### MSAD #54 Visual Arts Curriculum

Content Area: Art  
Unit: Foundations of Art  
Grade: 9-12  
MLR Span: 9 - 12

MLR Content Standard: **A: Disciplinary Literacy – Visual Arts**  
Students show literacy in the art of discipline by understanding and demonstrating concepts, skills, terminology, and processes.

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<th>Disciplinary Literacy</th>
<th>MLR Performance Indicators</th>
<th>MSAD #54 Objectives</th>
<th>Instructional Resources/Activities</th>
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<tbody>
<tr>
<td><strong>Artist’s Purpose</strong></td>
<td>1. Students research and explain how art and artists reflect and influence culture and periods of time.</td>
<td>Students will: -evaluate and compare the influences of culture, personal characteristics, religion, politics, etc. on individual artists and styles. -study how art and technology interact.</td>
<td>Study by reading and activities various transitional areas in art (Example: Medieval to Renaissance)</td>
</tr>
</tbody>
</table>
| **Elements of Art and Principles of Design** | 2. Students evaluate all the features of composition.  
   a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value.  
   b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. | Students will: -critique their own work in verbal and written form -evaluate the use of Elements and Principles in the work of established artists -use visual vocabulary for effective expression | Students will use the Elements to create composition (Example: color/shape mandalas)  
Students will use various media in drawing, painting, and 3-D construction.  
Use visual art resources (books, prints, internet) |
| **Media, Tools, Techniques, and Processes** | 3. Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. | Students will: -use a variety of media effectively -make informed choices regarding use of media to enhance creativity | Students will be exposed to a variety of media: reasons for use of a particular medium, both practical and creative. |
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**MLR Content Standard:** B: Creation, Performance, and Expression  
Students create, express, and communicate through the art discipline.

<table>
<thead>
<tr>
<th>Creation/Expression</th>
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</table>
| **Media Skills**    | 1. Students choose suitable media, tools, techniques, and processes to create a variety of original art works. | Students will:  
- know how to use a variety of media effectively and expressively  
- use source materials (books, prints, internet) effectively | Students will practice techniques of drawing and painting in a variety of media and styles using different sources for inspiration. |
|                     | 2. Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. | Students will:  
- critique their own art work citing strengths and finding areas for improvement | Students will maintain a portfolio to track personal development. |
|                     | 3. Students create a body of original art work. | Students will:  
- a1. be expected to use various media effectively  
- b1. be able to articulate visual knowledge | Students will keep a sketchbook to relate class work to personal work.  
Students will practice visual abstraction using montage techniques (found materials, photo sources, objects)  
Students will use a portfolio as a reference of progress in use of technique.  
Study and respond to historical and contemporary use of art as a communication form.  
Students will read and respond to written material (art magazines, etc.) |
<p>| <strong>Composition Skills</strong> | | | |
| <strong>Making Meaning</strong>  | 3. Students create a body of original art work. | | |
|                     | a. Demonstrate sophisticated use of media, tools, techniques, and processes. | | |
|                     | b. Demonstrate knowledge of visual art concepts. | | |</p>
<table>
<thead>
<tr>
<th><strong>Exhibition</strong></th>
<th>c. Communicate a variety of ideas, feelings, and meanings.</th>
<th>c1. Consider art as a tool for communication (advertising, commercial, political)</th>
<th>Answer and ask questions relevant to literary comprehension.</th>
</tr>
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<tr>
<td>4. Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.</td>
<td>Students will display their work in various places such as hallway display cabinets and the library.</td>
<td>Students will learn the basics of effective display, matting criteria, lighting, safety and security concerns.</td>
<td></td>
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MLR Content Standard: **C: Creative Problem Solving**  
Students approach artistic problem-solving using multiple solutions and the creative process.

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<tr>
<th>Application of Creative Process</th>
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<tr>
<td>1. Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others.</td>
<td>Students will -create a body of work in response to a variety of prompts.</td>
<td>Students will use a variety of media to communicate ideas and feelings. Students express the same idea or concept in various media.</td>
<td></td>
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</table>
### Aesthetics and Criticism

**MLR Performance Indicators PreK-2**

1. Students analyze and evaluate art forms.
   a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes as referenced in Standard A: Disciplinary Literacy.
   b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and non-print sources.
   c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.
   d. Research and explain how art and artists reflect and shape their time and culture.

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<td>Students will:</td>
<td>Learn appropriate vocabulary to express visual concepts and procedures</td>
</tr>
<tr>
<td>- react verbally and/or in writing to various visual stimuli</td>
<td>Learn historical and cultural applications of art</td>
</tr>
<tr>
<td>- learn a variety of ways to read or evaluate artwork</td>
<td>Learn processes leading to informed judgment</td>
</tr>
<tr>
<td>- read and respond to artwork from various times and places</td>
<td>Use historical knowledge of art and artists to demonstrate relations of art and culture.</td>
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**MLR Content Standard: D: Aesthetics and Criticism**

Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).
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**MLR Content Standard:** **E: Visual and Performing Arts Connections**  
Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

<table>
<thead>
<tr>
<th>Connections</th>
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<tr>
<td><strong>The Arts and History and World Culture</strong></td>
<td>1. Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.</td>
<td>Students will: -discuss and respond to various written and visual materials from various periods of history and cultures.</td>
<td>-listen to music/poetry from different historical periods of cultures. -watch, question and reflect on culture, use of technology in media animated/live action</td>
</tr>
<tr>
<td><strong>The Arts and Other Disciplines</strong></td>
<td>2. Students analyze skills and concepts that are similar across disciplines.</td>
<td>Students will: Learn connections between art and various other subjects such as geometry and literacy.</td>
<td>-make connections between visual and other art forms from other historical periods or cultures. -use appropriate literacy strategies</td>
</tr>
<tr>
<td><strong>Goal Setting</strong></td>
<td>3. Students make short-term and long-term goals related time management, interpersonal interactions, or skill development that will lead to success in the arts.</td>
<td>Students will: -investigate and consider practical uses of art in career selection</td>
<td>-complete all assignments in a given time -identify skills which need to be improved and identify the means to make improvements</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Impact of the Arts on Lifestyle and Career</strong></th>
<th><strong>Interpersonal Skills</strong></th>
<th><strong>Students will:</strong></th>
</tr>
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</table>
| 4. Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. | Students will demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. | Students will:  
- examine the role of the arts in the work/commercial culture as well as recreation  
- know how to use the arts to develop quality of life |
| 5. Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. |  
- Getting along with others  
- Respecting differences  
- Working as a team/ensemble  
- Managing conflict  
- Accepting/giving/using constructive feedback  
- Accepting responsibility for personal behavior  
- Demonstrating ethical behavior  
- Following established rules/etiquette for observing/listening to art  
- Demonstrating safe behavior | Students will:  
- a1. demonstrate reasonable social skills  
- b1. accept the validity of other’s experiences  
- c1. work as a team member when appropriate  
- d1-f1. conduct civil discourse | Students will consider practical aspects of possible art careers and recreation.  
Students will practice civility and social skills. |