p>Printmaking: Media: Styrofoam, printing ink, stencil Processes: stamping, rubbings, stenciling</p> <p>Ceramics: Media: earthenware clay, modeling clay, glaze, paint Processes: pinch, surface decoration techniques</p> <p>Sculpture: Media: paper-mache, found objects, cardboard, paper, clay, wood, foil Processes: additive, constructing, modeling, painting</p> <p>Textiles: Media: yarn, fabric, thread, ribbon, felt Processes: weaving and wrapping techniques</p>

<p>K.1.2 Demonstrate safe and proper use, care and storage of media, materials, and equipment</p> <p>K.1.3 Demonstrate thoughtfulness and care in completion of artworks</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>1.1.2 Demonstrate safe and proper use, care and storage of media, materials, and equipment</p> <p>1.1.3 Demonstrate thoughtfulness and care in completion of artworks</p> <p>1.1.4 Distinguish between two dimensional and three dimensional works of art</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>2.1.2 Demonstrate safe and proper use, care and storage of media, materials, and equipment</p> <p>2.1.3 Demonstrate thoughtfulness and care in completion of artworks</p> <p>2.1.4 Describe the characteristics of two-dimensional and three-dimensional works of art</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>
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Standard 2

K	1	2
Standard 2: Uses Knowledge of Structures and Functions	Standard 2: Uses Knowledge of Structures and Functions	Standard 2: Uses Knowledge of Structures and Functions
<p>K.2.1 Recognize and use elements (shape, line, color, texture) and principles (repetition) in their work</p> <p>K.2.2 Discriminate between types of shapes (geometric), colors (warm and cool hues), lines (characteristics) and textures (tactile) in their work and the work of others</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>1.2.1 Identify and apply elements (shape, line, color, form, texture) and principles (repetition and variety) in their work</p> <p>1.2.2 Discriminate between types of shape (geometric and organic), colors (primary and secondary hues, lines (characteristics and qualities), textures (tactile and visual), and space (placement, overlapping, composition) in their work and the work of others</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>2.1.2 Identify and apply elements (shape, line, color, form, texture) and principles (repetition, variety, proportion) in their work</p> <p>2.1.3 Discriminate between types of shape (geometric and organic), colors (primary and secondary hues, lines (characteristics and qualities), textures (tactile and visual), and space (placement, overlapping, composition, negative, positive, size) in their work and the work of others</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>

Standard 3

K	1	2
Standard 3: Chooses and Evaluates A Range of Subject Matter, Symbols, and Ideas	Standard 3: Chooses and Evaluates A Range of Subject Matter, Symbols, and Ideas	Standard 3: Chooses and Evaluates A Range of Subject Matter, Symbols, and Ideas
<p>K.3.1 Use objects or animals as subject matter for artwork</p> <p>K.3.2 Uses artwork to communicate imagined, observed and remembered imagery</p> <p>K.3.3 Create art that expresses personal ideas, interests, and feelings</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>1.3.1 Create artwork about self, family, and personal experiences</p> <p>1.3.2 Uses artwork to communicate imagined, observed and remembered imagery</p> <p>1.3.3 Create art that expresses personal ideas, interests, and feelings</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>2.3.1 Create artwork about self, family, and personal experiences</p> <p>2.3.2 Uses artwork to communicate imagined, observed and remembered imagery</p> <p>2.3.3 Identify and use symbols to exPress ideas</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>

Standard 4

K	1	2
Standard 4: Understands the Visual Arts in Relation to History and Culture	Standard 4: Understands the Visual Arts in Relation to History and Culture	Standard 4: Understands the Visual Arts in Relation to History and Culture
<p>K.4.1 Recognize that art from a culture or an artist has a similar look or style</p> <p>K.4.2 Identify and distinguish between figurative works of art</p> <p>K.4.3 Identify works of folk art and art and artifacts used in the customs, festivals, celebrations of various cultures</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>1.4.1 Recognize that art from a culture or an artist has a similar look or style</p> <p>1.4.2 Identify and distinguish between figurative works of art</p> <p>1.4.3 Identify works of folk art and art and artifacts used in the customs, festivals, celebrations of various cultures</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>2.4.1 Identify connections between works of art and artifacts and the culture from which they originated</p> <p>2.4.2 Discuss features of realistic and abstract art</p> <p>2.4.3 Identify works of folk art and art and artifacts used in customs, festivals, and celebrations from selected cultures and describe their function</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>

Standard 5

K	1	2
Standard 5: Reflects Upon and Assesses the Characteristics and Merits of Their Artwork and the Artwork of Others	Standard 5: Reflects Upon and Assesses the Characteristics and Merits of Their Artwork and the Artwork of Others	Standard 5: Reflects Upon and Assesses the Characteristics and Merits of Their Artwork and the Artwork of Others
<p>K.5.1 Speculate on meaning in a work of art based on personal response and properties in the work</p> <p>K.5.2 Use appropriate art vocabulary</p> <p>K.5.3 Demonstrate thoughtfulness and care in completion of artworks</p> <p>K.5.4 Respect their work and the work of others</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>1.5.1 Speculate on the meaning in works based on personal response, properties in the work and background information</p> <p>1.5.2 Use appropriate art vocabulary</p> <p>1.5.3 Demonstrate thoughtfulness and care in completion of artworks</p> <p>1.5.4 Respect their work and the work of others</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>2.5.1 Speculate on the meaning in works based on personal response, properties in the work and background information</p> <p>2.5.2 Use appropriate art vocabulary</p> <p>2.5.3 Demonstrate evidence of reflection and care in completion of work</p> <p>2.5.4 Demonstrate respect for their work and the work of others</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>

Standard 6

K	1	2
Standard 6: Makes Connections Between Visual Arts and Other Disciplines	Standard 6: Makes Connections Between Visual Arts and Other Disciplines	Standard 6: Makes Connections Between Visual Arts and Other Disciplines
<p>K.6.1 Discuss and identify how and where art is used in their everyday life (home, school, or community)</p> <p>K.6.2 Discuss and show how art can be used to create stories and how stories can be used to create art</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>1.6.1 Discuss and identify how and where art is used in their everyday life (home, school, or community)</p> <p>1.6.2 Discuss and show how art can be used to create stories and how stories can be used to create art</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>2.6.1 Discuss individual art experiences in daily life</p> <p>2.6.2 Demonstrate the ability to create an integrated work utilizing concepts and subject matter of other disciplines</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>



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ARTS CURRICULUM

Grades 3 - 5

Art Curriculum Standards

Grades 3-5

Standard 1

3	4	5
<p>Standard 1: Understands and Applies Media, Techniques and Processes</p> <p>3.1.1 Identify and control different media, techniques and processes to effectively communicate ideas, experiences and stories including:</p> <p>Drawing: Media: pencil, colored pencils, markers, crayons, chalks Processes: contour line, rendering, sketching, value</p> <p>Painting: Media: acrylic, tempera, watercolor, Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, variety of surfaces, brushes and paint applicators</p> <p>Printmaking: Media: found objects, yarn, paper, fabric, printing ink Processes: collograph, relief</p> <p>Ceramics: Media: earthenware clay, modeling clay, paint Processes: joinery, surface decoration techniques</p> <p>Sculpture: Media: paper, paper-mache, clay, cardboard, found objects, beads Processes: mask making, additive, subtractive</p> <p>Textiles: Media: fabric, yarn, , found objects Processes: stitchery, weaving, tying, texturing, and</p>	<p>Standard 1: Understands and Applies Media, Techniques and Processes</p> <p>4.1.1 Identify and control different media, techniques and processes to effectively communicate ideas, experiences and stories including:</p> <p>Drawing: Media: pencil, colored pencils, markers, crayons, chalks Processes: contour line, rendering, sketching, value, shading</p> <p>Painting: Media: acrylic, tempera, watercolor, Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, variety of surfaces, brushes and paint applicators</p> <p>Printmaking: Media: found object, Styrofoam, stencil, clay, printing ink Processes: stamp-making, relief, carving, drawing transfer</p> <p>Ceramics: Media: earthenware clay, modeling clay, paint Processes: joinery, construction, surface decoration techniques</p> <p>Sculpture: Media: paper, paper-mache, clay, cardboard, found objects, beads Processes: modeling, constructing, additive, subtractive, carving</p>	<p>Standard 1: Understands and Applies Media, Techniques and Processes</p> <p>5.1.1 Identify and control different media, techniques and processes to effectively communicate ideas, experiences and stories including:</p> <p>Drawing: Media: charcoal, pen and ink, pencil, colored pencils, markers, crayons, chalks Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling</p> <p>Painting: Media: acrylic, tempera, watercolor, Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, variety of surfaces, brushes and paint applicators</p> <p>Printmaking: Styrofoam, stencil, printing ink Processes: carving, relief, drawing transfer</p> <p>Ceramics: Media: earthenware clay, modeling clay, paint Processes: coil, joinery, surface decoration techniques</p> <p>Sculpture: Media: wire, paper, paper-mache, clay, cardboard, found objects, beads Processes: modeling, constructing, additive, subtractive, manipulating</p> <p>Textiles:</p>

<p>wrapping techniques</p> <p>3.1.2 Demonstrate safe and proper use, care and storage of media, materials, and equipment</p> <p>3.1.3 Demonstrate thoughtfulness and care in completion of artwork</p> <p>3.1.4 Identify processes and media involved in making two-dimensional and three dimensional art</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>Textiles: Media: paper pulp, yarn, dye, found objects Processes: paper making</p> <p>4.1.2 Demonstrate safe and proper use, care and storage of media, materials, and equipment</p> <p>4.1.3 Demonstrate thoughtfulness and care in completion of artwork</p> <p>4.1.4 Identify processes and media involved in making two-dimensional and three-dimensional art</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>Media: fabric, wax, dye Processes: batik</p> <p>New media: Media: computer Processes: internet</p> <p>5.1.2 Demonstrate safe and proper use, care and storage of media, materials, and equipment</p> <p>5.1.3 Demonstrate thoughtfulness and care in completion of artwork</p> <p>5.1.4 Identify processes, media and tools involved in making two-dimensional and three-dimensional art</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>
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Standard 2

3	4	5
Standard 2: Uses Knowledge of Structures and Functions	Standard 2: Uses Knowledge of Structures and Functions	Standard 2: Uses Knowledge of Structures and Functions
<p>3.2.1 Apply elements (line, shape, form, texture, color, space) and principles (repetition, variety, proportion, balance, emphasis) in their work that effectively communicates their ideas</p> <p>3.2.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary), lines (characteristics and qualities), textures (tactile and visual) and space (placement, overlapping, negative, positive, size) in their work and the work of others</p>	<p>4.2.1 Apply elements (line, shape, form, texture, color, space) and principles (repetition, variety, rhythm, proportion, balance, emphasis) in their work that effectively communicates their ideas</p> <p>4.2.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints and shades), lines (characteristics and qualities), textures (tactile and visual) and space (placement, perspective, overlapping, negative, positive, background, foreground, size), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition and movement in their work and the work of others</p>	<p>5.2.1 Apply elements (line, shape, form, texture, color, value, space) and principles (repetition, variety, rhythm, proportion, balance, emphasis, unity) in their work that effectively communicates their ideas</p> <p>5.2.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints and shades, intermediates, neutrals, tones, values), lines (characteristics and qualities), textures (tactile and visual) and space (placement, perspective, overlapping, negative, positive, background, foreground, converging lines, color, size), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition and movement in their work and the work of others</p>

Assessment: Visual Arts Common Assessment Rubric	Assessment: Visual Arts Common Assessment Rubric	Assessment: Visual Arts Common Assessment Rubric
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Standard 3

3	4	5
Standard 3: Chooses and Evaluates A Range of Subject Matter, Symbols, and Ideas	Standard 3: Chooses and Evaluates A Range of Subject Matter, Symbols, and Ideas	Standard 3: Chooses and Evaluates A Range of Subject Matter, Symbols, and Ideas
3.3.1 Create artwork that communicates personal ideas and experiences 3.3.2 Uses artwork to communicate imagined, observed and remembered imagery 3.3.3 Demonstrate ability to successfully generate a variety of symbols and select and refine a symbol that communicates the idea Assessment: Visual Arts Common Assessment Rubric	4.3.1 Create artwork that communicates personal ideas and experiences 4.3.2 Uses artwork to communicate imagined, observed and remembered imagery 4.3.3 Identify and use a variety of symbols and subject matter that clearly communicate ideas 4.3.4 Demonstrate observational skills in their work Assessment: Visual Arts Common Assessment Rubric	5.3.1 Demonstrate refined observational skills through rendering of representational objects and subject matter from life 5.3.2 Uses artwork to communicate imagined, observed and remembered imagery 5.3.3 Generate symbols and subject matter and borrow ideas from an artists work in order to communicate ideas 5.3.4 Utilize new interests, or personal experiences as subject matter in the work Assessment: Visual Arts Common Assessment Rubric

Standard 4

3	4	5
Standard 4: Understands the visual Arts in Relation to History and Culture	Standard 4: Understands the visual Arts in Relation to History and Culture	Standard 4: Understands the visual Arts in Relation to History and Culture
3.4.1 Recognize function or purpose of a work or art and make connections to culture and how cultural backgrounds can influence the development of artwork	4.4.1 Recognize and be familiar with selected works of art from various cultures and identify artist and culture and how cultural backgrounds can influence the development of artwork	5.4.1 Identify and be familiar with a range of selected works of art identifying artists, culture, style and period and how cultural backgrounds can influence the development of artwork

<p>3.4.2 Identify themes and symbols in works of art from various cultures and time-periods</p> <p>3.4.3 Recognize and be familiar with works of art from a variety of cultures and how history, culture, and the visual arts can influence each other</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>4.4.2 Identify themes, symbols and styles in works of art from various cultures and time periods</p> <p>4.4.3 Begin to distinguish between contemporary and traditional works of art and identify characteristics of both, and how history, culture, and the visual arts can influence each other</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>5.4.2 Identify distinguishing characteristics of style in individual artists work and art movements</p> <p>5.4.3 Distinguish between contemporary and traditional works of art and identify characteristics of both and how history, culture, and the visual arts can influence each other</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>
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Standard 5

3	4	5
<p>Standard 5: Reflects Upon and Assesses the Characteristics and Merits of Their Artwork and the Artwork of Others</p>	<p>Standard 5: Reflects Upon and Assesses the Characteristics and Merits of Their Artwork and the Artwork of Others</p>	<p>Standard 5: Reflects Upon and Assesses the Characteristics and Merits of Their Artwork and the Artwork of Others</p>
<p>3.5.1 Identify and apply assessment criteria in their work</p> <p>3.5.2 Use appropriate art vocabulary</p> <p>3.5.3 Demonstrate respect for their work and the work of others</p> <p>3.5.4 Demonstrate evidence of reflection, refinement and care in completion of work</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>4.5.1 Identify and apply criteria for assessment in their work and in peer critiques</p> <p>4.5.2 Use appropriate art vocabulary</p> <p>4.5.3 Demonstrate respect for their work and the work of others</p> <p>4.5.4 Demonstrate the ability to successfully generate an idea, select and refine an idea and execute the idea</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>5.5.1 Identify and apply criteria for assessment in their work, in peer critiques and in the work of known artists</p> <p>5.5.2 Use appropriate art vocabulary</p> <p>5.5.3 Demonstrate respect for their work and the work of others</p> <p>5.5.4 Demonstrate evidence of reflection, thoughtfulness, and care in selecting ideas and completing work (craftsmanship, control of media, communication of ideas)</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>

Standard 6

3	4	5
Standard 6: Makes Connections Between Visual Arts and Other Disciplines	Standard 6: Makes Connections Between Visual Arts and Other Disciplines	Standard 6: Makes Connections Between Visual Arts and Other Disciplines
<p>3.6.1 Identify and respond to personal art experiences and how these affect daily life</p> <p>3.6.2 Demonstrate ability to create an integrated work utilizing concepts, subject matter and processes of other disciplines</p> <p>3.6.3 Identify and compare similar concepts or principles found in art and across disciplines</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>4.6.1 Identify and respond to personal art experiences and how these affects daily life</p> <p>4.6.2 Demonstrate ability to create an integrated work utilizing concepts, subject matter and processes of other disciplines</p> <p>4.6.3 Identify and compare similar concepts or principles found in art and across disciplines</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>5.6.1 Identify and respond to personal art experiences and how these affect daily life</p> <p>5.6.2 Create artwork that communicates knowledge gained through integrated study of a theme, historical period or event</p> <p>5.6.3 Compare characteristics of other disciplines to those of different art forms</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>



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ARTS CURRICULUM

Grades 6 – 8

Art Curriculum Standards

6-8

Standard 1

6	7	8
<p>Standard 1: Understands and Applies Media, Techniques and Processes</p> <p>6.1.1 Identify and control different media, techniques and processes to effectively communicate ideas, experiences and stories including:</p> <p>Drawing: Media: pencils, colored pencils, markers, chalks, crayons, charcoals, pastels Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one-point perspective</p> <p>Painting: Media: acrylic, tempera, watercolor, variety of brushes and paint applicators Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging, and masking</p> <p>Printmaking: Media: found objects, printing ink, Styrofoam, stencil Processes: calligraphic, relief, silkscreen</p> <p>Ceramics: Media: earthenware clay , modeling clay, paint Processes: pinch and pulled forms, drape mold, coil, surface decoration techniques, incising</p> <p>Sculpture/Architecture/Jewelry: Media: paper, paper-mache, clay, plaster, fiber cardboard, wood, paper, foil, found objects, beads, sand, balsa, wire, foam</p>	<p>Standard 1: Understands and Applies Media, Techniques and Processes</p> <p>7.1.1 Identify and control different media, techniques and processes to effectively communicate ideas, experiences and stories including:</p> <p>Drawing: Media: pencils, colored pencils, markers, ink, chalks, crayons, charcoals, pastels Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two point perspective</p> <p>Painting: Media: acrylic, tempera, watercolor, variety of brushes and paint applicators Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging, and masking</p> <p>Printmaking: Media: found objects, printing ink, Styrofoam, stencil Processes: calligraphic, relief, silkscreen</p> <p>Ceramics: Media: earthenware clay , modeling clay, paint Processes: pinch and pulled forms, drape mold, coil, surface decoration techniques, incising</p> <p>Sculpture/Architecture/Jewelry: Media: paper, paper-mache, clay, plaster, fiber cardboard, wood, paper, foil, found objects, beads,</p>	<p>Standard 1: Understands and Applies Media, Techniques and Processes</p> <p>8.1.1 Identify and control different media, techniques and processes to effectively communicate ideas, experiences and stories including:</p> <p>Drawing: Media: pencils, colored pencils, markers, ink, chalks, crayons, charcoals, pastels Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two point perspective</p> <p>Painting: Media: acrylic, tempera, watercolor, variety of brushes and paint applicators Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging, and masking</p> <p>Printmaking: Media: found objects, printing ink, Styrofoam, stencil Processes: calligraphic, relief, silkscreen</p> <p>Ceramics: Media: earthenware clay , modeling clay, paint Processes: pinch and pulled forms, drape mold, coil, surface decoration techniques, incising</p> <p>Sculpture/Architecture/Jewelry: Media: paper, paper-mache, clay, plaster, fiber cardboard, wood, paper, foil, found objects, beads, sand,</p>

<p>Processes: carving, additive, subtractive, modeling, constructing, casting.</p> <p>Textiles: Media: fabric, yarn, batik wax, found objects, beads Processes: stitchery, weaving, tying, braiding, texturing, and wrapping techniques.</p> <p>Mixed Media: Media: tissue, photos, found objects, foil, fibre, paint, paper. Processes: collage</p> <p>New media: computer Processes: internet</p> <p>6.1.2 Demonstrate safe and proper use, care and storage of media, materials, and equipment</p> <p>6.1.3 Demonstrate thoughtfulness and care in completion of artwork</p> <p>6.1.4 Identify processes and media involved in making two-dimensional and three dimensional art</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>sand, balsa, wire, foam Processes: carving, additive, subtractive, modeling, constructing, casting.</p> <p>Textiles: Media: fabric, yarn, batik wax, found objects, beads Processes: stitchery, weaving, tying, braiding, texturing, and wrapping techniques.</p> <p>Mixed Media: Media: tissue, photos, found objects, foil, fibre, paint, paper. Processes: collage</p> <p>New media: computer Processes: internet</p> <p>7.1.2 Demonstrate safe and proper use, care and storage of media, materials, and equipment</p> <p>7.1.3 Demonstrate thoughtfulness and care in completion of artwork</p> <p>7.1.4 Identify processes and media involved in making two-dimensional and three dimensional art</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>balsa, wire, foam Processes: carving, additive, subtractive, modeling, constructing, casting.</p> <p>Textiles: Media: fabric, yarn, batik wax, found objects, beads Processes: stitchery, weaving, tying, braiding, texturing, and wrapping techniques</p> <p>Mixed Media: Media: tissue, photos, found objects, foil, fibre, paint, paper. Processes: collage</p> <p>New media: computer Processes: internet</p> <p>8.1.2 Demonstrate safe and proper use, care and storage of media, materials, and equipment</p> <p>8.1.3 Demonstrate thoughtfulness and care in completion of artwork</p> <p>8.1.4 Identify processes and media involved in making two-dimensional and three dimensional art</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>
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Standard 2

6	7	8
Standard 2: Uses Knowledge of Structures and Functions	Standard 2: Uses Knowledge of Structures and Functions	Standard 2: Uses Knowledge of Structures and Functions
<p>6.2.1 Apply elements (line, shape, form, texture, color, value, space) and principles (repetition, variety, rhythm, proportion, balance, emphasis, unity) in their work that effectively communicates their ideas</p> <p>6.2.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints and shades, intermediates, neutrals, tones, values), lines (characteristics and qualities), textures (tactile and visual) and space (placement, perspective, overlapping, negative, positive, background, foreground, converging lines, color, size), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition and movement in their work and the work of others</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>7.2.1 Apply elements (line, shape, form, texture, color, value, space) and principles (repetition, variety, rhythm, proportion, balance, emphasis, unity) in their work that effectively communicates their ideas</p> <p>7.2.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, warm, cool, complementary, tints and shades, intermediates, neutrals, tones, values), lines (characteristics and qualities), textures (tactile and visual) and space (placement, one and two point perspective, overlapping, negative, positive, background, foreground, converging lines, color, size), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition and movement in their work and the work of others</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>8.2.1 Apply elements (line, shape, form, texture, color, value, space) and principles (repetition, variety, rhythm, proportion, balance, emphasis, unity) in their work that effectively communicates their ideas</p> <p>8.2.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, warm, cool, complementary, tints and shades, intermediates, neutrals, tones, values), lines (characteristics and qualities), textures (tactile and visual) and space (placement, one two and three point perspective, overlapping, negative, positive, background, foreground, converging lines, color, size), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition and movement in their work and the work of others</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>

Standard 3

6	7	8
Standard 3: Chooses and Evaluates A Range of Subject Matter, Symbols, and Ideas	Standard 3: Chooses and Evaluates A Range of Subject Matter, Symbols, and Ideas	Standard 3: Chooses and Evaluates A Range of Subject Matter, Symbols, and Ideas
<p>6.3.1 Produce art that demonstrates refined observational skills in drawing from life</p> <p>6.3.2 Demonstrate the ability to utilize personal interests, current events, media or techniques as sources for expanding their artwork</p> <p>6.3.3 Discriminate and select from a variety of symbols, subject matter, and ideas to clearly communicate ideas</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>7.3.1 Produce art that demonstrates refined observational skills in drawing from life</p> <p>7.3.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, media, or methods as sources for expanding their artwork</p> <p>7.3.3 Discriminate and select from a variety of symbols, subject matter, and ideas to clearly communicate personal statements</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>8.3.1 Produce art that demonstrates refined observational skills in drawing from life and personal experience</p> <p>8.3.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, media, or methods as sources for expanding their artwork</p> <p>8.3.3 Discriminate and select from a variety of symbols, subject matter, values and ideas to clearly communicate personal statements</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>

Standard 4

6	7	8
Standard 4: Understands the visual Arts in Relation to History and Culture	Standard 4: Understands the visual Arts in Relation to History and Culture	Standard 4: Understands the visual Arts in Relation to History and Culture
<p>6.4.1 Compare works of art to identify similarities and differences in function or purpose</p> <p>6.4.2 Identify, compare and contrast themes, symbols, and ideas that represent various cultures</p> <p>6.4.3 Identify and compare works of art and artifacts from major periods on a chronological time line</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>7.4.1 Research and compare works of art to identify similarities and differences in function or purpose</p> <p>7.4.2 Identify, compare and contrast themes, symbols, and ideas that represent various cultures</p> <p>7.4.2 Research and identify how changes in beliefs, customs, and technology affect artists styles of work</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>7.4.1 Research and compare works of art to identify similarities and differences in function or purpose</p> <p>6.4.2 Identify, compare and contrast themes, symbols, and ideas that represent various cultures, artists and art movements</p> <p>8.4.2 Research and identify how changes in beliefs, customs, and technology affect artists styles of work</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>

Standard 5

6	7	8
Standard 5: Reflects Upon and Assesses the Characteristics and Merits of Their Artwork and the Artwork of Others	Standard 5: Reflects Upon and Assesses the Characteristics and Merits of Their Artwork and the Artwork of Others	Standard 5: Reflects Upon and Assesses the Characteristics and Merits of Their Artwork and the Artwork of Others
<p>6.5.1 Expand on and use appropriate art vocabulary</p> <p>6.5.2 Reflect on personal responses to their work and the work of others and surrounding issues, and identify personal preference</p> <p>6.5.3 Demonstrate respect for their work and the work of others</p> <p>6.5.4 Revise and refine work through reflection, analysis, synthesis, peer critique, and self-evaluation</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>7.5.1 Expand on and use appropriate art vocabulary</p> <p>7.5.2 Refine personal response to their work and the work of others, identify problems and form hypotheses or well supported viewpoints</p> <p>7.5.3 Demonstrate respect for their work and the work of others</p> <p>7.5.4 Revise and refine work through reflection, analysis, synthesis, peer critique, and self-evaluation</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>8.5.1 Expand on and use appropriate art vocabulary</p> <p>7.5.2 Refine personal response to their work and the work of others, identify problems and for hypotheses or well supported viewpoints</p> <p>8.5.3 Demonstrate respect for their work and the work of others</p> <p>8.5.4 Revise and refine work through reflection, analysis, synthesis, peer critique, and self-evaluation</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>

Standard 6

6	7	8
Standard 6: Makes Connections Between Visual Arts and Other Disciplines	Standard 6: Makes Connections Between Visual Arts and Other Disciplines	Standard 6: Makes Connections Between Visual Arts and Other Disciplines
<p>6.6.1 Identify a wide variety of professions related to art such as: fashion designers, advertisers, web designers, interior designers/decorators, landscape designers, architects</p> <p>6.6.2 Identify skills needed in various art related professions</p> <p>6.6.3 Identify contributions that artists and art-related professionals have made to society</p>	<p>7.6.1 Identify a wide variety of professions related to art such as: fashion designers, advertisers, web designers, interior designers/decorators, landscape designers, architects</p> <p>7.6.2 Identify skills needed in various art-related professions</p> <p>7.6.3 Identify contributions that artists and art-related professionals have made to society</p>	<p>8.6.1 Identify a wide variety of professions related to art such as: fashion designers, advertisers, web designers, interior designers/decorators, landscape designers, architects</p> <p>8.6.2 Identify skills needed in various art related professions</p> <p>8.6.3 Identify contributions that artists and art-related professionals have made to society</p>

<p>6.6.4 Examine and critique art at local museums galleries, performance centers, or exhibitions in the community</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>7.6.4 Examine and critique art at local museums galleries, performance centers, or exhibitions in the community</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>	<p>8.6.4 Examine and critique art at local museums galleries, performance centers, or exhibitions in the community</p> <p>Assessment: Visual Arts Common Assessment Rubric</p>
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