

ART KCMS

In all classes we learn/practice the Elements of Art throughout the year.

Usually in this order but not always:

Line

Shape

Color

Texture

Form

Value

Space

I allow the students some freedom in choosing which projects we work on and when.

The “schedule” of what I am teaching changes constantly as I am always looking to up my game and try new techniques and materials. A unit of clay may take a week longer than planned or I may decide to do a different three-D project depending on student behavior or materials I find.

I have included the Art SOLs so you can see the variety of things that I can choose from to teach. I never get to all of it. Again, I pick and choose depending on many variables.

Foreword

The Fine Arts Standards of Learning in this publication represent a major development in public education in Virginia. Adopted in June 2013 by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts—and, therefore, are an important part of Virginia’s efforts to provide challenging educational programs in the public schools. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems resourcefully, make informed judgments, work cooperatively within groups, appreciate different cultures, exercise imagination, and be creative.

The Fine Arts Standards of Learning were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, fine arts organization representatives, and museum personnel. These persons assisted the Department of Education in developing and reviewing the draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at several sites across the state.

The Fine Arts Standards of Learning are available online for teachers to use in developing curricula and lesson plans to support the standards. The standards state the minimum requirements in the fine arts, setting reasonable targets and expectations for what teachers need to teach and students need to learn. The standards set clear, concise, measurable, and rigorous expectations for young people. Schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students.

A major objective of Virginia’s educational agenda is to provide the citizens of the commonwealth with a program of public education that is among the best in the nation and that meets the needs of all young people in the commonwealth. These Fine Arts Standards of Learning support the achievement of that objective.

Introduction

The Visual Arts Standards of Learning identify the essential knowledge and skills required in the visual arts curriculum for each grade level or course in Virginia's public schools. The standards outline the minimum criteria for a sequential course of study within a comprehensive visual arts education program. The standards are designed to be cumulative, progressing in complexity by grade level from kindergarten through the sequence of high school courses.

Throughout visual arts education, course content is organized into four specific content strands or topics: Visual Communication and Production; Art History and Cultural Context; Analysis, Evaluation, and Critique; and Aesthetics. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout visual arts instruction, regardless of the particular learning experience. Through the mastery of visual arts concepts and acquisition of visual arts skills, the goals for visual arts education are realized. A comprehensive visual arts program provides students with multiple means of expression as well as analytical skills to evaluate information that is conveyed through images and symbols. Through participation in the visual arts, students develop critical-thinking skills and draw upon core academic areas to solve problems of creation, design, and execution. They develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.

The standards are intended neither to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Teachers are expected to consistently model appropriate use of copyrighted and royalty-protected materials.

Goals

The content of the Visual Arts Standards of Learning is intended to support the following goals for students:

- Acquire the technical and artistic knowledge and skills necessary for creative, expressive, and artistic production.
- Select and use art media, subject matter, and symbols for expression and communication.
- Solve visual arts problems with originality, flexibility, fluency, and imagination.
- Develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.
- Use materials, methods, information, and technology in a safe and healthy manner.
- Demonstrate understanding of the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) and the ways they are used in artistic production.
- Interpret, reflect on, and evaluate the characteristics, purposes, and merits of personal work and the work of others.
- Identify, analyze, and apply criteria for making visual aesthetic judgments of personal work and the work of others.
- Develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.
- Develop understanding and appreciation of the roles, opportunities, and careers in the visual arts and related areas.
- Develop ethical practices, to include following copyright and royalty requirements when exhibiting art, producing art, or using the works of others.
- Nurture a lifelong appreciation for visual arts as an integral component of an educated, cultured society.

Strands

Visual Communication and Production

Students will use the art-making process to develop and communicate ideas, images, and themes in works of art. They will develop fluency in visual communication, as well as verbal and written communication, using art vocabulary and concepts. Through art production, students will express meaning and values in two-dimensional and three-dimensional art forms and gain respect for their own work and the work of others. Students will demonstrate safe and ethical practices when using art materials, tools, techniques, and processes.

Art History and Cultural Context

By investigating works of art from different times and places, students will develop an understanding that art and culture shape and reflect each other. Through the study of works of art and the people who created them, students will understand the role of visual arts in communicating diverse cultural beliefs and ideas.

Analysis, Evaluation, and Critique

Students will examine works of art and make informed judgments about them based on established visual arts criteria. Through the understanding of visual arts concepts and processes, students will be able to use a variety of strategies to analyze the visual qualities and interpret the meanings of works of art. They will also employ critical evaluation skills in creating and exhibiting their works of art.

Aesthetics

Students will analyze and reflect on their personal responses to the expressive and communicative qualities of works of art. They will understand that their personal backgrounds, knowledge, and experiences influence their perceptions of works of art. Through the examination of issues related to the visual arts, students will draw conclusions and reflect on the nature, meaning, and value of art, based on their dual roles as creators and viewers of art. They will learn to recognize the difference between personal opinion and informed judgment when reflecting on, discussing, and responding to visual imagery.

Safety

<p>Safety must be given the highest priority in implementing the visual arts instructional program. Students must understand the rationale for safe practices and guidelines and must demonstrate appropriate classroom safety techniques, including the safe use of materials, equipment, tools, and art spaces while working individually and in groups. Teachers are responsible for ensuring that students know why some materials and practices are unsafe.</p>
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Correct and safe techniques, as well as the wise selection of resources, materials, and equipment appropriate for the students' age levels, must be carefully considered with regard to the safety precautions needed for every instructional activity. Safe visual arts classrooms require thorough planning, careful managing, and constant monitoring during art-making activities. Class enrollment should not exceed the designated capacity of the room.

Prior to using hazardous art materials in an instructional activity, teachers must be knowledgeable about their properties, use, storage, and proper disposal. Art materials containing toxic substances that can cause

acute or chronic health effects are prohibited from use with students in pre-kindergarten through grade six, or up to twelve years of age. All hazardous art materials are required to have been tested by the manufacturer and to exhibit the safety labeling “Conforms to ASTM D-4236,” “Conforms to ASTM Practice D-4236,” or “Conforms to the health requirements of ASTM D-4236.”

Toxic materials can enter the body in three different ways: inhalation, ingestion, or absorption through the skin. If toxic material does enter a child’s body, it can result in an allergic reaction, acute illness, chronic illness, cancer, or death. Toxic materials can be more harmful to children than to adults for several reasons. Since children are smaller than adults, any given amount of a toxic material in a child’s body is more concentrated than in an adult’s body. Since children are still growing and developing, their bodies more readily absorb toxic materials, which can result in more damage than in adults. Children are also at higher risk because of their behavior: they may not understand why it is important to be careful when using harmful materials, and, for example, they may put things in their mouths or swallow them without regard for the consequences.

While no comprehensive list exists to cover all situations, the following guidelines from The Center for Safety in the Arts should be followed to avoid potential safety problems:

1. Avoid certain art supplies for students in pre-kindergarten through grade six, or up to twelve years of age. The general rules are as follows:
 - No dust or powders;
 - No chemical solvents or solvent-containing products;
 - No aerosol sprays, air brush paints, or other propellants;
 - No acids, alkalis, bleaches, or other corrosive chemicals;
 - No donated or found materials, unless ingredients are known;
 - No old materials, as they may be more toxic and have inadequate labeling; and
 - No lead, metals, or cadmium products, as found in paints, glazes, metal work, and stained glass.When feasible, substitution of nontoxic materials for hazardous materials should be made a priority with students over twelve years of age.
2. High-risk students, who are at greater than usual risk from toxic materials, must be treated with special care and attention when using potentially harmful art supplies. High-risk students include those who have visual or hearing problems, physical disabilities, or asthma; take medication; or are emotionally disturbed.
3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says “nontoxic,” do not assume that the product is completely safe. Art materials must contain one of the three ASTM D-4236 labels listed above for assurance that they are safe to use. If containers are changed, be sure to label the new container.
4. Purchase hazardous products in small containers, because the smaller the amount of a product, the less potential there is for exposure to it. Also, larger amounts often are not quickly depleted, and leftover products need to be properly stored. Accidental poisonings may occur when stored products are left unattended. If such an accident should occur, call the local poison control center immediately.

Art educators are responsible for the art materials they order and supply to students and for the safe use of those materials. Numerous safe art materials are available for use in place of materials identified as being toxic. Only art materials manufactured and labeled for use in the production of art projects and activities should be used in the execution of art projects within the classroom.

Exhibiting Student Art

Students at all grade levels should have opportunities to exhibit their works of art throughout the school year in different contexts and venues and for various purposes. Exhibiting their art is particularly beneficial to students when they participate directly in the exhibition process.

The exhibition process has the following five phases:

- Theme development and selection criteria
- Exhibition design (physical design, artists' statements, signage)
- Exhibition installation
- Publicity (e.g., announcements, invitations, reviews)
- Event (assessment and reflection)

Simple displays may focus on just one or two of these phases, but, as students gain experience, their exhibitions can become more complex and sophisticated. The exhibition process encompasses many skills, concepts, and abilities that reflect aesthetic, critical, contextual, and technical decisions that directly complement the comprehensive visual arts education curriculum.

Grade Six Visual Arts

The standards for Grade Six Visual Arts emphasize exploration of studio processes. Using the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as a framework, students investigate a variety of ideas for creating art. Through critical analysis and evaluation, students determine how artists convey meaning through the use of forms, media, and symbols.

Visual Communication and Production

- 6.1 The student will use, and record in a sketchbook/journal, steps of the art-making process, including brainstorming, preliminary sketching, planning, reflecting, refining, and elaborating, to create works of art.
- 6.2 The student will exercise increasing skill and control in the use of media and techniques.
- 6.3 The student will communicate personal ideas, experiences, and narratives through the creation of works of art, using a variety of media.
- 6.4 The student will examine and apply ethical decisions in art making.
- 6.5 The student will use elements of art and principles of design, including the following, to express meaning in works of art:
 - 1. Color—relationships
 - 2. Line—variation, implied
 - 3. Texture—visual, tactile
 - 4. Value—gradation
 - 5. Proportion—realistic, distorted
- 6.6 The student will use a variety of perspective techniques to create the illusion of space in works of art.
- 6.7 The student will apply a variety of techniques (e.g., gesture, continuous line) in observational drawings.
- 6.8 The student will use modeling, assembling, or carving to create three-dimensional works of art.

Art History and Cultural Context

- 6.9 The student will identify the components of an artist's style, including materials, design, technique, subject matter, and purpose.
- 6.10 The student will examine the role of crafts in society.
- 6.11 The student will describe ways artists contribute to society through their work.
- 6.12 The student will explain various types of collaborative art careers.

Analysis, Evaluation, and Critique

- 6.13 The student will explain the relationship between art-making processes and finished products.
- 6.14 The student will use critical inquiry skills when describing, responding to, interpreting, and evaluating works of art.
- 6.15 The student will describe ideas and emotions expressed in works of art.

Aesthetics

- 6.16 The student will identify how visual language communicates personal meaning.

- 6.17 The student will respond to questions about why artists create works of art.
- 6.18 The student will describe the manner in which the beliefs and values of a viewer may influence ideas and feelings about works of art.
- 6.19 The student will explain the means by which works of art evoke personal sensory, emotional, and aesthetic responses.

Grade Seven Visual Arts

The standards for Grade Seven Visual Arts continue the exploration, analysis, and investigation of the creative process. Students apply the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) to solve design problems, using traditional and contemporary art media. They develop critical inquiry skills and expand their vocabulary as they explore the meaning of works of art through the evaluation of subject matter, themes, and symbols. Students develop an increased awareness of the nature of art and of their relationship to it as they explore the meaning and value of works of art.

Visual Communication and Production

- 7.1 The student will use, and record in a sketchbook/journal, steps of the art-making process, including research, to create works of art.
- 7.2 The student will refine media techniques to demonstrate craftsmanship.
- 7.3 The student will use ideas, concepts, and prior knowledge to solve art-making problems and create works of art.
- 7.4 The student will communicate ideas, experiences, and narratives through the creation of works of art, using traditional and contemporary media.
- 7.5 The student will explain and apply ethical decisions in art making.
- 7.6 The student will apply elements of art and principles of design, including the following, to express meaning in works of art:
 - 1. Color—harmonious chromatic relationships
 - 2. Line—contrast, gradation
 - 3. Space—positive, negative
 - 4. Emphasis—focal point, dominance
 - 5. Proportion—actual, exaggerated
- 7.7 The student will use a variety of compositional techniques, including perspective, to create the illusion of space within the picture plane.
- 7.8 The student will apply a variety of techniques in observational and expressive drawing.
- 7.9 The student will create three-dimensional works of art, using various processes to include clay hand-building techniques.

Art History and Cultural Context

- 7.10 The student will identify styles and themes in contemporary and historical works of art.
- 7.11 The student will analyze how art and culture influence each other.
- 7.12 The student will identify the uses and impact of persuasive techniques (e.g., selection of images, design, type, media) in print and contemporary media.
- 7.13 The student will compare and contrast various visual arts careers in relation to career preparation.

Analysis, Evaluation, and Critique

- 7.14 The student will identify subjects, themes, and symbols as they relate to meaning in works of art.
- 7.15 The student will apply processes of art criticism to evaluate works of art.

- 7.16 The student will compare and contrast the processes artists use to create works of art.
- 7.17 The student will analyze, interpret, and evaluate works of art, based on personal and contextual information.

Aesthetics

- 7.18 The student will analyze and reflect on the purposes and meaning of art.
- 7.19 The student will describe personal responses to visual qualities of works of art.
- 7.20 The student will interpret ways that social and cultural beliefs can influence responses to works of art.

Grade Eight Visual Arts

The standards for Grade Eight Visual Arts focus on the application and synthesis of previously learned concepts and more complex technical skills as students manipulate the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) in the art-making process. Students make conscious choices of media, processes, and techniques for expressive purposes in the creation of original works of art. They debate the purposes of art, formulate reasoned responses to meaningful art questions, develop their own criteria for making art judgments, and develop a personal philosophy of art. Students make connections between their prior art experiences and other fields of knowledge.

Visual Communication and Production

- 8.1 The student will plan for and reflect on the art-making process, using a sketchbook/journal.
- 8.2 The student will develop and use a process art portfolio as an idea-building resource to create works of art.
- 8.3 The student will refine personal works of art to improve quality of craftsmanship.
- 8.4 The student will synthesize prior knowledge and experience to create works of art.
- 8.5 The student will convey points of view about contemporary issues in personal works of art.
- 8.6 The student will communicate ideas, experiences, and narratives through the creation of original works of art, using selected media.
- 8.7 The student will independently make ethical decisions in art making.
- 8.8 The student will select elements of art and principles of design, including the following, to express meaning in works of art:
 - 1. Color—contrasting relationships
 - 2. Value—shading
 - 3. Proportion—scale, ratio relationships
 - 4. Unity—harmony
 - 5. Variety
- 8.9 The student will combine a variety of compositional techniques to create the illusion of space within the picture plane.
- 8.10 The student will use observational and expressive drawing techniques to demonstrate multiple viewpoints (e.g., above, below, front, back).
- 8.11 The student will create three-dimensional works of art by combining a variety of techniques and processes.

Art History and Cultural Context

- 8.12 The student will describe how works of art are influenced by social, political, and economic factors.
- 8.13 The student will compare and contrast works of art according to medium, period, style, and artist.
- 8.14 The student will identify the roles of artists in society.

Analysis, Evaluation, and Critique

- 8.15 The student will analyze how visual organization in works of art affects the communication of ideas.

- 8.16 The student will analyze the uses and impact of persuasive techniques (e.g., selection of images, design, type, media) in print and contemporary media.
- 8.17 The student will communicate how personal experiences influence critical interpretations and evaluations of works of art.
- 8.18 The student will critique personal work and the work of others.

Aesthetics

- 8.19 The student will formulate a working definition of *art*.
- 8.20 The student will analyze purposes, values, and meanings of works of art.
- 8.21 The student will describe and justify personal responses to visual qualities in works of art.
- 8.22 The student will formulate a definition of *aesthetics* as related to art.