

COURSE: Art Education

LEVEL: Kindergarten

UNIT/FOCUS: The Creative Process

Stage 1 - Desired Results

Related standard(s):

1.1

Transfer

Students will be able to independently use their learning to...

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.
- Art has no boundaries.
- Creating artwork enhances perceptual, physical, and technical skills.
- Creating artwork enhances one's understanding of self and others.

Essential Questions (EQs)

Students will keep considering...

- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- What are the elements and principles of art unique and common to various art media and forms?
- How are the elements and principles evident in everyday life?
- How can making art enhance perceptual, physical and technical skills?
- How can making art enhance one's understanding of self and others?

Grade Level Benchmarks

Knowledge

Students will know...

- The basic elements of art and principles of design govern art creation and composition
- Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy

Skills

Students will be able to...

- Use the elements and principles (such as line, color, shape, space, rhythm, etc) as a basis for the creation of works of art.
- Identify the elements and principles of design in a work of art.
- Express the emotional significance conveyed in the application of the elements.
- Interpret the elements and principles in art as they apply to all content area curricula and their applications in everyday life.
- Perceive and acknowledge various viewpoints through the development of perceptual skills.
- Work individually or collaboratively to create two- and three- dimensional works of art employing the elements and principles of art.
- Distinguish drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by physical properties.
- Recognize and use various media and materials to create different works of art
- Employ appropriate vocabulary when describing their studio process and completed artwork.

Stage 1 - Desired Results

Related standard(s):

1.2

Transfer

Students will be able to independently use their learning to...

- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- Culture affects self-expression, whether we realize it or not
- Every artist has a style; every artistic period has a style
- Art has the ability to impact world culture.
- Visual art can represent important ideas, issues, and events in a society.
- Art and culture continually influence each other.
- Contributions of significant artists from historical periods impact the visual arts.
- Aspects of any work of art can be both old and new.
- Newly produced artwork is not always “new”.

Essential Questions (EQs)

Students will keep considering...

- What impact does art have on world culture?
- How does visual art represent important ideas, issues and events in a society?
- How do art and culture continue to influence each other?
- How does the study of the contributions of significant artists from historical periods impact the visual arts?
- What is old and what is new in any work of art?
- How important is “new” in art?

Grade Level Benchmarks

Knowledge

Students will know...

- Art and culture influence each other
- Historical, societal, and multicultural aspects and implications of the visual arts
- Works of art represent important ideas, issues, and events in a society
- Role, development, and continuing influence of the arts in relation to world cultures, history, and society
- Chronology exists in all art forms
- Visual artwork from diverse cultures and historical eras has distinct characteristics and common themes that are revealed by contextual clues within the works of art
- The function and purpose of art-making across cultures is a reflection of societal values and belief.

Skills

Students will be able to...

- Compare and contrast the contributions of significant artists from an historical period
- Hypothesize how the arts have impacted on world culture
- Reflect on a variety of works of art representing societal themes
- Interpret the historical, multicultural and societal themes in original creations

Stage 1 - Desired Results

Related standard(s):

1.3

Transfer

Students will be able to independently use their learning to...

- Select, analyze and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- The arts serve multiple functions: enlightenment, education, and entertainment.
- Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes.
- Creating and performing in the arts differs from viewing the arts.
- Art is sometimes created for the artist and not always for the viewer.
- Manipulating the use of elements and principles can evoke an emotional response to a work of art.
- Active participation in the creation of art is essential to understanding the creative process.

Essential Questions (EQs)

Students will keep considering...

- How does creating and performing in the arts differ from viewing the arts?
- To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?
- How can manipulating the use of elements and principles evoke an emotional response to a work of art?
- Why is active participation in the creation of art essential to understanding the creative process?

Grade Level Benchmarks

Knowledge

Students will know...

- Elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems
- Emotion conveyed in a work of art is through the creative application of the principles as they apply to the elements
- Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art
- There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems
- Symbols convey meaning agreed upon by a group or culture
- Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings
- Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies
- Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations
- Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world

Skills

Students will be able to...

- Use symbols to create personal works of art
- Manipulate basic elements of art and principles of design for personal expression resulting in visual communication
- Utilize those skills, media, methods, and technologies appropriate to each form in the creation of visual art
- Develop products to enhance perceptual, physical and technical skills
- Apply pertinent techniques and technologies for the successful completion of a task

COURSE: Art Education

LEVEL: Kindergarten

UNIT/FOCUS: Aesthetic Responses and Critique Methodologies

Stage 1 – Desired Results

Related standard(s):

1.4

Transfer

Students will be able to independently use their learning to...

- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.
- The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision-making.
- Experts can and do disagree about the value, power and source of art.
- Arts strengthen our appreciation of the world.
- Art defines culture, just as culture defines art.
- Acquisition of knowledge and skills in art enhances our ability to be creative and inventive decision-makers.
- Every work of art is successful in its own way.
- Art can be judged on many levels, in many ways.
- Knowledge of aesthetics and elements/principles of art helps in the critique of works of art.
- Making art help's one to understand the technical proficiency of an artist's work.
- Traditions impact works of art.

Essential Questions (EQs)

Students will keep considering...

- How do the arts strengthen our appreciation of the world?
- Does art define culture or does culture define art?
- How does our acquisition of knowledge and skills in art enhance our ability to be creative and inventive decision-makers?
- What's the difference between a thoughtful and a thoughtless artistic judgment?
- How can we develop our own personal aesthetic?
- What makes a work of art successful?
- How do we judge the merit of a work of art?
- How does our knowledge of aesthetics and elements/principles of art help us critique works of art?
- How does making art help us understand the technical proficiency of an artist's work?
- What is the impact of traditions on a work of art?

Grade Level Benchmarks

Knowledge

Students will know...

- The value and significance of art is inherent when one is able to interpret and understand works of art as object
- A process of valuing art is developed when one is acquainted with aesthetic philosophies
- The ability to identify art elements and articulate an informed emotional response to a work of art enables one to communicate through the use of metaphor and critical evaluation
- Exposure to various cultures and styles influence an individuals' feeling towards artworks
- Aesthetic awareness stimulates the imagination

Skills

Students will be able to...

- Identify aesthetic qualities of exemplary works of art and identify characteristics of the artists who created them
- Use aesthetic knowledge in the creation of and in response to visual arts
- Develop the capacity to perceive and respond imaginatively to works of art
- Examine works that are functional and will analyze work that places emphasis on structural arrangement
- Describe how an element of art contributes to the aesthetic value of the piece
- Explain the compositional design of works of art
- Analyze the aesthetic qualities of specified art works in oral and written response

	<ul style="list-style-type: none">• The creation of art conceptualizes a personal and cultural reflection of one's individual sense of aesthetics• In order to express personal statements of both facts and opinions regarding works of art, one must apply domain specific arts terminology.• In order to articulate thoughts about a work of art one must be able to describe the technical proficiency of an artist's work• When critiquing a work of art one must be able to identify and differentiate the formal structures within the artwork• One must classify elements and principles and consider traditions in the critique of works of art• Visual art has distinct characteristics, as do the artists who create them	<ul style="list-style-type: none">• Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning• Incorporate personal life experience into an aesthetic response about an artwork• Use imagination to create a story based on an arts experience that communicated an emotion or feeling rough visual art• Examine how exposure to various cultures and styles influence individuals' feelings towards artworks• Communicate ideas about the social and personal value of art• Construct (written and orally) a critique using the formal structure of description, analysis, interpretation and judgment• Apply domain specific arts terminology to express statements of both fact and opinion regarding works of art• Describe the technical proficiency of the artwork in writing and orally• Develop a process by which artwork will be observed, described, analyzed, interpreted and evaluated• Judge artistic expression and quality in works of art. (their own creations and in the work of others)• Critique artwork based on the elements and principles of art• Classify elements of unity and/or repetition in a work of art• Identify and differentiate among basic formal structures within artworks
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