

ART
CURRICULUM
STANDARDS
GRADES 1-12



Newtown Public Schools

Adopted by the Board of Education: April 10, 2007

ART PROGRAM

The purpose of this curriculum document is to enable teachers, students, and parents to

- See the progression of content and concepts from level to level
- Define expectations about what to teach
- Provide communication, continuity, and consistency of instruction
- Make the art program known and accessible to the community

This document is intended to provide structure so that teachers at the next level can predict concepts and experiences that have been taught to students in earlier grades. It is not the intent of the curriculum to require specific projects, so that the teacher can integrate with other content areas and capitalize on the strengths of the students in a particular group.

**The art curriculum progresses from a grand view
to more and more specificity as it moves up through the grades.**

Philosophy

The intent of the art education program in Newtown is to develop visual thinkers and to encourage creative problem solvers. Structured and sequential learning situations in the visual arts are an essential part of the intellectual, social, and emotional growth of every child. The art curriculum is designed to develop the unique mental capabilities that foster flexible, divergent, original, fluent, and imaginative thinking. By making art, students ponder multiple solutions based on information coupled with individual judgment.

In a complex visual world, where perception and reality are often in conflict, art offers the experiences necessary to observe and to extract the essence of the physical world and to translate its components into works of art. Art is knowledge made visible. Students investigate the visual riches of our world and experience insights and pleasure. Art creates the opportunity for the student to be consistently involved with his/her own learning from the inception of an idea to its concrete realization.

The historical and cultural significance of art in education provides the opportunity for the student to understand and appreciate the role of the artist as a visual historian and the creator of new and original modes of perception. Art creates meaning for history and culture.

Goal and Content Standards

The goal of art education in Newtown is to provide planned, ongoing, and systematic instruction in the visual arts through the following standards:

- Students will be able to use media, techniques and processes to understand and express visual elements and principles.
- Students will be able to use subject matter, symbols, and ideas to make connections between art and other disciplines.
- Students will be able to understand that art is the essential core which reflects, records, and shapes the history and development of culture.
- Students will be able to respond to works of art through analysis and interpretation.
- Students will continuously examine, assess, and improve their work.

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Standard 1: Students will be able to use media, techniques, and processes to understand and express visual elements and principles

K-2	3-4	5-6	7-8	9-12
<p>The students will ...</p> <ul style="list-style-type: none"> • Observe and interpret the world in terms of visual and tactile qualities <ul style="list-style-type: none"> - Line - Shape - Color • Explore different visual principles for their artistic effect <ul style="list-style-type: none"> - Balance - Pattern • Use different media, techniques, and processes to communicate ideas <ul style="list-style-type: none"> - Processes include painting, drawing, sculpting, and printmaking - Media includes pencil, crayon, marker, watercolor, cut paper, oil pastel, tempera, and clay 	<ul style="list-style-type: none"> • Observe and interpret the world in terms of visual and tactile qualities <ul style="list-style-type: none"> - Line - Shape - Form - Value - Color - Texture • Explore different visual principles for their artistic effect <ul style="list-style-type: none"> - Balance - Pattern - Emphasis • Use different media, techniques, and processes to communicate ideas <ul style="list-style-type: none"> - Processes include painting, drawing, sculpting, and printmaking - Media includes pencil, marker, watercolor, oil pastel, tempera, and clay 	<ul style="list-style-type: none"> • Observe and interpret the world in terms of visual and tactile qualities <ul style="list-style-type: none"> - Line - Shape - Form - Value - Color - Texture - Space • Explore different visual principles for their artistic effect <ul style="list-style-type: none"> - Balance - Pattern - Contrast - Proportion - Emphasis - Rhythm • Use different media, techniques, and processes to communicate ideas <ul style="list-style-type: none"> - Processes include painting, drawing, sculpting, and printmaking - Media includes pencil, marker, watercolor, cut and sculpted paper, oil pastel, tempera, and clay 	<ul style="list-style-type: none"> • Show aesthetic awareness of visual and tactile qualities by effectively communicating his/her ideas through selection of elements, principles and processes <ul style="list-style-type: none"> - Elements include line, shape, form, value, color, texture, and space - Principles include balance, repetition, contrast, proportion, emphasis, rhythm, unity, and variety - Processes include painting, drawing, sculpting, and printmaking • Manipulate and organize arts media to translate ideas effectively <ul style="list-style-type: none"> - Media includes pencil, charcoal, marker, watercolor, ink, cut and sculpted paper, pastel, and clay 	<ul style="list-style-type: none"> • Apply media, techniques, and processes skillfully • Initiate, define, and solve challenging visual arts problems • Use symbolic and literal language for analysis, synthesis, and evaluation

Standard 2: Students will be able to use subject matter, symbols, and ideas to make connections between art and other disciplines				
K-2	3-4	5-6	7-8	9-12
<p>The students will ...</p> <ul style="list-style-type: none"> Recognize connections between the visual arts and other disciplines in the curriculum. 	<ul style="list-style-type: none"> Recognize connections between the visual arts and other disciplines in the curriculum. 	<ul style="list-style-type: none"> Identify connections between the visual arts and other disciplines in the curriculum. 	<ul style="list-style-type: none"> Compare the characteristics of two or more art forms Describes how the visual arts and other disciplines are interrelated. 	<ul style="list-style-type: none"> Synthesize and demonstrate the connections between selected disciplines and the visual arts.

Standard 3: Students will be able to understand that art is the essential core which reflects, records, and shapes the history and development of cultures

K-2	3-4	5-6	7-8	9-12
<p>The students will...</p> <ul style="list-style-type: none"> • Discuss specific works of art as belonging to particular cultures, times, and places <ul style="list-style-type: none"> - Idea of timeline - Ancient (such as cave art, DaVinci) - Modern (such as Picasso, Van Gogh) • Create a work of art that demonstrates the historical and cultural significance of time and place. 	<ul style="list-style-type: none"> • Discuss specific works of art as belonging to particular cultures, times, and places <ul style="list-style-type: none"> - Ancient (example: Egyptian) - Renaissance (such as Michaelangelo, Davinci) - Impressionism (such as Monet, Renoir, Cassat, Van Gogh) - Modern (such as O’Keeffe, Matisse, Picasso, Magritte) - Recognizes time line • Create a work of art that demonstrates the historical and cultural significance of time and place. 	<ul style="list-style-type: none"> • Discuss specific works of art as belonging to particular cultures, times, and places <ul style="list-style-type: none"> - Ancient (as aligned with social studies curriculum) - Impressionism (such as Degas) - Modern (such as O’Keeffe) - Understands time line • Create a work of art that demonstrates the historical and cultural significance of time and place. 	<ul style="list-style-type: none"> • Study and compares a variety of works and accomplishments, historic, and prehistoric cultures <ul style="list-style-type: none"> - Ancient (such as Greek) - Renaissance (such as DaVinci) - Modern (such as Cezanne) - Contemporary • Create a work of art that demonstrates the historical and cultural significance of time and place 	<ul style="list-style-type: none"> • Differentiate among art works from a variety of historical and cultural periods • Create a work of art that demonstrates the historical and cultural significance of time and place.

Standard 4: Students will be able to respond to works of art through analysis and interpretation.				
K-2	3-4	5-6	7-8	9-12
<p>The students will...</p> <ul style="list-style-type: none"> • Recognize that there are differences in works of art <ul style="list-style-type: none"> - Use the language of art - Notice similarities and differences - Notice detail - Identify the subject - Tell how the work made them feel 	<ul style="list-style-type: none"> • Recognize that there are differences in works of art <ul style="list-style-type: none"> - Use the language of art including some principles and elements - Identify similarities and differences - Notice detail - Be aware of the historical timeline - Identify the subject category (such as portrait, landscape, still life, seascape) - Tell what they think the artist is expressing 	<ul style="list-style-type: none"> • Describe the aesthetic qualities of works of art <ul style="list-style-type: none"> - Use the language of art including some principles and all elements - Compare and contrast similarities and differences - Describe specific details - Relate to some art movements (such as Ancient, Impressionism, and Modern) and to the historical timeline - Compare to the works of other artists - Conduct simple research 	<ul style="list-style-type: none"> • Compare and contrast the aesthetics of works of art <ul style="list-style-type: none"> - Critique the works of other artists by supporting opinions with evidence - Use the language of art including some principles and elements - Explain similarities and differences - Recognize some symbolism within a movement and place on the historical timeline 	<ul style="list-style-type: none"> • Demonstrate an understanding of aesthetic qualities by analyzing and expressing subjects, themes, and symbols • Defend reasons for personal analysis of specific works of art • Respond analytically to professional art criticism.

Standard 5: Students will continuously examine, assess, and improve their work.				
K-2	3-4	5-6	7-8	9-12
<p>The students will...</p> <ul style="list-style-type: none"> Recognize that there are different responses to specific artworks Share responses to his/her own and other's work Assess final work through verbal responses and/or portfolios 	<ul style="list-style-type: none"> Recognize that there are different responses to specific artworks Share responses to his/her own and other's work Assess final work through verbal or written responses and/or portfolios 	<ul style="list-style-type: none"> Assist in development of criteria for his/her own work Reflect about and refine works in progress Assess final work through verbal or written responses and portfolios 	<ul style="list-style-type: none"> Assist in development of criteria for his/her own work Reflect about and refine works in progress Assess final work through verbal or written responses and portfolios 	<ul style="list-style-type: none"> Assist in development of criteria for his/her own work Reflect about and refine works in progress Assess final work through verbal or written responses and portfolios Develop a portfolio for college/career placement.