



Visual Art and Design Curriculum K-12

Revised 2019

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NKSD Visual Art and Design Educators

A special thank you to all of the educators whose passion for art education brought this document to life.

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Introduction to the National Core Arts Standards

Arts education benefits the student because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. This process requires not merely an active mind but a trained one. An education in the arts benefits society because students of the arts gain powerful tools for understanding human experiences, both past and present. They learn to respect the often very different ways others have of thinking, working, and expressing themselves'. They learn to make decisions in situations where there are no standard answers. By studying the arts, students stimulate their natural creativity and learn to develop it to meet the needs of a complex and competitive society. As a study and competence in the arts reinforce one another, the joy of learning becomes real, tangible, and powerful.

The *National Core Arts Standards* address competence in the arts disciplines. This competence provides a firm foundation for connecting arts-related concepts and facts across the art forms, and from them to the sciences and humanities. For example, the intellectual methods of the arts are precisely those used to transform scientific disciplines and discoveries into everyday technology. The educational success of our children depends on creating a society that is both literate and imaginative, both competent and creative. That goal depends, in turn, on providing children with tools not only for understanding that world but for contributing to it and making their own way.

District Philosophy and Mission for Visual Art and Design

District Philosophy

The Visual Arts Team is dedicated to creating lessons corresponding with the National Core Arts Standards. Alignment to the NCAS encourages students to *Create, Connect, Present and Respond* using visual art and design as a catalyst. This will be achieved with problem-solving lessons that encourage higher level thinking skills, which in turn, encourage students to think outside of the box. This promotes unique, creative artwork, motivation, visual thinking and inspires healthy self-esteem. The presentation of work coaches the students with life skills through critique, and provides a visual lens for comprehension. The North Kingstown Art Program provides learning experiences that allow students from all cultures to understand and to practice art in a variety of contexts. Elements of the program include: basic skills and their applications in studio art, the relationship of art and culture in art history, evaluation and judgment in art criticism, aesthetic appreciations and perception, self-expression, creativity, and visual communication.

The design of the program provides latitude and flexibility so content can be adapted to the needs of individual students.

Problem solving is emphasized throughout the curriculum. Assignments are visual problems requiring organization and a sequence of steps to solve. Art provides an interdisciplinary approach to learning; rich in content, varied in outer form and purpose, art is unique in its ability to draw from many disciplines and to combine diverse information into an integrated form.

District Mission

The North Kingstown Art Program provides *elementary students* with a variety of experiences designed to promote appreciation, develop talents, foster an understanding and build connects to the correlation of art and other areas of our culture. Emphasis is placed on the development of skills, imaginative freedom, and exposure to many art forms and media.

As the student progresses to the *middle school level*, a greater emphasis is placed on developing concepts of design, aesthetic values, and the skills necessary to undertake projects requiring more time, organization, and thought. At the *high school level*, a student may specialize in several different areas. Courses are offered which develop a sense of and appreciation for craftsmanship, and also relate specifically to different artistic talents, such as drawing, painting or sculpture. Throughout the program, extensive use is made of resource materials to support artistic objectives, provide historic background, and aid the student in perceiving art as a reflection of culture.

Please visit <http://www.nationalartsstandards.org> for a complete description of NCAS.

Stocking the Art Room

When ordering supplies for the art room, good quality items are well worth the investment. Choose materials that are of the best quality that the budget allows. Create a welcome environment in your art room by labeling supplies on shelves and cabinets. Hang posters that encourage conversation about visual art and design.

The following list provides suggested materials for both the elementary and secondary classroom. In addition to a variety of materials, stock bookshelves with reading that encourages the study of art history. Visual references, such as posters and reproductions provide an environment that encourages exploration of the visual arts.

The Elementary and Middle Art Room

Drawing and Painting Materials

- Pencils
- Ebony Drawing Pencils
- Color Pencils
- Crayons
- Chalk Pastels
- Oil Pastels
- Markers
- Tempera Paints
- Watercolor Paint Sets
- Brushes
- Eraser

Paper

- Newsprint
- White Drawing Paper
- Brown Craft Paper
- Variety of Colored Construction Paper
- Tissue Paper
- Watercolor Paper

3-Dimensional Design

- Model Magic
- Modeling Clay
- Air Dry Clay
- Plaster Gauze

Misc. Tools

- Rulers
- Handheld Sharpeners
- Erasers
- Clay Tools
- Stencil Shapes
- Texture Plates
- Yarn, String, Fabric
- Water Containers
- Sponges
- Sharpies
- Masking Tape

Stocking the Art Room

The High School Art Room

Drawing Materials

- Pencil Sets (4H-6B)
- Ebony Drawing Pencils
- Charcoal Pencils
- Conte Crayons
- Color Pencil Sets
- Craypas
- Drawing Pens
- Sharpies
- Watercolor Pencils
- Chalk Pastels
- Pen and Ink

3-Dimensional Design

- Clay
- Plaster
- Plaster of Paris
- Paper mache

Paper

- Watercolor Paper
- White Drawing Paper
- Bogus Paper
- Canvas
- Variety of Colored Construction Paper
- Bristol Board
- Newsprint
- Scratch Board

Painting / Printing Materials

- Tempera Paint
- Acrylic Paint
- India Ink
- Watercolor Paint
- Printing Ink

Miscellaneous. Tools

- Rulers
- Triangles
- Industrial lamps
- Handheld Sharpeners
- Erasers
- Clay Tools
- Stencil Shapes
- Texture Plates
- Various Adhesives
- Masking Tape
- Cutting board
- Hot Glue Guns
- Xacto Knives
- Brayers
- Engraving Tools

Planning and Assessing Student Work

Planning and assessing a successful visual arts classroom is a fundamental part of the creative teaching practice. In designing effective lessons, teachers should begin with an enduring idea, set goals and objectives, plan materials and resources, and assess student progress. Enduring Ideas or Big Ideas, are themes or topics that reflect big questions that have been investigated over time. Enduring ideas aid in the creation of inquiry-based lessons that will allow students to explore concepts and answer essential questions (Stewart & Walker, 2005).

Teachers should consider:

- What is the enduring or big idea?
- What are key concepts being introduced and why are they important for a student to learn about?
- What should students be able to create, know, and understand after completion of the lesson?
- How will student learning be demonstrated?
- How will student learning be assessed?

Pre-Assessment and Prior Understanding

Identifying what students already know, understand, and create is essential for meaningful planning. Pre-assessment may include a group discussion about a work of art to analyze prior knowledge, a review of visual art vocabulary terms, an initial project to determine skill level, or self-assessment questionnaire.

Assessment Planning and Assessing Student Work

Planning Lesson/Unit

- Identify goals and objectives determined by the NCAS
- Align objectives and assessment with NCAS
- Include *Conceptual Understanding: The Four Strands of Visual Art & Design*
- Design lessons that include personal exploration
- Consider: *Hands-on, Inquiry, Independent Learning, Interactive Instruction*
- Consider Diverse Learners and accommodations/modifications

Enduring Ideas

- | | |
|---------------------|-------------------|
| ● Observation | ● Ritual |
| ● Communication | ● Life Cycles |
| ● Power | ● Change |
| ● Conflict | ● Joy/Despair |
| ● Relationships | ● Identity |
| ● Self-knowledge | ● Good/Evil |
| ● Cooperation | ● Humans & Nature |
| ● Reality & Fantasy | ● Celebration |

Assessment

Planning and Assessing Student Work

Assessment of Student Learning

There are two types of assessment that are vital when measuring student success: *formative and summative*.

Formative Assessment

Formative Assessment is used everyday in the art classroom to determine student learning and progress. It can be in the form of self-assessment, peer assessment and teacher assessment of student work.

Formative assessment includes:

- Questioning
- Discussions
- Learning activities
- Self and Peer Critiques
- Conferences with students
- Student reflections and self-assessments

Summative Assessment

Summative assessment occurs after the lesson/unit has been taught. It is an accountability measure given periodically to check in with student understanding.

Summative assessment includes:

- Portfolio of work
- Written self-assessments
- Quizzes or Tests
- Reflections and self-evaluations
- Rubrics

(NY Public Schools Blueprint for the Arts, <http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html>)

NKSD Department of Visual Art and Design
VAD Curriculum, PreK-12 (adapted from the NCAS)

National Core Arts Standards are based on the following artistic processes:

Creating; Performing/ Producing/Presenting; Responding; and Connecting

Status of the Arts Standards Revision in the US Since 2014

Since the June 2014 release of the National Core Arts Standards, twenty-seven states and the Department of Defense have adopted revised arts standards in one or more arts disciplines. An additional state, New Hampshire, has updated Arts Competencies for its schools. Currently, ten states are in the process of revising their state arts standards. Some states have adopted the voluntary national standards as their own, other states reviewed or made changes to their standards employing the National Core Arts Standards as one of their revision sources. Many states have acknowledged the emerging art form of media arts by adopting standards for education in the media arts as a part of their revision processes. As of January 31, 2018, of the states that have revised their standards or competencies, twenty-two have added standards for media arts education and an additional three states that are in the process of revising will be including media arts standards.

In many ways, the standards revision process can serve as an intersecting point of dialogue and communication as communities reflect on what it means to have access to a high quality education in the arts and why it is important. The creation of the National Core Arts Standards themselves prompted deep and meaningful conversations among the member organizations that created them and the more than 130 arts educators and 6,000 reviewers who participated in their creation. In turn, the publication of these voluntary National Core Arts Standards can prompt a rich dialogue between students, educators, administrators, policy makers, parents and community members about access and advocacy for the arts to ensure artistic literacy for all.

(From the National Coalition for Core Arts Standards)

NKSD Visual Art and Design Curriculum, PreK-8

The art curriculum at the elementary and middle levels are created through the NCAS standards but primarily focus on exploration, self expression, and history. Students are encouraged to use art as a catalyst to better understand other core areas of learning, build self-esteem, and explore design. Future artists and designers work toward a better understanding of historical concepts, modern ideas, and social issues through the visual arts. The goal of Pre K-8 curriculum is to instill a life-long love and appreciation of visual art, a desire to continue on a path toward future artistic endeavors.

Creating

VA:Cr1.1

Anchor Standard	Generate and conceptualize artistic ideas and work.
Enduring Understanding	Creativity and innovative thinking are essential life skills that can be developed.
Essential Question	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Investigate, Plan, Make

PreK Engage in self-directed play with materials. VA:Cr1.1.PK	K Engage in exploration and imaginative play with materials. VA:Cr1.1.K	1 Engage collaboratively in exploration and imaginative play with materials. VA:Cr1.1.1	2 Brainstorm collaboratively multiple approaches to an art or design problem. VA:Cr1.1.2	3 Elaborate on an imaginative idea. VA:Cr1.1.3	4 Brainstorm multiple approaches to a creative art or design problem. VA:Cr1.1.4	5 Combine ideas to generate an innovative idea for art-making. VA:Cr1.1.5
6 Combine concepts collaboratively to generate innovative ideas for creating art. VA:Cr1.1.6		7 Apply methods to overcome creative blocks. VA:Cr1.1.7		8 Document early stages of the creative process visually and/or verbally in traditional or new media. VA:Cr1.1.8		

Creating

VA:Cr1.2

Anchor Standard	Generate and conceptualize artistic ideas and work.
Enduring Understanding	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
Essential Question	How does knowing the context's histories and traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.

Investigate, Plan, Make

PreK Engage in self-directed, creative making. VA:Cr1.2.PK	K Engage collaboratively in creative art-making in response to an artistic problem. VA:Cr1.2.K	1 Use observation and investigation in preparation for making a work of art. VA:Cr1.2.1	2 Make art or design with various materials and tools to explore personal interests, questions, and curiosity. VA:Cr1.2.2	3 Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking process. VA:Cr1.2.3	4 Collaboratively set goals and create artwork that is meaningful and has purpose to the makers. VA:Cr1.2.4	5 Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. VA:Cr1.2.5
6 Formulate an artistic investigation of personally relevant content for creating art. VA:Cr1.2.6		7 Develop criteria to guide making a work of art or design to meet an identified goal. VA:Cr1.2.7		8 Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design. VA:Cr1.2.8		

Creating

VA:Cr2.1

Anchor Standard	Organize and develop artistic ideas and work.
Enduring Understanding	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
Essential Question	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Investigate

PreK	K	1	2	3	4	5
Use a variety of artmaking tools	Through experimentation, build skills in various media and approaches to artmaking.	Explore uses of materials and tools to create works of art or design.	Experiment with various materials and tools to explore personal interests in a work of art or design.	Create personally satisfying artwork using a variety of artistic processes and materials.	Explore and invent artmaking techniques and approaches.	Experiment and develop skills in multiple artmaking techniques and approaches through practice.
VA:Cr2.1.PK	VA:Cr2.1.K	VA:Cr2.1.1	VA:Cr2.1.2	VA:Cr2.1.3	VA:Cr2.1.4	VA:Cr2.1.5

6	7	8
Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.
VA:Cr2.1.6	VA:Cr2.1.7	VA:Cr2.1.8

Creating

VA:Cr2.2

Anchor Standard	Organize and develop artistic ideas and work.
Enduring Understanding	Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
Essential Question	How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create?

Investigate

PreK	K	1	2	3	4	5
Share materials with others.	Identify safe and nontoxic art materials, tools, and equipment.	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
A:Cr2.2.PK	VA:Cr2.2.K	VA:Cr2.2.1	VA:Cr2.2.2	VA:Cr2.2.3	VA:Cr2.2.4	VA:Cr2.2.5

6	7	8
Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.	Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.	Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.
VA:Cr2.2.6	VA:Cr2.2.7	VA:Cr2.2.8

Creating

VA:Cr2.3

Anchor Standard	Organize and develop artistic ideas and work.
Enduring Understanding	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Question	How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Investigate

PreK	K	1	2	3	4	5
Create and tell about art that communicates a story about a familiar place or object.	Create art that represents natural and constructed environments.	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	Repurpose objects to make something new.	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.	Document, describe, and represent regional constructed environments.	Identify, describe, and visually document places and/or objects of personal significance.
VA:Cr2.3.PK	VA:Cr2.3.K	VA:Cr2.3.1	VA:Cr2.3.2	VA:Cr2.3.3	VA:Cr2.3.4	VA:Cr2.3.5

6	7	8
Design or redesign objects, places, or systems that meet the identified needs of diverse users.	Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	Select, organize, and design images and words to make visually clear and compelling presentations.
VA:Cr2.3.6	VA:Cr2.3.7	VA:Cr2.3.8

Creating

VA:Cr3.1

Anchor Standard	Refine and complete artistic work.
Enduring Understanding	Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Essential Question	What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Reflect, Refine, Continue

PreK Share and talk about personal artwork. VA:Cr3.1.PK	K Explain the process of making art while creating. VA:Cr3.1.K	1 Use art vocabulary to describe choices while creating art. VA:Cr3.1.1	2 Discuss and reflect with peers about choices made in creating artwork. VA:Cr3.1.2	3 Elaborate visual information by adding details in an artwork to enhance emerging meaning. VA:Cr3.1.3	4 Revise artwork in progress on the basis of insights gained through peer discussion. VA:Cr3.1.4	5 Create artist statements using art vocabulary to describe personal choices in art-making. VA:Cr3.1.5
6 Reflect on whether personal artwork conveys the intended meaning and revise accordingly. VA:Cr3.1.6		7 Reflect on and explain important information about personal artwork in an artist statement or another format. VA:Cr3.1.7		8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. VA:Cr3.1.8		

Presenting

VA:Pr4.1

Anchor Standard	Select, analyze and interpret artistic work for presentation.
Enduring Understanding	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
Essential Question	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Select

PreK	K	1	2	3	4	5
Identify reasons for saving and displaying objects, artifacts, and artwork.	Select art objects for personal portfolio and display, explaining why they were chosen.	Explain why some objects, artifacts, and artwork are valued over others.	Categorize artwork based on a theme or concept for an exhibit.	Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
VA:Pr4.1.PK	VA:Pr4.1.K	VA:Pr4.1.1	VA:Pr4.1.2	VA:Pr4.1.3	VA:Pr4.1.4	VA:Pr4.1.5

6	7	8
Analyze similarities and differences associated with preserving and presenting two dimensional, three dimensional, and digital artwork.	Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.
VA:Pr4.1.6	VA:Pr4.1.7	VA:Pr4.1.7

Presenting

VA:Pr5.1

Anchor Standard	Develop and refine artistic techniques and work for presentation.
Enduring Understanding	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.
Essential Question	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Analyze

PreK	K	1	2	3	4	5
Identify places where art may be displayed or saved.	Explain the purpose of a portfolio or collection.	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.	Distinguish between different materials or artistic techniques for preparing artwork for presentation.	Identify exhibit space and prepare works of art including artists' statements, for presentation.	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
VA:Pr5.1.PK	VA:Pr5.1.K	VA:Pr5.1.1	VA:Pr5.1.2	VA:Pr5.1.3	VA:Pr5.1.4	VA:Pr5.1.5

6	7	8
Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit. VA:Pr5.1.6	Based on criteria, analyze and evaluate methods for preparing and presenting art. VA:Pr5.1.7	Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer. VA:Pr5.1.8

Presenting

VA:Pr6.1

Anchor Standard	Convey meaning through the presentation of artistic work.
Enduring Understanding	Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Question	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Share

PreK	K	1	2	3	4	5
Identify where art is displayed both inside and outside of school.	Explain what an art museum is and distinguish how an art museum is different from other buildings.	Identify the roles and responsibilities of people who work in and visit museums and other art venues.	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	Identify and explain how and where different cultures record and illustrate stories and history of life through art.	Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
VA:Pr6.1.PK	VA:Pr6.1.K	VA:Pr6.1.1	VA:Pr6.1.2	VA:Pr6.1.3	VA:Pr6.1.4	VA:Pr6.1.5

6	7	8
Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	Compare and contrast viewing and experiencing collections and exhibitions in different venues.	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
VA:Pr6.1.6	VA:Pr6.1.7	VA:Pr6.1.8

Responding

VA:Re7.1

Anchor Standard	Perceive and analyze artistic work.
Enduring Understanding	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
Essential Question	How do life experiences influence the way we relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Perceive

PreK	K	1	2	3	4	5
Recognize art in one's environment.	Identify uses of art within one's personal environment.	Select and describe works of art that illustrate daily life experiences of one's self and others.	Perceive and describe aesthetic characteristics of one's natural world and constructed environments.	Speculate about processes an artist uses to create a work of art.	Compare responses to a work of art before and after working in similar media.	Compare one's own interpretation of a work of art with the interpretation of others.
VA:Re7.1.PK	VA:Re7.1.K	VA:Re7.1.1	VA:Re7.1.2	VA:Re7.1.3	VA:Re7.1.4	VA:Re7.1.5

6	7	8
Identify and interpret works of art or design that reveal how people live around the world and what they value.	Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
VA:Re7.1.6	VA:Re7.1.7	VA:Re7.1.8

Responding

VA:Re7.2

Anchor Standard	Perceive and analyze artistic work.
Enduring Understanding	Visual imagery influences understanding of and responses to the world.
Essential Question	How do life experiences influence the way we relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Perceive

PreK	K	1	2	3	4	5
Distinguish between images and real objects.	Describe what an image represents.	Compare images that represent the same subject.	Categorize images based on expressive properties.	Determine messages communicated by an image.	Analyze components in visual imagery that convey messages.	Identify and analyze cultural associations suggested by visual imagery.
VA:Re7.2.PK	VA:Re7.2.K	VA:Re7.2.1	VA:Re7.2.2	VA:Re7.2.3	VA:Re7.2.4	VA:Re7.2.5

6	7	8
Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	Analyze multiple ways that images influence specific audiences.	Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
VA:Re7.2.6	VA:Re7.2.7	VA:Re7.2.8

Responding

VA:Re8.1

Anchor Standard	Interpret intent and meaning in artistic work.
Enduring Understanding	People gain insights into meanings of artworks by engaging in the process of art criticism.
Essential Question	What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Analyze

PreK	K	1	2	3	4	5
Interpret art by identifying and describing subject matter.	Interpret art by identifying subject matter and describing relevant details.	Interpret art by categorizing subject matter and identifying the characteristics of form.	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.	Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
VA:Re8.1.PK	VA:Re8.1.K	VA:Re8.1.1	VA:Re8.1.2	VA:Re8.1.3	VA:Re8.1.4	VA:Re8.1.5

6	7	8
Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.	Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
VA:Re8.1.6	VA:Re8.1.7	VA:Re8.1.8

Responding

VA:Re9.1

Anchor Standard	Apply criteria to evaluate artistic work.
Enduring Understanding	People evaluate art based on various criteria.
Essential Question	How do we determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Interpret

PreK Select a preferred artwork. VA:Re9.1.PK	K Explain reasons for selecting a preferred artwork. VA:Re9.1.K	1 Classify artwork based on different reasons for preferences. VA:Re9.1.1	2 Use learned art vocabulary to express preferences about artwork. VA:Re9.1.2	3 Evaluate an artwork based on given criteria. VA:Re9.1.3	4 Apply one set of criteria to evaluate more than one work of art. VA:Re9.1.4	5 Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts. VA:Re9.1.5
6 Develop and apply relevant criteria to evaluate a work of art. VA:Re9.1.6		7 Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria. VA:Re9.1.7		8 Create a convincing and logical argument to support an evaluation of art. VA:Re9.1.8		

Connecting

VA:Cn10.1

Anchor Standard	Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding	Through art-making, we make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Question	How does engaging in creating art enrich our lives? How does making art attune us to our surroundings? How do we contribute to awareness and understanding of our lives and the lives of our communities through art-making?

Synthesize

PreK Explore the world using descriptive and expressive words and art-making. VA:Cn10.1.PK	K Create art that tells a story about a life experience. VA:Cn10.1.K	1 Identify times, places, and reasons by which students make art outside of school. VA:Cn10.1.1	2 Create works of art about events in home, school, or community life. VA:Cn10.1.2	3 Develop a work of art based on observations of surroundings. VA:Cn10.1.3	4 Create works of art that reflect community cultural traditions. VA:Cn10.1.4	5 Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking. VA:Cn10.1.5
6 Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking. VA:Cn10.1.6		7 Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community. VA:Cn10.1.7		8 Make art collaboratively to reflect on and reinforce positive aspects of group identity. VA:Cn10.1.8		

NKSD Visual Art and Design Curriculum, High School 9-12

Our high school Visual Arts courses provide a comprehensive program for students in grades 9-12. Our classes offer the opportunity to study drawing, painting, sculpture, ceramics, graphic design, fashion design and digital art. Each course offers creative projects and provide exposure a variety of media and opportunities to explore and master new techniques. Students are encouraged to problem solve for innovative and original solutions. Developing critical thinking skills helps to promote creative ideas that pave the way to entrepreneurial and marketing skills that are needed in many of today's career pathways.

Creating

VA:Cr1.1

Anchor Standard 1	Generate and conceptualize artistic ideas and work.
Enduring Understanding	Creativity and innovative thinking are essential life skills that can be developed.
Essential Question	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage us to take creative risks? How does collaboration expand the creative process?

Investigate, Plan, Make

HS Proficient	HS Accomplished	HS Advanced
Use multiple approaches to begin creative endeavors	Individually or collaboratively formulate new creative problems based on student's existing artwork.	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change
VA:Cr1.1.Ia	VA:Cr1.1.IIa	VA:Cr1.1.IIIa

Creating

VA:Cr1.2

Anchor Standard 1	Generate and conceptualize artistic ideas and work.
Enduring Understanding	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
Essential Question	How does knowing the context's histories and traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.

Investigate, Plan, Make

HS Proficient	HS Accomplished	HS Advanced
Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
VA:Cr1.2.Ia	VA:Cr1.2.IIa	VA:Cr1.2.IIIa

Creating

VA:Cr2.1

Anchor Standard 2	Organize and develop artistic ideas and work.
Enduring Understanding	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
Essential Question	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Investigate

HS Proficient	HS Accomplished	HS Advanced
Engage in making a work of art or design without having a preconceived plan.	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA:Cr2.1.Ia	VA:Cr2.1.IIa	VA:Cr2.1.IIIa

Creating

VA:Cr2.2

Anchor Standard 2	Organize and develop artistic ideas and work.
Enduring Understanding	Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
Essential Question	How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create?

Investigate

HS Proficient	HS Accomplished	HS Advanced
<p>Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p>VA:Cr2.2.Ia</p>	<p>Demonstrate awareness of ethical implications of making and distributing creative work.</p> <p>VA:Cr2.2.IIa</p>	<p>Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p> <p>VA:Cr2.2.IIIa</p>

Creating

VA:Cr2.3

Anchor Standard 2	Organize and develop artistic ideas and work.
Enduring Understanding	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Question	How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Investigate

HS Proficient	HS Accomplished	HS Advanced
Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	Redesign an object, system, place, or design in response to contemporary issues.	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives
VA:Cr2.3.Ia	VA:Cr2.3.IIa	VA:Cr2.3.IIIa

Creating

VA:Cr3.1

Anchor Standard 3	Refine and complete artistic work.
Enduring Understanding	Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Essential Question	What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Reflect, Refine, Continue

<p>HS Proficient Art 1</p> <p>Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Cr3.1.Ia</p>	<p>HS Accomplished Art 2 & Art 3 Ceramics Digital Design</p> <p>Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>VA:Cr3.1.IIa</p>	<p>HS Advanced Ceramics Studio AP Art</p> <p>Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>VA:Cr3.1.IIIa</p>
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Presenting

VA:Pr4.1

Anchor Standard 4	Select, analyze and interpret artistic work for presentation.
Enduring Understanding	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
Essential Question	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Select

HS Proficient	HS Accomplished	HS Advanced
Analyze, select, and curate artifacts and/or artworks for presentation and preservation.	Analyze, select, and critique personal artwork for a collection or portfolio presentation.	Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA:Cr4.1.Ia	VA:Cr4.1.IIa	VA:Cr4.1.IIIa

Presenting

VA:Pr5.1

Anchor Standard 5	Develop and refine artistic techniques and work for presentation.
Enduring Understanding	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
Essential Question	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Analyze

HS Proficient	HS Accomplished	HS Advanced
Analyze and evaluate the reasons and ways an exhibition is presented.	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	Investigate, compare, and contrast methods for preserving and protecting art.
VA:Cr5.1.Ia	VA:Cr5.1.IIa	VA:Cr5.1.IIIa

Presenting

VA:Pr6.1

Anchor Standard 6	Convey meaning through the presentation of artistic work.
Enduring Understanding	Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Question	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Share

HS Proficient	HS Accomplished	HS Advanced
Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.
VA:Cr6.1.Ia	VA:Cr6.1.IIa	VA:Cr6.1.IIIa

Responding

VA:Re7.1

Anchor Standard 7	Perceive and analyze artistic work.
Enduring Understanding	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
Essential Question	How do life experiences influence the way we relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Perceive

HS Proficient	HS Accomplished	HS Advanced
Hypothesize ways in which art influences perception and understanding of human experiences.	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	Analyze how responses to art develop over time based on knowledge of and experience with art and life
VA:Cr7.1.Ia	VA:Cr7.1.IIa	VA:Cr7.1.IIIa

Responding

VA:Re7.2

Anchor Standard 7	Perceive and analyze artistic work.
Enduring Understanding	Visual imagery influences understanding of and responses to the world.
Essential Question	How do life experiences influence the way we relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Perceive

HS Proficient	HS Accomplished	HS Advanced
Analyze how one's understanding of the world is affected by experiencing visual imagery.	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
VA:Cr7.2.Ia	VA:Cr7.2.IIa	VA:Cr7.2.IIIa

Responding

VA:Re8.1

Anchor Standard 8	Interpret intent and meaning in artistic work.
Enduring Understanding	People gain insights into meanings of artworks by engaging in the process of art criticism.
Essential Question	What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Analyze

HS Proficient	HS Accomplished	HS Advanced
Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
VA:Cr8.1.Ia	VA:Cr8.1.IIa	VA:Cr8.1.IIIa

Responding

VA:Re9.1

Anchor Standard 9	Apply criteria to evaluate artistic work.
Enduring Understanding	People evaluate art based on various criteria.
Essential Question	How do we determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Interpret

HS Proficient	HS Accomplished	HS Advanced
Establish relevant criteria in order to evaluate a work of art or collection of works.	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
VA:Cr9.1.Ia	VA:Cr9.1.IIa	VA:Cr9.1.IIIa

Connecting

VA:Cn10.1

Anchor Standard 10	Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding	Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Question	How does engaging in creating art enrich our lives? How does making art attune us to our surroundings? How do we contribute to awareness and understanding of our lives and the lives of our communities through art-making?

Synthesize

HS Proficient	HS Accomplished	HS Advanced
Document the process of developing ideas from early stages to fully elaborated ideas.	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
VA:Cn10.1.Ia	VA:Cn10.1.IIa	VA:Cn10.1.IIIa

Connecting

VA:Cn11.1

Anchor Standard 11	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
Enduring Understanding	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Question(s)	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Relate

HS Proficient	HS Accomplished	HS Advanced
Describe how knowledge of culture, traditions, and history may influence personal responses to art.	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
VA:Cn11.1.Ia	VA:Cn11.1.IIa	VA:Cn11.1.IIIa

References and Resources

The NKSD art department is committed to using many inspirations from around the country and the newest mindsets in visual art education. One of the references cited here is the Conceptual Understanding Practices and Four Strands of Visual Art and Design in Art Education. Although these practices are *separate* from the NCAS, they act as a guide to the most important concepts in our field. These four practices are as follows: Creation, Literacy, Connections, and Lifelong Learning. Within each practice, it is organized by the most significant ideas. They are also divided by two grade-levels; Primary and Secondary. Educators are encouraged to reference Conceptual Understanding when reflecting on their own practice to add specific ideas within the NCAS.

Other references are listed after the Conceptual Understanding and include many websites, books and links. They continue to serve as guides when creating or updating curriculum or individual lessons.

Conceptual Understanding Four Strands of Visual Art & Design

In addition to the NCAS, there are four strands of Art Learning that inspire the curriculum that create specific expectations in the field: *Creation of Visual Art and Design, Literacy in the Visual Arts, Making Connections and Creating Lifelong Learners.*

I. Creation of Visual Art and Design

Art creating refers to what students should be able to accomplish by the end of the primary and secondary Grade Span: K-5, 6-12. Strand one will describe the art making experiences that will be happening at the primary and secondary level.

II. Literacy in the Visual Arts

The Visual Arts Curriculum has its own vocabulary and literacy. Literacy in the Visual Arts is introduced as early as Kindergarten, as students learn to look at piece of artwork and establish a visual vocabulary to describe the artwork.

III. Making Connections




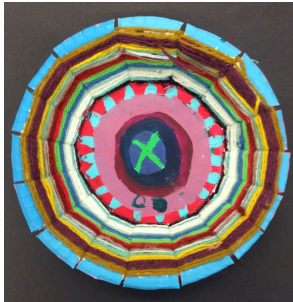
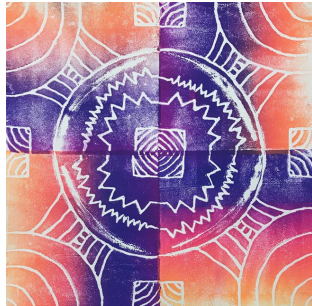
This strand links the visual arts experience to society, culture, history, and community, as well as other disciplines in the curriculum. The knowledge and skills students experience in the visual arts, will aid in interpreting the world around them. Students can use community resources to assist them in their visual exploration.

IV. Creating Lifelong Learners

Creating Lifelong Learners refers to an awareness of careers in the visual arts. In addition, students will gain an appreciation for art history, architecture, design and communication. They will learn to work independently and in teams, while gaining an appreciation of art as an enjoyment


Conceptual Understanding at the Primary Level

I. Creation of Visual Art and Design

<i>Drawing</i>	<i>Painting</i>	<i>Collage</i>	<i>Sculpture</i>	<i>Printmaking</i>
<ul style="list-style-type: none"> • Create a drawing using a variety of tools • Experiment with a variety of medium (colored pencils, pens, crayons, pastels and markers) • Learn and explore drawing techniques 	<ul style="list-style-type: none"> • Create a painting using a variety of paint mediums • Experiment with color mixing • Experiment with a variety of painting tools • Explore artists & art history 	<ul style="list-style-type: none"> • Create a collage by arranging pre-cut or torn paper in a composition • Create a composition using overlapping • Explore layering techniques 	<ul style="list-style-type: none"> • Understand form through the creation of a 3-Dimensional Sculpture • Create a form with clay using basic hand building techniques such as pinching and coiling 	<ul style="list-style-type: none"> • Create a print using basic techniques such as stamping and rubbing 

Conceptual Understanding at the Primary Level

II. Literacy in the Visual Arts

Developing a Visual Arts Vocabulary	Exploring and Discussing Art	Reading & Writing About Art
<ul style="list-style-type: none"> • Apply visual arts vocabulary while discussing artwork in group discussion and with peers  <p>Henri Matisse <i>Sorrows of the King, 1952</i></p>	<ul style="list-style-type: none"> • Look at and explore various works of art • Use visual vocabulary to describe artwork <p><i>Ex. Introduce and explore a variety of artists in art history and cross culture. Have a discussion about the work using visual vocabulary.</i></p>	<ul style="list-style-type: none"> • Listen to and read books about artists • Write about their work and the work of others <p><i>Ex. Students will share their work with others. Students can write about their personal works and the work of their peers.</i></p>

Conceptual Understanding at the Primary Level

III. Making Connections

Interdisciplinary Connections

- Explore visual arts connection with other disciplines

Ex. Connections with science kits, social studies and math curriculum

Ex. Introduce language arts vocabulary when discussing works of art

- Recognize cultural and historical significance in art

Community Connections

- Explore community sites:

Ex. Visit local historical sites, galleries.

Ex. Connect with local artists in the community.

- Participation in student exhibitions locally, regionally and/or statewide


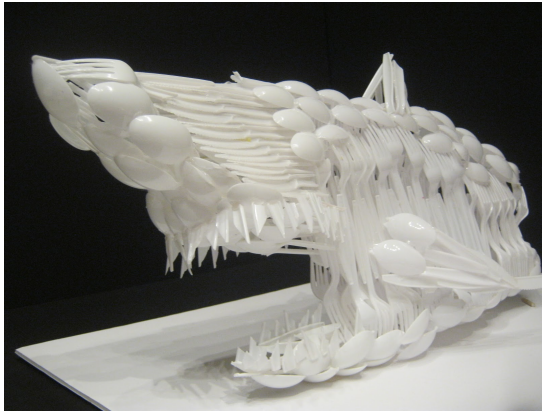
Conceptual Understanding at the Primary Level

IV. Creating Lifelong Learners

Careers in Visual Arts	Observing and Interpreting Surroundings	Community Connections
<ul style="list-style-type: none"> Explore a variety of visual art and design careers <p>Ex. When introducing cityscapes, discuss an architects' role in design.</p>	<ul style="list-style-type: none"> Listen to and read books about artists Write about their own personal artwork in an artist's' statement 	<ul style="list-style-type: none"> Explore community sites <p>Ex. Visit local historical sites, Galleries, RISD Museum</p> <ul style="list-style-type: none"> Participation in student exhibitions


Conceptual Understanding at the **SECONDARY** Level

I . Creation of Visual Art and Design

Two-Dimensional Art	Three-Dimensional Art
<p>Drawing, Painting, Mixed Media, Collage, Printmaking, Graphic Design, Digital Design, Silk-Screening, etc.</p>	<p>Ceramics, Sculpture, Fashion Design, Jewelry Making, Product Design, 3D Printing</p>
<ul style="list-style-type: none"> • Create two dimensional pieces that reflect knowledge and understanding of the following criteria: craftsmanship/application of media, composition, proportion, perspective, values, originality, and clarity of voice. • Students are encouraged to experiment when exposed to a variety of tools, techniques, and media as they learn about work through art history. 	<ul style="list-style-type: none"> • Create three dimensional pieces that reflect knowledge and understanding of the following criteria: craftsmanship/application of media, composition, proportion, perspective, values, originality, and clarity of voice. • Students are encouraged to experiment when exposed to a variety of found objects, tools, techniques, and media as they learn about work through art history. 


Conceptual Understanding at the **SECONDARY** Level

II. Literacy in the Visual Art and Design

Developing a Visual Arts Vocabulary	Exploring and Discussing Art	Reading and Writing About Art
<ul style="list-style-type: none"> Applying knowledge and understanding of art vocabulary is essential when discussing and interpreting artwork at a deeper level. It is important for all students to learn this language in order for them to participate in the greater art world, as well as classroom discussions and critiques. When people Applying art language to better identify aspects of their own work that are successful or problematic. This helps students grow as artists. 	<ul style="list-style-type: none"> Exposure to art history, art movements, emerging technologies, and to all forms of art are essential to art education. This approach teaches students how to take the time to observe closely, describe what they see in detail and provide evidence for their observations, all while using their knowledge of art vocabulary. Students need to have to be able to look at an image and understand it, not just react to it. Videos, Artist Visits, Posters, Student Work, Gallery Visits, etc. 	<p>Watching and learning about different artist, art movements, and emerging technologies throughout time.</p> <p>Writing reflections and artist statements about their work as well as others.</p> <p>Ex. Students write an artist statement after uploading their work onto Artsonia.</p> 



Conceptual Understanding at the **SECONDARY** Level

III. Making Connections

Interdisciplinary Connections	Community Connections
<ul style="list-style-type: none"> • An interdisciplinary focus promotes learning by providing students with opportunities to solve problems and make meaningful connections within the arts and across disciplines. • Interdisciplinary curriculum encourages students to generate new insights and to synthesize new relationships between ideas. <ul style="list-style-type: none"> ◦ EX. STEAM • Understand the lives of people of different, times, places and cultures, diversity and views of society. 	<ul style="list-style-type: none"> • Real Work Connections for students to explore and grow. <ul style="list-style-type: none"> ◦ EX. Galleries, museums, visiting artists, college visits, portfolio days, internships, etc • Showcase student artwork in the school's gallery, and outside exhibitions, locally, regionally, and internationally. • Participate in art competitions, and contests. <ul style="list-style-type: none"> ◦ Ex. Engaging in awareness towards crucial global issues in their world and understanding how students are directly affected. <div data-bbox="1255 1019 1902 1450">  <p>NKHS Exhibition Gallery</p> <p>Our Exhibition Gallery regularly features new student exhibits. It is easily accessible on the ground floor located within its own walls just inside our cafeteria. The 700 sq. ft. professional space features drawings, paintings, sculptures, 2D designs, fashion, and, digital art. The best way to enjoy the artwork is to view it in person and admission is always free. Many of these pieces will compete in competitions as well as tour throughout the state of RI.</p> <p>GALLERY HOURS Twice a quarter during all three lunches and evenings of performances</p> <p>GALLERY CURATOR Janice Strain, Visual Arts Teacher</p> </div>

Conceptual Understanding at the **SECONDARY** Level

IV. Creating Lifelong Learners

Careers in Visual Arts	Skills learned in the Art Studio	Community Connections
<ul style="list-style-type: none"> • Regular scheduled visits from contemporary artists working the field. • Regular scheduled Art College Visits • Knowledge understanding of art majors and art careers. • Knowledge and understanding of emerging technologies that incorporate new creative art-making. 	<ul style="list-style-type: none"> • Transferable skills learned in the the Art studio teaches for a Career-Ready Individual. <ul style="list-style-type: none"> ○ 1. Critical Thinking ○ 2. Communication ○ 3. Technical Skills ○ 4. Problem Solving ○ 5. Collaboration ○ 6. Innovation ○ 7. Creativity ○ 8. Technology Skills ○ 9. Productivity ○ 10. Leadership 	<ul style="list-style-type: none"> • Bring awareness of important topics to light by participating in local, regional, and international contest and competitions. <ul style="list-style-type: none"> ○ Ex. Ocean awareness, Domestic abuse, Donate4Life, etc • Participation in student shows 

Other Resources and Helpful Links

***Leonardo's Art Workshop: Invent, Create, and Make STEAM Projects like a Genius* (2018)
by Amy Leidtke**

***Engaging Learners Through Artmaking: Choice-Based Art Education in the Classroom* by Katherine M. Douglas and Diane B. Jaquith (2018)**

***Studio Thinking from the Start: The K–8 Art Educator’s Handbook* (2018) by Jillian Hogan and Lois Hetland**

***What's So Great About Art, Anyway? (The Teaching for Social Justice Series)* (2016)
by Rachel Branham and William Ayers**

***Studio Thinking 2: The Real Benefits of Visual Arts Education* (2013)
by Lois Hetland and Ellen Winner**

***Rethinking Curriculum in Art* by Stewart, Marilyn, & Walker, Sydney (2005)**

***Bridging The Curriculum Through Art: Interdisciplinary Connections* by Stephens, Pamela, & Walkup, Nancy (2000).**

Websites

***Association for Middle Level Education, Formative and Summative Assessment in the Classroom*, Catherine Garrison & Michael Ehringhaus, 2007, <http://www.ample.org/publications/webexclusive/assessment/tabid/1120/default.aspx>**

***New York City Department of Education of Visual Arts, Visual Art Blueprint*, 2007,
<http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html>**

***Public Schools of North Carolina, Curriculum & Instruction of Visual Arts Department of North Carolina Public Schools*,
http://arts.ncwiseowl.org/accountability/formative_assessment_and_arts_education/**

Kinder Art: <https://kinderart.com/art-lessons-by-medium/>

Exploring Color and Creativity: <http://www.nitaleland.com/>

Websites for Interactive Tours and Art History References

Google ART Project: <https://artsandculture.google.com/>

Smart History-Khan Academy:

<https://www.khanacademy.org/humanities/art-history-basics/beginners-art-history/a/cave-painting-contemporary-art-and-every-thing-in-between>

Museum of Modern Art: <http://www.moma.org/interactives/destination/>

Metropolitan Museum of Art: <https://www.metmuseum.org/art/metpublications/titles-with-full-text-online?searchtype=F>

National Gallery of Art: https://images.nga.gov/en/page/show_home_page.html

Art Babble: <https://www.artbabble.org/>

Arts Edge: <http://artsedge.kennedy-center.org/educators.aspx>

Fine examples of NKSD work can be found on artsonia.com;

Search for the individual NKSD schools as listed on page 3.