

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.

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Artist’s Purpose	1.Students research and explain how art and artists reflect and influence culture and periods of time.	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.	Study by reading and activities various transitional areas in art (Example: Medieval to Renaissance)
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.

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: **Foundations of Art**

Grade: 9-12
MLR Span: 9 - 12

MLR Content Standard: **B:Creation, Performance, and Expression**
Students create, express, and communicate through the art discipline.

Creation/ Expression	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
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.
Composition Skills	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. 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)
Making Meaning	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.	Students will: a1.be expected to use various media effectively b1.be able to articulate visual knowledge	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.)

	c.Communicate a variety of ideas, feelings, and meanings.	c1.consider art as a tool for communication (advertising, commercial, political)	Answer and ask questions relevant to literary comprehension.
Exhibition	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.	Students will -display their work in various places such as hallway display cabinets and the library.	Students will learn the basics of effective display, matting criteria, lighting, safety and security concerns.

MSAD #54 Visual Arts Curriculum

Content Area: Art
 Unit: **Foundations of Art**

Grade: 9-12
 MLR Span: 9 - 12

MLR Content Standard: C: Creative Problem Solving
 Students approach artistic problem-solving using multiple solutions and the creative process.

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Application of Creative Process	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.	Students will -create a body of work in response to a variety of prompts.	Students will use a variety of media to communicate ideas and feelings. Students express the same idea or concept in various media.

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: **Foundations of Art**

Grade: 9-12
MLR Span: 9 - 12

MLR Content Standard: D: Aesthetics and Criticism
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<p>1. Students analyze and evaluate art forms.</p> <p>a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/non-print sources.</p> <p>c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</p> <p>d. Research and explain how art and artists reflect and shape their time and culture.</p>	<p>Students will:</p> <ul style="list-style-type: none"> -react verbally and/or in writing to various visual stimuli -learn a variety of ways to read or evaluate artwork -read and respond to artwork from various times and places 	<p>Learn appropriate vocabulary to express visual concepts and procedures</p> <p>Learn historical and cultural applications of art</p> <p>Learn processes leading to informed judgment</p> <p>Use historical knowledge of art and artists to demonstrate relations of art and culture.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: **Foundations of Art**

Grade: 9-12
MLR Span: 9 - 12

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.

Connections	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
The Arts and History and World Culture	1.Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.	Students will: -discuss and respond to various written and visual materials from various periods of history and cultures.	-listen to music/poetry from different historical periods of cultures. -watch, question and reflect on culture, use of technology in media animated/live action
The Arts and Other Disciplines	2.Students analyze skills and concepts that are similar across disciplines.	Students will: Learn connections between art and various other subjects such as geometry and literacy.	-make connections between visual and other art forms from other historical periods or cultures. -use appropriate literacy strategies
Goal Setting	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.	Students will: -investigate and consider practical uses of art in career selection	-complete all assignments in a given time -identify skills which need to be improved and identify the means to make improvements

<p>Impact of the Arts on Lifestyle and Career</p>	<p>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.</p>	<p>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</p>	<p>Students will consider practical aspects of possible art careers and recreation.</p>
<p>Interpersonal Skills</p>	<p>5. Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students will:</p> <p>a1. demonstrate reasonable social skills</p> <p>b1. accept the validity of other's experiences</p> <p>c1. work as a team member when appropriate</p> <p>d1-f1. conduct civil discourse</p>	<p>Students will practice civility and social skills.</p>