**Scales Mound School District #211 – Elementary Visual Art Education Scope and Sequence**

\* All lessons build progressively on eye-hand coordination and skill development.

\* All classes should incorporate reading, math & technology concepts without sacrificing skill development.

\* All classes with begin with Classroom Expectations & Consequences, Routines, Procedures, etc., and this will be ongoing throughout the year and reviewed whenever necessary or at least once per quarter.

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| Quarter |  | Kindergarten | 1st Grade | 2nd Grade |
| 1st Quarter | Weeks 1-3 | Ability Assessment Sheet  Following Directions lessons  Appropriate use of materials  *Begin Kindergarten Art Book* | Ability Assessment Sheet  Following Directions lessons  Appropriate use of materials  *1st Grade Sketchbook Cover* | Ability Assessment Sheet  Following Directions lessons  Appropriate use of materials  Artists as illustrators (Peter H. Reynolds, Ish and The Dot)  *2nd Grade Sketchbook Cover*  *“Ish” Drawings* |
| Weeks 4-6 | Crayons & Markers- selecting appropriate colors, neatness.  Cross-curricular Zoo Phonics Characters  *Fire Prevention Posters*  *Begin Zoo Phonics Books*  *Art Book – Primary Colors* | Crayons & Markers- selecting appropriate colors, neatness.  Use of space on paper  Effectively communicating ideas through posters  *“Controlled” Scribble Art*  *Purple Circle Pictures*  *Fire Prevention Posters* | Crayons & Markers- selecting appropriate colors, neatness.  Use of space on paper  Effectively communicating ideas through posters  *“The Dot” Art*  *Fire Prevention Posters*  *Sketchbook Drawings* |
| Weeks 7-9 | ‘ABC’ Pattern  Gluing & Assembling  Sharpie Markers  Watercolor Paint  *Original Works Project*  *More Zoo Phonics*  *Art Book – “Pattern-pillars”* | Directive Drawings  Watercolor Paint  Mixed Media Art  Leaf Rubbing (texture review)  *Original Works Project*  *Peter, Peter Pumpkin Eater*  *Apples, Fall & Leaf Rubbings* | Directive Drawings  Tone & Implied Texture  Realistic vs. Stylistic Art  *Original Works – Dragons*  *Drawing trees realistically (in sketchbooks as practice)*  *Kandinsky-Style Trees* |
| 2nd Quarter | Weeks 10-12 | Directive Drawing  Tempera Paint  3-Dimensional Art  Torn Paper Art  *Drawing Pumpkins*  *Painting Effectively*  *Torn Paper Bag Trees*  *More Zoo Phonics* | Following a pattern/color code  Cutting, gluing, constructing, and manipulation practice  Many parts to make a whole  Cross-curricular lesson  *Halloween Paper Quilt*  *Veterans Day Project*  *Sketchbook Drawings* | Monochromatic Color Schemes  Review Geometric Shapes  Point of view & Pattern  Low Relief Paper Sculptures  *Const. Paper Monochromatic Geometric Frankenstein Art*  *Whimsical Witch Feet*  *Veterans Day Flag Project* |
| Weeks 13-15 | How Art Contributes to Holidays and Celebrations  Hands in Art - Imagination  *Veterans Day Project*  *Thanksgiving Projects*  *Hand Art Projects*  *More Zoo Phonics* | Paper Weaving  Functional Art  Use of color (contrast)  *Paper Weaving Placemats with Thanksgiving Dinner place settings*  *Sketchbook Drawings* | Clay – coil construction  Glazing  Value (shading) in art  *Clay Coil Pots*  *Caroling Snowmen* |
| Weeks 16-18 | Modeling with Clay, Glazing  Making salt dough  Mobiles – Alexander Calder  *Clay Pinch Pots*  *More Zoo Phonics*  *Xmas Tree Mobiles & Glitter*  *Xmas Program Project* | Mixed Media & Holiday Art  Using crayon to show value (shading) in snow  Cross-curricular –writing prompt and art project  *Snow Globes (Xmas concert)*  *Xmas Writing Prompt Art*  *Sketchbook Drawings* | Chalk Pastels, Value, Texture, Pattern & Repetition  Perspective (point of view)  Lacing (cross-curricular)  *Pastel Ornaments in trees*  *Snowman Perspectives*  *Xmas Stocking Lacing* |
| 3rd Quarter | Weeks 19-21 | Review Skills learned thus far and reinforce them  Cutting symmetrical hearts  Accordion-folding paper  *More Zoo Phonics*  *Valentine’s Day Projects* | Mobiles – Alexander Calder review  2-Dimensional vs. 3-D art  *Snowman Mobiles*  *2-Dimensional penguins*  *3-Dimensional penguins*  *Sketchbook Drawings* | Cross-curricular art/writing prompt for winter  Mixed media- oil pastels, construction paper, tempera paint & crayon – seasonal art  *Snow shovels w/ winter scenes*  *Winter Cardinals*  *Sketchbook Drawings* |
| Weeks 22-24 | Tempera Paint & Secondary Colors  Chalk / Pastels  *Art Book – Mouse Paint*  *More Zoo Phonics*  *Pastel Snowmen* | Tracing a stencil  Paper punching holes  Lacing using yarn  Positive & Negative Space  Review Symmetrical  *Heart Pockets (V-Day)*  *Positive/Negative Hearts*  *Sketchbook Drawings* | Recycled Holiday Functional Art  Directive Drawing – Animals made out of hearts only  Clay sculpture & glazing  *Valentine’s Day Card Boxes*  *Heart-y Animals (sketchbooks)*  *Clay Dinosaurs* |
| Weeks 25-27 | Texture – Implied vs. Actual  *Directed Texture Drawings*  *Art Book – Actual Textures*  *Texture Rubbings*  *More Zoo Phonics* | Tempera paint – mixing red with white to make a variety of tints of pink  Dr. Seuss – review primary  Imagination – Tooth Fairies  *‘Value’able Heart Paintings*  *Seuss-inspired fish Paintings*  *Tooth Fairy Drawings* | Paper Triorama & dino habitats  Dr. Seuss-inspired art  *Triorama backgrounds*  *Seuss-ical Art Project*  *Sketchbook Drawings* |
| 4th Quarter | Weeks 28-30 | Fringing Paper  Low Relief Paper Art  Warm & Cool Colors  *“Hoppy” Easter Bunnies*  *Art Book – Warm vs. Cool*  *More Zoo Phonics* | Low Relief  Tissue Paper & Starch  Pleating Paper  Clay – Slab, Impressions  *“Little” Leprechauns*  *Hanging/Flying Birds*  *Clay Taco Rattles*  *Sketchbook Drawings* | Conservation and the role of artists and audiences  Effective Poster Techniques  Lettering to create mood  Cross-curricular (Pablo Picasso, Spanish artist, & Blue Period)  *Conservation Posters*  *Blue Period Paintings* |
| Weeks 31-33 | Geometric vs. Free-Form (Organic) Shapes  Neutral Colors  Paper Sculpture Techniques  *Art Book – Shapes*  *Art Book – Neutral Colors*  *Low Relief Paper Sculptures*  *Finish Zoo Phonics Book* | Drawing & painting from direct observation  Vincent van Gogh – Sunflowers  Clay – Slump mold, glaze  *Van Gogh’s Sunflowers*  *Clay Sunflower Dishes*  *Sketchbook Drawings* | Painting from observation  Filling the frame & overlapping  Creating the illusion of space  *Stop-n-Paint the Flowers*  *Sketchbook Drawings* |
| Weeks 34-36 | ROYGBiV acronym  Facial Expressions  Crayon Resist  Review  *Art Book – Roy G. Biv*  *Finish Art Book – Last pages*  *“Sunny” Expressions* | Color relationships (Wassily Kandinsky’s Concentric Circles)  *Kandinsky-inspired Concentric Circles*  *Sketchbook Drawings* | Cross-curricular Art/Writing  Construction Paper Techniques  Using yarn to create hair  Facial & Body Proportions  Joan Miro & Abstract Art  *Alexander & the Horrible, Terrible, No Good, Very Bad Day Self-Portraits*  *Miro-inspired Project*  *Sketchbook Drawings* |

**Scales Mound School District #211 – Elementary Visual Art Education Scope and Sequence**

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| Quarter |  | 3rd Grade | 4th Grade | 5th Grade |
| 1st Quarter | Weeks 1-3 | Ability Assessment Sheet  Following Directions lessons  Appropriate use of materials  *3rd Grade Sketchbook Cover* | Ability Assessment Sheet  Following Directions lessons  Appropriate use of materials  *4th Grade Sketchbook Cover* | Ability Assessment Sheet  Following Directions lessons  Appropriate use of materials  *5th Grade Sketchbook Cover* |
| Weeks 4-6 | Color Wheel (P/S) and complementary  Use of space on paper  Effectively communicating ideas through posters  *Color Wheel Pizzas*  *Fire Prevention Posters*  *Sketchbook Drawings* | Color Theory - tertiary (intermediate) and analogous)  Radiating (radial symmetrical)  Use of space on paper  Effectively communicating ideas through posters  *Analogous Radiating Names*  *Fire Prevention Posters*  *Sketchbook Drawings* | Theme / Motif  Compositional Schemes  Creative Lettering  Use of space on paper  Effectively communicating ideas through posters  *Theme Drawings*  *Fire Prevention Posters*  *Sketchbook Drawings* |
| Weeks 7-9 | Silhouette, use of Markers  Gradation using Crayons  Graffiti Art  Positive/Negative Space  Formal Symmetry  *Original Works Project*  *Pos/Neg Jack-O-Lanterns*  *Sketchbook Drawings* | Symbolism  Overlapping & Value  Visual Communication  Colored Pencil Techniques  Positive/Negative Space  Formal Symmetry  *Original Works Project*  *Pos/Neg Ghosts*  *Sketchbook Drawings* | Andy Warhol – Pop Art & Campbell’s Soup Cans  Cursive Bubble Letters  Overlapping, filling the space  *Original Works Project*  *Pumpkin Names*  *Sketchbook Drawings* |
| 2nd Quarter | Weeks 10-12 | Clay – Slab, Impression, Score & Slip, Foot, Functional, Glaze  Paper Chains & Patterns  *Clay Leaf Dishes*  *Paper Ghost Chains*  *Veterans – Stars & Stripes* | Glue Line Batik  Oil Pastels – Blending & value  Weaving-in-the-Round  *“Glowing” Pumpkins*  *Zulu “Oops” Baskets*  *Sketchbook Drawings* | 3-D and Bas Relief Paper Sculpture Techniques  Paper Folding, Curling, Crimping & Fringing  *Paper Masks*  *Sketchbook Drawings* |
| Weeks 13-15 | Weaving, Loom, Warp, Weft  *Loom Weavings*  *Sketchbook Drawings* | Movement  Parallel lines  Creative Problem Solving  *Veterans Day Project – Waving Flags Drawing*  *“Turkey Dressing”* | Symbolism  Educated Media Choices  Clay – pinch, modeling, ceramics, glazing/painting  *THANKS VETERANS*  *Clay Animal Whistles* |
| Weeks 16-18 | Radial Symmetry  Paper Cutting  Op (Optical Illusion) Art  Repetition, Value & Depth  *“Let It Snow” Snowflakes*  *Op Art Designs* | 3-Dimensional Paper Sculpture  Clay – Slab Construction, undercutting, sealing  Tempera techniques – blending, layering, fanning  *3-D Paper Snowflakes*  *Clay Slab Boxes*  *Winter Landscape Paintings* | Completing a picture  Visualizing an end result  Color/value matching  Skilled colored pencil usage  Wycinanki Polish Paper Cutting  Symmetry & Detailed Cuts  *Christmas Card Continuum*  *Wycinanki Christmas Trees* |
| 3rd Quarter | Weeks 19-21 | Monochromatic, Tempera  Value (Tints, Tones & Shades)  Imagination, Technology and fictional/creative writing  *Monochromatic Snowmen Paintings*  *Imagination Creatures*  *Sketchbook Drawings* | Recycled Art  Papier-Mâché – form, armature, paste, tempera  *V-Day Card Holders*  *Papier-Mâché Animal Masks*  *Sketchbook Drawings* | Pablo Picasso – Synthetic Cubism, Portraits & oil pastels  Scratchboard techniques – “reverse” drawing, texture  *Picasso Portraits*  *Scratchboard Dragons* |
| Weeks 22-24 | Following a paper pattern  Keith Haring & Pop Art  Jim Dine & Pop Art  *Paper V-Day Heart Pockets*  *Haring-inspired Heart-Art*  *Dine-inspired Hearts* | Papier-Mâché – form, armature, paste, tempera  *Papier-Mâché Animal Masks*  *Sketchbook Drawings* | Recycled Sculpture & Holiday/Tradition Art  Facial Proportions – Centering, use of space  *V-Day Castle Card Holders*  *WANTED Posters* |
| Weeks 25-27 | Georges Seurat & Pointillism  Conservation and the role of artists and audiences  Effective Poster Techniques  Lettering to create mood  *Pointillist Landscapes*  *Conservation Posters*  *Sketchbook Drawings* | Conservation and the role of artists and audiences  Effective Poster Techniques  Lettering to create mood  *Conservation Posters*  *Sketchbook Drawings* | Dr. Seuss Illustrator/Artist  Conservation and the role of artists and audiences  Effective Poster Techniques  Lettering to create mood  *Seuss Illustrations*  *Conservation Posters* |
| 4th Quarter | Weeks 28-30 | David Hockney & Landscapes  Oil Pastel Resist  Watercolor Mixing  Pattern & Repetition  Clay – Slab, Score, Slip, Smooth. Two-tone & dry brush  *Hockney-inspired Landscapes*  *Clay Roses* | Clay – slabs & impressions, scare, slip & smooth, punching and hanging  Combining technology and fairy tales (art)  *Clay Wall Pockets*  *Fairy Tale Portraits*  *Sketchbook Drawings* | Clay – Pinch vs. Taco/Slab  Glaze vs. Acrylic Paint  Camouflage Techniques  *Clay Big Mouth/Taco Fish/Animals*  *Camouflage Names (Book Camp)*  *Sketchbook Drawings* |
| Weeks 31-33 | Origami basic folds (mountain, valley, rabbit ear, squash, outside/inside/double reverse)  Poetry & Technology (Cross-curricular)  *Origami Poetry Project*  *Organic/Free-Form Shape*  *Sketchbook Drawings* | Grid Method, Enlarging  *Grid Method Animals*  *Sketchbook Drawings* | Andy Warhol & Shoes, Shoes, Shoes – Logos/Slogans/Sayings Warhol-shoe style  Composition  *Warhol-Inspired Shoe Art*  *Sketchbook Drawings* |
| Weeks 34-36 | Organic Shape Cartoons  Profile  *Cartoon Profile Faces*  *Realistic Profile Faces*  *Drawing Tricks* | Organic Shape Cartoons  Profile  *Cartoon Profile Faces*  *Realistic Profile Faces*  *Drawing Tricks* | One-Point Perspective Techniques  *Sketchbooks – Perspective*  *Drawing Tricks* |

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| National Visual Art Content Standards | Grades K-5 Achievement Standards |
| #1 - Understanding and applying media, techniques and processes | \* Students know the differences between materials, techniques, and processes  \* Students describe how different materials, techniques, and processes cause different responses  \* Students use different media, techniques, and processes to communicate ideas, experiences, and stories  \* Students use art materials and tools in a safe and responsible manner |
| #2 - Using knowledge of structures and functions | \* Students know the differences among visual characteristics and purposes of art in order to convey ideas  \* Students describe how different expressive features and organizational principles cause different responses  \* Students use visual structures and functions of art to communicate ideas |
| #3 - Choosing and evaluating a range of subject matter, symbols, and ideas | \* Students explore and understand prospective content for works of art  \* Students select and use subject matter, symbols, and ideas to communicate meaning |
| #4 - Understanding the visual arts in relation to history and cultures | \* Students know that the visual arts have both a history and specific relationships to various cultures  \* Students identify specific works of art as belonging to particular cultures, times, and places  \* Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art |
| #5 - Reflecting upon and assessing the characteristics and merits of their work and the work of others | \* Students understand there are various purposes for creating works of visual art  \* Students describe how people's experiences influence the development of specific artworks  \* Students understand there are different responses to specific artworks |
| #6 - Making connections between visual arts and other disciplines | \* Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines  \* Students identify connections between the visual arts and other disciplines in the curriculum |

**Scales Mound School District #211 – Junior High Visual Art Education Scope and Sequence**

\* All lessons build progressively on eye-hand coordination and skill development.

\* All classes should incorporate reading, math & technology concepts without sacrificing skill development.

\* All classes with begin with Classroom Expectations & Consequences, Routines, Procedures, etc., and this will be ongoing throughout the year and reviewed whenever necessary or at least once per quarter.

\* JH Art A = fundamentals of art (elements of art and principles of design) are explored through a variety of drawing and painting media and techniques, including but not limited to: graphite, colored pencil, pen & ink, pastel, oil pastel, watercolor, tempera paint, acrylic paint, compass design, scratchboard, cartooning, proportions, grid method, and perspective.

\* JH Art B = fundamentals of art are explored through a variety of 3-dimensional sculptural media and techniques, including but not limited to: clay, wire, fibers, foam, papier-mâché, copper tooling, toothpicks, recycled materials, beads, materials from nature, etc.

\* JH Art C = art history movements and styles are discovered and explored through a variety of media and techniques, including but not limited to: Ancient, Prehistoric, Egyptian, Greek, Roman, Byzantine, Romanesque, Gothic, Renaissance, Baroque, Rococo, Neoclassicism, Romanticism, Realism, Impressionism, Neo-Impressionism, Post-Impressionism, Abstraction, Neo-Plasticism, Fauvism, Cubism, Futurism, Dada, Realism, Surrealism, Abstract Expressionism, Pop Art, Op Art and Contemporary.

\* JH Art D = fundamentals of art are explored through a variety of paper crafting media, printmaking, collage and assemblage media and techniques, including but not limited to: construction paper, tissue paper, papier-mâché, quilling, embossing, papermaking, and various printing methods.

\* JH Art E & F= master artists and their works/styles are discovered and explored through a variety of media and techniques, including but not limited to: Leonardo da Vinci, Claude Monet, Giuseppe Arcimboldo, Amadeo Modigliani, Edgar Degas, Paul Cezanne, Mary Cassatt, Georges Seurat, Vincent van Gogh, Edvard Munch, Henri Matisse, Jackson Pollock, Wassily Kandinsky, Paul Klee, Joan Miro, Piet Mondrian, Pablo Picasso, Edward Hopper, Grant Wood, Norman Rockwell, Georgia O’Keeffe, Chuck Close, Salvador Dali, Renee Magritte, Frida Kahlo, MC Escher, Wayne Thiebaud, Roy Lichtenstein, Andy Warhol, Claus Oldenburg, Keith Haring, Burton Morris, Laurel Burch, etc.

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| National Visual Art Content Standards | Grades 6-8 Achievement Standards |
| #1 - Understanding and applying media, techniques and processes | \* Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices  \* Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas |
| #2 - Using knowledge of structures and functions | \* Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work  \* Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas  Students select and use the qualities of structures and functions of art to improve communication of their ideas |
| #3 - Choosing and evaluating a range of subject matter, symbols, and ideas | \* Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks  \* Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks |
| #4 - Understanding the visual arts in relation to history and cultures | \* Students know and compare the characteristics of artworks in various eras and cultures  \* Students describe and place a variety of art objects in historical and cultural contexts  \* Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art |
| #5 - Reflecting upon and assessing the characteristics and merits of their work and the work of others | \* Students compare multiple purposes for creating works of art  \* Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry  \* Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures |
| #6 - Making connections between visual arts and other disciplines | \* Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context  \* Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts |

**Scales Mound School District #211 – High School Visual Art Education Scope and Sequence**

\* All lessons build progressively on skill development on an INDIVIDUAL basis, and build from what is learned in elementary and junior high art classes. Review/reinforcement will occur as needed.

\* All classes should incorporate reading, math & technology concepts without sacrificing skill development.

\* All classes with begin with Classroom Expectations & Consequences, Routines, Procedures, etc., and this will be ongoing throughout the year and reviewed whenever necessary or at least once per quarter.

Students will continue and build upon the knowledge and skills learned in elementary & middle school. Using differentiated instruction, students will set personal goals and experiment with a variety of media of choice. Lesson planning will be based on individual interests, goals and skill level. Students will be required to keep a sketchbook. Students will complete an electronic art portfolio.

Mediums may include, but are not limited to: Graphite, Charcoal, White Charcoal, Scratchboard, Pen & Ink, Acrylic Paint, Colored Pencil, Oil Pastel, Chalk Pastel, Typography & Calligraphy, Printmaking, screen-printing, Soft Sculpture (Sewing), Plaster casting, Photography, Clay Sculpture, Other Sculpture: Wire, tape, papier-mâché, etc., Mosaics, Watercolor Paint, Air Brush, Digital Art (Graphic Design), Non-traditional art mediums, Mirror/Glass Etching

Concepts and learning objectives may include, but are not limited to: brain-based drawing & “seeing,” compositional aspects, play set design, mural design, perspective techniques, art careers, art history, art criticism, etc.

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| National Art Standards | HS Beginning Art | HS Intermediate Art | HS Advanced Art | HS Senior Art |
| #1 - Understanding and applying media, techniques and processes | Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks | Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use | Students communicate ideas regularly at a high level of effectiveness in at least one visual arts medium | Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation |
| #2 - Using knowledge of structures and functions | Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art | Students evaluate the effectiveness of artworks in terms of organizational structures and functions Students create artworks that use organizational principles and functions to solve specific visual arts problems | Students demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives | Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions |
| #3 - Choosing and evaluating a range of subject matter, symbols, and ideas | Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture | Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life | Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others | Students evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others |
| #4 - Understanding the visual arts in relation to history and cultures | Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art | Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places  Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making | Students analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists | Students analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning |
| #5 - Reflecting upon and assessing the characteristics and merits of their work and the work of others | Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works | Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts | Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art | Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions |
| #6 - Making connections between visual arts and other disciplines | Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis | Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences | Students synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences | Students synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences |