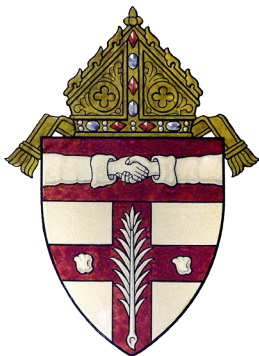


Art Academic Standards



Diocese of Owensboro, Kentucky
Revised May 2010

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DIOCESE OF OWENSBORO

Most Reverend William F. Medley
Bishop of Owensboro

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Christ the King School

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Holy Name School, Henderson

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Owensboro Catholic High School

Julie Renshaw, Teacher
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Diocese of Owensboro Catholic Schools

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Holy Name School

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Owensboro Catholic Schools

Debbie McArdle, Teacher
Holy Name School

Doris Waldeck
Diocesan Curriculum Consultant

The curriculum in the Catholic School should reflect the four interrelated purposes of catechesis: "to proclaim the mysteries of the faith, to foster community, to encourage worship and prayer, and to motivate service to others. (NCD, #215) Indeed this IS the mission of the Catholic Schools in the Diocese of Owensboro.

The mission of the Catholic Schools of the Diocese of Owensboro is to share in the Church's mission, to proclaim the message of Jesus Christ as lived out in the Catholic Church which creates a worshipping community of believers whose service is a witness of their Christian love.

CURRICULUM PLAN FOR THE DIOCESE OF OWENSBORO

The Curriculum Committee for Schools of the Diocese of Owensboro, Kentucky was established in April 1994 to provide direction in developing the curricula for all subject areas. In order to provide direction, there was also a need for a long term, comprehensive curriculum plan. A time line was established for assessing and developing a curriculum that would be consistent with the teachings of the Catholic Church, would address educational reform, and would include the requirements for the Kentucky Non-Public School Certification Process.

Diocese of Owensboro Textbook Adoption Process

Subject Area	Curriculum Revision	Textbook Selection	Approval by Diocesan Curriculum Committee	Approval by PACESS	Approval by Committee for Total Catholic Education	Purchase Textbooks
Group I - Language Arts, Reading and Literature	2011 - 2012 Complete by 4/30/12	2012 - 2013 Complete by 4/30/13	May, 2012	May, 2012	May, 2012	July, 2013
Group II - Social Studies	2012 - 2013 Complete by 4/30/13	2013 - 2014 Complete by 4/30/14	May, 2013	May, 2013	May, 2013	July, 2014
Group III - Science	2013 - 2014 Complete by 4/30/14	2014 - 2015 Complete by 4/30/15	May, 2014	May, 2014	May, 2014	July, 2015
Group IV - Mathematics	2014 - 2015 Complete by 4/30/15	2015 - 2016 Complete by 4/30/16	May, 2015	May, 2015	May, 2015	July, 2016
Group V - Vocational Studies and Practical Living	2008 - 2009 Complete by 4/30/09	2009 - 2010 Complete by 4/30/11	May, 2009	May, 2009	May, 2009	July, 2011
Group VI - Arts & Humanities, Religion, Foreign Language	2009 - 2010 Complete by 4/30/10	2010 - 2011 Complete by 4/30/12	May, 2010	May, 2010	May, 2010	July, 2012

Subject area committee efforts will focus on student learning. It is recommended to teachers that planning, written curriculum guides, textbooks, assessments, etc. be seen as means for student learning. All processes should be developed to ensure continuous improvement of the curriculum.

The Diocesan Curriculum Committee consensually agreed that the curriculum for each subject area would be developed and completed according to the curriculum plan. Textbooks and/or materials would be chosen to support the Curriculum Guide.

It was also agreed that a Curriculum Committee would be established for each subject. Each committee needs to explore the present status, refer to all available resources, and develop content guidelines for Grades K-12.

SIRACH 38: 27-34

So with every engraver and designer
who, laboring night and day,
Fashions carved seals,
and whose concern is to vary the pattern,
His care is to produce a vivid impression,
and he keeps watch till he finishes his design.

So with the smith standing near his anvil,
forging crude iron.
The heat from the fire sears his flesh,
yet he toils away in the furnace heat.
The clang of the hammer deafens his ears,
His eyes are fixed on the tool he is shaping.
His care is to finish his work,
and he keeps watch till he perfects it in detail.

So with the potter sitting at his labor
revolving the wheel with his feet.
He is always concerned for his products,
and turns them out in quantity.
With his hands he molds the clay,
and with his feet softens it.
His care is for proper coloring,
and he keeps watch on the fire of his kiln.

All these men are skilled with their hands,
each one an expert at his own task.
Without them no city could be lived in,
and wherever they stay, they need not hunger.
They do not occupy the judge=s bench,
nor are they prominent in the assembly;
They set forth no decisions or judgments,
nor are they found among the rulers;
Yet they maintain God=s ancient handiwork,
and their concern is for exercise of their skill.

But the work they do holds this world together.
When they do their work,
it is the same as offering prayer.

VISUAL ARTS

From the dawn of civilization, the visual arts have been essential parts of the human experience. They provide a record of the finest achievement of the human spirit and are a means by which we define and measure culture. Even a culture whose language is unknown or indecipherable can speak to us through its art. The arts communicate and shape human thoughts and feelings.⁽¹⁾

It is entirely appropriate that the arts have a central and honored place in the scope of Catholic education. Throughout Western History, the Church is noted for having fostered and nurtured the arts, according to the cultural mores and expectations of the times. There is a long tradition within the Church that recognizes the rightness of the human longing to create beauty in collaboration with the Creator and to give expression to the scope of human experience which transcends words alone. In music, poetry, and the visual arts, the tradition is long and well established. In the more recent history of the Church, dance, photography, and film have been given closer attention as potential vehicles for expressions of faith.

Holiness may be said to be the cooperation with God for what God has intended in creation. Beyond the desire to express the truths of our faith is the recognition that to be fully human is to be creative and expressive; thus in embracing the arts, the Church nurtures the fullness of what humankind is to become.

The *Art Curriculum Guide* is written with the belief that the understanding and practice of art can be taught in a manner not unlike the other subjects in the school curriculum. Art may often be used to facilitate and enrich the teaching of other subject matter. However, the individual integrity of art must be maintained, and must be taught for its own innate value. Instruction in art cultivates multiple forms of literacy by developing intuition, reasoning, imagination, and skills leading to unique forms of communication. Art teaches students to cope with ambiguity and subjectivity because in the arts, as in the world, there is often no single right answer.

The *Art Curriculum Guide* uses **The National Standards for Art Education (NSAE) and Discipline-Based Art Education (DBAE)**, as basis for compiling and organizing skills, concepts and the appropriate grade levels for introduction of these skills. The Kentucky Combined Document of the Program of Studies and the Core Content of Assessment, (KCCD) 2000 has also been used to align skills with the Kentucky Standards.

Content Standards for the Visual Arts - Grades K-12 National Standards for Arts Education

1. Understanding the applying media, techniques, and processes.
2. Using knowledge of structures and functions.
3. Choosing and evaluating a range of subject matter, symbols, and ideas.
4. Understanding the visual arts in relation to history and cultures.
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.
6. Making connections between visual arts and other disciplines.

An additional standard has been added to strengthen the *Catholic Connection*:

7. Understanding the ways that the production and appreciation of the visual arts contribute to the glory of God.

Disciplined-Based Art Education

1. ART PRODUCTION provides students with opportunities to work creatively in the various appropriate art media, expressing their thoughts, feelings, and perceptions. Creativity is encouraged as students develop problem-solving abilities.
2. ART HISTORY emphasizes historical and socio-cultural understanding. It provides students with knowledge about creative individuals from both past and present civilizations. The study of art history also considers how the visual arts have reflected, communicated and possibly changed the thoughts, feelings, and beliefs of people.
3. ART CRITICISM provides students with the methods and content to make works of art more meaningful and satisfying by knowing how to look at art, what to look for, and how to discuss and write about art. Teachers use instructional strategies to involve their students in observing, describing, analyzing, interpreting, and evaluating or judging art.
4. AESTHETICS, a branch of philosophy, engages students in philosophical inquiry and reasoning. This involves the study of the nature and significance of art, beauty, and aesthetic experience. Aesthetics helps students understand what motivates people to produce art, and how and why art is used and valued in society. This discipline expects students to gain an understanding of various viewpoints about the merit of art and encourages them to reflect on a spectrum of criteria and standards of excellence.

HOW TO USE THIS GUIDE

It is a challenge for each teacher of art to develop his/her program by utilizing textbooks, resource materials, and assessments that address the concepts and skills contained in this guideline. It is also understood that there are some schools that rely on the regular classroom teacher for art education.

The skills/concepts are charted in order for the guide to be more user-friendly for all teachers of art. As the Art and Humanities teachers implement these guidelines, they can pull the grade level that they are addressing and check off the concepts that have been taught and ultimately mastered. The skills/concepts are listed under each standard of the National Standards for Arts Education (NSAE), the Disciplined-Based Art Education (DBAE) and the Kentucky Combined Curriculum Document (KCCD).

Other symbols used for the Kentucky Combined Curriculum Document: Visual Arts (VA), Humanity and the Arts (HAVA), and Process in the Arts (PAVA).

When appropriate, instruction in the arts may be used to facilitate and enrich the teaching of other subject matter. The use of the arts as an instrument for the teaching of non-artistic content should in no way diminish the time or effort devoted to the teaching of each Art as a distinct academic discipline in its own right.

Additionally, there are some concepts that go across all grade levels and will be stated here:

1. Students should learn the importance of and practice safe and proper care for art tools and materials.
2. Problem solving and divergent thinking are strengthened by nurturing and challenging the creative expressions of students.
3. Students should practice good craftsmanship in which careful planning, careful work habits, and completion of work is required.
4. Students should be encouraged to appreciate their own work and to value the work of others.

Students at higher levels are expected to demonstrate higher levels of that skill dealing with more complex artwork and responding in increasingly sophisticated ways.

KINDERGARTEN

UNDERSTANDS AND APPLIES MEDIA, TECHNIQUES, AND PROCESSES

(NSAE 1, DBAE 1 and KCCD-VA2 and PAVA1, 2)

- 1.K.1 Provide opportunities for the introduction and exploration of a variety of materials, techniques and processes in artworks examined and created.
- 1.K.2 Provide opportunities to select media, technique and processes and to analyze their effectiveness in communicating ideas, experiences and stories.
- 1.K.3 Provide opportunities for repeated use of media and techniques to increase skill, confidence, and sensitivity in the use of media to carry out expressive intentions.
- 1.K.4 Media
 - 1.K.4a Crayon
 - 1.K.4b Pencil
 - 1.K.4c Paint - tempera
 - 1.K.4d Yarn
 - 1.K.4e Clay
- 1.K.5 Art processes and techniques
 - 1.K.5a Two dimensional (2D)
 - 1.K.5b Drawing
 - 1.K.5ba From memory
 - 1.K.5bb Use imagination
 - 1.K.5bd From observation
 - 1.K.5c Collage – Tearing, cutting, and gluing
 - 1.K.5d Mixed media
 - 1.K.5e Painting
 - 1.K.5ea Color mixing
 - 1.K.5eb Brush work
 - 1.K.5f Print making
 - 1.K.5fa Rubbing
 - 1.K.5fb Mono prints
 - 1.K.5g Fiber arts - weaving

USES KNOWLEDGE OF STRUCTURES AND FUNCTIONS

(NSAE 2, DBAE 1 and KCCD-VA1, 2, 3)

- 2.K.1 Provide opportunities for examination and discussion of the visual characteristics and structures in a variety of artworks.
- 2.K.2 Provide opportunities to explore the use of visual elements and organizational structures in art making.
- 2.K.3 Art elements
 - 2.K.3a Line
 - 2.K.3b Shape
 - 2.K.3c Form
 - 2.K.3d Texture
 - 2.K.3e Color – primary and secondary
 - 2.K.3f Color groups – warm, cool, neutral
 - 2.K.3g Space – positive/negative, perspective
 - 2.K.3h Value – light and shadows, tints, shades
 - 2.K.3i Pattern
 - 2.K.3j Repetition - movement and variety

CHOOSES AND EVALUATES A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS

(NSAE 3, DBAE 3, 7, 4 and KCCD-PAVA 3, 4)

- 3.K.1 Provide opportunities to explore a variety of content for works.
- 3.K.2 Identify various purposes for creating works of art.

- 3.K.2a Expressive (express emotions and ideas)
- 3.K.2b Decorative
- 3.K.2c Celebratory
- 3.K.2d Commemorative
- 3.K.2e Imitate Nature

UNDERSTANDS THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES
(NSAE 4, DBAE 2, 3, and KCCD-HAVA1, 2, 3)

REFLECTS UPON AND ASSESSES THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE
WORK OF OTHERS
(NSAE 5, DBAE 3, 4, and KCCD-PAVA3, 4, 5)

MAKES CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES
(NSAE 6, DBAE 6, and KCCD-HAVA1, 2, 3)

UNDERSTANDS THE WAYS THAT THE PRODUCTION AND APPRECIATION OF THE VISUAL ARTS
CONTRIBUTE TO THE GLORY OF GOD
(NSAE 7 AND DBAE 1, 2, 4)

- 7.K.1 Identify visual art in liturgies.

GRADE 1

UNDERSTANDS AND APPLIES MEDIA, TECHNIQUES, AND PROCESSES

(NSAE 1, DBAE 1, and KCCD-VA2 and PAVA1, 2)

- 1.1.1 Provide opportunities for the introduction and exploration of a variety of materials, techniques, and processes in artworks examined and created.
- 1.1.2 Provide opportunities to select media, techniques, and processes and to analyze their effectiveness in communicating ideas, experiences, and stories.
- 1.1.3 Provide opportunities for repeated use of media and techniques to increase skill, confidence, and sensitivity in the use of media to carry out expressive intentions.
- 1.1.4 Media
 - o 1.1.4a Crayon
 - o 1.1.4b Pencil
 - o 1.1.4c Colored pencil
 - o 1.1.4d Marker
 - o 1.1.4e Paint – tempera, water color
 - o 1.1.4f Fabric
 - o 1.1.4g Yarn
 - o 1.1.4h Clay
- 1.1.5 Art processes and techniques
 - o 1.1.5a Two dimensional (2D)
 - o 1.1.5b Drawing
 - 1.1.5ba From memory
 - 1.1.5bb Use imagination
 - 1.1.5bc From observation
 - 1.1.5c Collage – tearing, cutting, and gluing
 - 1.1.5d Mixed media
 - 1.1.5e Painting
 - 1.1.5ea Color mixing
 - 1.1.5eb Brush work
 - 1.1.5ec Washes
 - 1.1.5f Print making
 - 1.1.5fa Rubbing
 - 1.1.5fb Mono prints
 - 1.1.5g Fiber Arts - weaving

USES KNOWLEDGE OF STRUCTURES AND FUNCTIONS

(NSAE, DBAE 1, and KCCD-VA1, 2, 3)

- 2.1.1 Provide opportunities for examination and discussion of the visual characteristics and structures in a variety of artworks.
- 2.1.2 Provide opportunities to explore the use of visual elements and organizational structures in art making.
- 2.1.3 Provide opportunities to form evaluations of artworks in terms of organizational structures.
- 2.1.4 Art elements
 - o 2.1.4a Line
 - o 2.1.4b Shape
 - o 2.1.4c Form
 - o 2.1.4d Texture
 - o 2.1.4e Color – primary and secondary
 - o 2.1.4f Color groups – warm, cool, neutral
 - o 2.1.4g Space – positive/negative, perspective
 - o 2.1.4h Value – light and shadows, tints, shades
- 2.1.5 Color theory

- o 2.1.5a Primary, secondary, hues
- o 2.1.5b Intensity – brightness and dullness
- o 2.1.5c Organization of visual composition (principles of design)
 - 2.1.5ca Emphasis
 - 2.1.5cb Pattern
 - 2.1.5cc Repetition – movement and variety

CHOOSES AND EVALUATES A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS
(NSAE 3, DBAE 3, 4, and KCCD-PAVA3, 4)

- 3.1.1 Provide opportunities to explore a variety of content for works of art.
 - o 3.1.1a Landscape, seascape, cityscape
 - o 3.1.1b Portrait – individual, self, group
 - o 3.1.1c Religious
- 3.1.2 Identify various purposes for creating works of art.
 - o 3.1.2a Expressive (express emotions and ideas)
 - o 3.1.2b Narrative (describe and illustrate experiences)
 - o 3.1.2c Decorative
 - o 3.1.2d Celebratory
 - o 3.1.2e Commemorative
 - o 3.1.2f Imitate nature

UNDERSTANDS THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES
(NSAE 4, DBAE 2, 3, and KCCD-HAVA1, 2, 3)

- 4.1.1 Provide opportunities to explore the characteristics and functions of artworks of various times, places, and cultural groups.
- 4.1.2 Provide opportunities to describe and analyze how factors of time and place (such as climate, resources, and technology) influence visual characteristics that give meaning and value to a work of art.)
- 4.1.3 Analyze, compare, contrast, and interpret the cultural and historical context of artworks using visual arts terminology.
 - o 4.1.3a Native American
 - o 4.1.3b Early American

REFLECTS UPON AND ASSESSES THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS

(NSAE 5, DBAE 3, 4, and KCCD-PAVA3, 4, 5)

- 5.1.1 Describe works of art using appropriate art terminology.

MAKES CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES

(NSAE 6, DBAE 6, and KCCD-HAVA1, 2, 3)

- 6.1.1 Similarities and differences between visual arts and other art disciplines

UNDERSTANDS THE WAYS THAT THE PRODUCTION AND APPRECIATION OF THE VISUAL ARTS CONTRIBUTE TO THE GLORY OF GOD

(NSAE 7 AND DBAE 1, 2, and 4)

- 7.1.1 Identify visual art in liturgies.

GRADE 2

UNDERSTANDS AND APPLIES MEDIA, TECHNIQUES, AND PROCESSES

(NSAE 1, DBAE 1, and KCCD-VA2 and PA1, 2)

- 1.2.1 Provide opportunities for the introduction and exploration of a variety of materials, techniques, and processes in artworks examined and created.
- 1.2.2 Provide opportunities to select media, technique and processes and to analyze their effectiveness in communicating ideas, experiences, and stories.
- 1.2.3 Provide opportunities for repeated use of media and techniques to increase skill, confidence, and sensitivity in the use of media to carry out expressive intentions.
- 1.2.4 Media
 - o 1.2.4a Crayon
 - o 1.2.4b Pencil
 - o 1.2.4c Colored pencil
 - o 1.2.4d Marker
 - o 1.2.4e Pastels
 - o 1.2.4f Paint
 - 1.2.4fa Tempera
 - 1.2.4fb Water color
 - o 1.2.4g Fabric
 - o 1.2.4h Yarn
 - o 1.2.4i Clay
- 1.2.5 Art processes and techniques
 - o 1.2.5a Two dimensional (2D)
 - o 1.2.5b Drawing
 - 1.2.5ba From memory
 - 1.2.5bb Use imagination
 - 1.2.5bc From observation
 - 1.2.5bd Contour drawing
 - 1.2.5be Perspective
 - o 1.2.5c Collage – tearing, cutting, and gluing
 - o 1.2.5d Mixed media
 - o 1.2.5e Painting
 - 1.2.5ea Color mixing
 - 1.2.5eb Brush work
 - 1.2.5ec Washes
 - 1.2.4ed Resists
 - o 1.2.5f Print making
 - 1.2.5fa Rubbing
 - 1.2.5fb Mono prints
 - o 1.2.5g Fiber arts - weaving

USES KNOWLEDGE OF STRUCTURES AND FUNCTIONS

(NSAE 2, DBAE 1, and KCCD-VA1, 2, 3)

- 2.2.1 Provide opportunities for examination and discussion of the visual characteristics and structures in a variety of artworks.
- 2.2.2 Provide opportunities to explore the use of visual elements and organizational structures in art making.
- 2.2.3 Provide opportunities to form evaluations of artworks in terms of organizational structures.
- 2.2.4 Art elements

- o 2.2.4a Line
- o 2.2.4b Shape
- o 2.2.4c Form
- o 2.2.4d Texture
- o 2.2.4e Color – primary and secondary
- o 2.2.4f Color groups – warm, cool, neutral
- o 2.2.4g Space – positive/negative, perspective
- o 2.2.4h Value – light and shadows, tints, shades
- 2.2.5 Color theory
 - o 2.2.5a Primary, secondary, and intermediate hues
 - o 2.2.5b Intensity – brightness and dullness
 - o 2.2.5c Color relationships - triadic, complementary, analogous
 - o 2.2.5d Organization of visual composition (principles of design)
 - 2.2.5da Emphasis
 - 2.2.4db Pattern
 - o 2.2.5e Balance – formal and informal
 - o 2.2.5f Contrast
 - o 2.2.5g Repetition – movement and variety

CHOOSES AND EVALUATES A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS
(NSAE 3, DBAE 3, 4, and KCCD-PA3, 4)

- 3.2.1 Provide opportunities to explore a variety of content for works of art.
 - o 3.2.1a Landscape, seascape, cityscape
 - o 3.2.1b Portrait – individual, self, group
 - o 3.2.1c Still life
 - o 3.2.1d Religious
 - o 3.2.1e Non-objective
- 3.2.2 Identify various purposes for creating works of art.
 - o 3.2.2 Expressive (express emotions and ideas)
 - o 3.2.2b Narrative (describe and illustrate experiences)
 - o 3.2.2c Functional
 - o 3.2.2d Decorative
 - o 3.2.2e Celebratory
 - o 3.2.2f Commemorative
 - o 3.2.2g Devotional
 - o 3.2.2h Ritual
 - o 3.2.2i Imitate nature

UNDERSTANDS THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES
(NSAE 4, DBAE 2, 3, and KCCD-HAVA1, 2, 3)

- 4.2.1 Provide opportunities to explore the characteristics and functions of artworks of various times, places, and cultural groups.
- 4.2.2 Provide opportunities to describe and analyze how factors of time and place (such as climate, resources, and technology) influence visual characteristics that give meaning and value to a work of art.)
- 4.2.3 Analyze, compare, contrast, and interpret the cultural and historical context of artworks using visual arts terminology.
 - o 4.2.3a Native American
 - o 4.2.3b Early American

REFLECTS UPON AND ASSESSES THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS

(NSAE 5, DBAE 3, 4, and KCCD-HAVA1, 2, 3)

- 5.2.1 Describe works of art using appropriate art terminology.
- 5.2.2 Analyze how an artist uses various media and processes to communicate meaning in a work of art.

MAKES CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES
(NSAE 6, DBAE 6, and KCCD-HAVA1, 2, 3)

- 6.2.1 Similarities and differences between visual arts and other art disciplines

**UNDERSTANDS THE WAYS THAT THE PRODUCTION AND APPRECIATION OF THE VISUAL ARTS
CONTRIBUTE TO THE GLORY OF GOD**
(NSAE 7 AND DBAE 1, 2, and 4)

- 7.2.1 Identify visual art in liturgies.
- 7.2.2 Art in religious articles
- 7.2.3 Art in Church History

GRADE 3

UNDERSTANDS AND APPLIES MEDIA, TECHNIQUES, AND PROCESSES (NSAE 1, DBAE 1, and KCCD-VA2 and PAVA1, 2)

- 1.3.1 Provide opportunities for the introduction and exploration of a variety of materials, techniques, and processes in artworks examined and created.
- 1.3.2 Provide opportunities to select media, techniques, and processes and to analyze their effectiveness in communicating ideas, experiences, and stories.
- 1.3.3 Provide opportunities for repeated use of media and techniques to increase skill, confidence, and sensitivity in the use of media to carry out expressive intentions.
- 1.3.4 Media
 - o 1.3.4a Crayon
 - o 1.3.4b Pencil
 - o 1.3.4c Colored pencil
 - o 1.3.4d Marker
 - o 1.3.4e Pastels
 - o 1.3.4f Paint
 - 1.3.4fa Tempera
 - 1.3.4fb Water color
 - 1.3.4fc Acrylic
 - o 1.3.4g Fabric
 - o 1.3.4h Yarn
 - o 1.3.4i Clay
 - o 1.3.4j Papier-mâché
 - o 1.3.4k Metal
- 1.3.5 Art processes and techniques
 - o 1.3.5a Two dimensional (2D)
 - o 1.3.5b Drawing
 - 1.3.5ba From memory
 - 1.3.5bb Use imagination
 - 1.3.5bc From observation
 - 1.3.5bd Contour drawing
 - 1.3.5be Gesture
 - 1.3.5bf Cartoon
 - 1.3.5bg Perspective
 - o 1.3.5c Collage – tearing, cutting, and gluing
 - o 1.3.5d Mixed media
 - o 1.3.5e Painting
 - 1.3.5ea Color mixing
 - 1.3.5eb Brush work
 - 1.3.5ec Washes
 - 1.3.5ed Resists
 - o 1.3.5f Print Making
 - 1.3.5fa Rubbing
 - 1.3.5fb Mono prints
 - 1.3.5fc Stamping
 - 1.3.5fd Stencil
 - o 1.3.5g Fiber Arts
 - 1.3.5ga Stitchery
 - 1.3.5gb Weaving

USES KNOWLEDGE OF STRUCTURES AND FUNCTIONS

(NSAE 2, DBAE 1, and KCCD-VA1, 2, 3)

- 2.3.1 Provide opportunities for examination and discussion of the visual characteristics and structures in a variety of artworks.
- 2.3.2 Provide opportunities to explore the use of visual elements and organizational structures in art making.
- 2.3.3 Provide opportunities to form evaluations of artworks in terms of organizational structures.
- 2.3.4 Art Elements
 - o 2.3.4a Line
 - o 2.3.4b Shape
 - o 2.3.4c Form
 - o 2.3.4d Texture
 - o 2.3.4e Color – primary and secondary
 - o 2.3.4f Color groups – warm, cool, neutral
 - o 2.3.4g Space – positive/negative, perspective
 - o 2.3.4h Value – light and shadows, tints, shades
- 2.3.5 Color theory
 - o 2.3.5a Primary, secondary, and intermediate hues
 - o 2.3.5b Intensity – brightness and dullness
 - o 2.3.5c Color relationships – triadic, complementary, analogous
 - o 2.3.5d Organization of visual composition (principles of design)
 - 2.3.5da Emphasis
 - 2.3.5db Pattern
 - o 2.3.5e Balance – formal and informal
 - o 2.3.5f Contrast
 - o 2.3.5g Repetition
 - 2.3.5ga Movement
 - 2.3.5gb Rhythm
 - 2.3.5gc Proportion
 - 2.3.5gd Unity
 - 2.3.5ge Variety

CHOOSES AND EVALUATES A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS

(NSAE 3, DBAE 3, 4, and KCCD-P3, 4)

- 3.3.1 Provide opportunities to explore a variety of content for works of art.
 - o 3.3.1a Landscape, seascape, cityscape
 - o 3.3.1b Portrait – individual, self, group
 - o 3.3.1c Still life
 - o 3.3.1d History
 - o 3.3.1e Religious
 - o 3.3.1f Non-objective
 - o 3.3.1g Symbols
- 3.3.2 Identify various purposes for creating works of art.
 - o 3.3.2a Expressive (express emotions and ideas)
 - o 3.3.2b Narrative (describe and illustrate experiences)
 - o 3.3.2c Functional
 - o 3.3.2d Decorative
 - o 3.3.2e Celebratory
 - o 3.3.2f Commemorative
 - o 3.3.2g Devotional
 - o 3.3.2h Ritual
 - o 3.3.2i Imitate nature

UNDERSTANDS THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES

(NSAE 4, DBAE 2, 3, and KCCD-HAVA1, 2, 3)

- 4.3.1 Provide opportunities to explore the characteristics and functions of artworks of various times, places, and cultural groups.
- 4.3.2 Provide opportunities to describe and analyze how factors of time and place (such as climate, resources, and technology) influence visual characteristics that give meaning and value to a work of art.
- 4.3.3 Analyze, compare, contrast, and interpret the cultural and historical context of artworks using visual arts terminology.
 - o 4.3.3a Native American
 - o 4.3.3b Early American
 - o 4.3.3c West African

REFLECTS UPON AND ASSESSES THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS

(NSAE 5, DBAE 3, 4 and KCCD-PAVA3, 4, 5)

- 5.3.1 Describe works of art using appropriate art terminology.
- 5.3.2 Analyze how an artist uses various media and processes to communicate meaning in a work of art.

MAKES CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES

(NSAE 6, DBAE 6, and KCCD-HAVA1, 2, 3)

- 6.3.1 Similarities and differences between visual arts and other art disciplines

UNDERSTANDS THE WAYS THAT THE PRODUCTION AND APPRECIATION OF THE VISUAL ARTS CONTRIBUTE TO THE GLORY OF GOD

(NSAE 7 AND DBAE 1, 2, and 4)

- 7.3.1 Identify visual art in liturgies.
- 7.3.2 Art in religious articles
- 7.3.3 Art in Church History

GRADE 4

UNDERSTANDS AND APPLIES MEDIA, TECHNIQUES, AND PROCESSES (NSAE 1, DBAE 1, and KCCD-VA1 and PAVA1, 2)

- 1.4.1 Provide opportunities for the introduction and exploration of a variety of materials, techniques, and processes in artworks examined and created.
- 1.4.2 Provide opportunities to select media, techniques, and processes and to analyze their effectiveness in communicating ideas, experiences, and stories.
- 1.4.3 Provide opportunities for repeated use of media and techniques to increase skill, confidence, and sensitivity in the use of media to carry out expressive intentions.
- 1.4.4 Media
 - o 1.4.4a Crayon
 - o 1.4.4b Pencil
 - o 1.4.4c Colored pencil
 - o 1.4.4d Marker
 - o 1.4.4e Pastels
 - o 1.4.4f Paint
 - 1.4.4fa Tempera
 - 1.4.4fb Water color
 - 1.4.4fc Acrylic
 - o 1.4.4g Fabric
 - o 1.4.4h Yarn
 - o 1.4.4i Clay
 - o 1.4.4j Papier-mâché
 - o 1.4.4k Stone
 - o 1.4.4l Wood
 - o 1.4.4m Metal
- 1.4.5 Art processes and techniques
 - o 1.4.5a Two dimensional (2D)
 - o 1.4.5b Drawing
 - 1.4.5ba From memory
 - 1.4.5bb Use imagination
 - 1.4.5bc From observation
 - 1.4.5bd Contour drawing
 - 1.4.5be Gesture
 - 1.4.5bf Cartoon
 - 1.4.5bg Perspective
 - o 1.4.5c Collage – tearing, cutting, and gluing
 - o 1.4.5d Mixed media
 - o 1.4.5e Painting
 - 1.4.5ea Color mixing
 - 1.4.5eb Brush work
 - 1.4.5ec Washes
 - 1.4.5ed Resists
 - o 1.4.5f Print making
 - 1.4.5fa Rubbing
 - 1.4.5fb Mono prints
 - 1.4.5fc Stamping
 - 1.4.5fd Stencil
 - 1.4.5fe Relief
 - o 1.4.5g Fiber arts
 - 1.4.5ga Stitchery
 - 1.4.5gb Weaving

- 1.4.5gc Dyeing

USES KNOWLEDGE OF STRUCTURES AND FUNCTIONS

(NSAE 2, DBAE 1, and KCCD-VA1, 2, 3)

- 2.4.1 Provide opportunities for examination and discussion of the visual characteristics and structures in a variety of artworks.
- 2.4.2 Provide opportunities to explore the use of visual elements and organizational structures in art making.
- 2.4.3 Provide opportunities to form evaluations of artworks in terms of organizational structures.
- 2.4.4 Art Elements
 - o 2.4.4a Line
 - o 2.4.4b Shape
 - o 2.4.4c Form
 - o 2.4.4d Texture
 - o 2.4.4e Color – primary and secondary
 - o 2.4.4f Color groups – warm, cool, neutral
 - o 2.4.4g Space – positive/negative, perspective
 - o 2.4.4h Value – light and shadows, tints, shades
- 2.4.5 Color theory
 - o 2.4.5a Primary, secondary, and intermediate hues
 - o 2.4.5b Intensity – brightness and dullness
 - o 2.4.5c Color relationships - triadic, complementary, analogous
 - o 2.4.5d Organization of visual composition (principles of design)
 - o 2.4.5e Emphasis
 - o 2.4.5f Pattern
 - o 2.4.5g Balance – formal and informal
 - o 2.4.5h Contrast
 - o 2.4.5i Repetition
 - 2.4.5ia Movement
 - 2.4.5ib Rhythm
 - 2.4.5ic Proportion
 - 2.4.5id Unity
 - 2.4.5ie Variety

CHOOSES AND EVALUATES A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS

(NSAE 3, DBAE 3, 4, and KCCD-PAVA3, 4)

- 3.4.1 Provide opportunities to explore a variety of content for works of art.
 - o 3.4.1a Landscape, seascape, cityscape
 - o 3.4.1b Portrait – individual, self, group
 - o 3.4.1c Still life
 - o 3.4.1d History
 - o 3.4.1e Religious
 - o 3.4.1f Non-objective
 - o 3.4.1g Symbols
- 3.4.2 Identify various purposes for creating works of art.
 - o 3.4.2a Expressive (express emotions and ideas)
 - o 3.4.2b Narrative (describe and illustrate experiences)
 - o 3.4.2c Functional
 - o 3.4.2d Decorative
 - o 3.4.2e Celebratory
 - o 3.4.2f Commemorative
 - o 3.4.2g Devotional
 - o 3.4.2h Establish status

- o 3.4.2i Ritual
- o 3.4.2j Imitate nature

UNDERSTANDS THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES

(NSAE 4, DBAE 2, 3, and HAVA1, 2, 3)

- 4.4.1 Provide opportunities to explore the characteristics and functions of artworks of various times, places, and cultural groups.
- 4.4.2 Provide opportunities to describe and analyze how factors of time and place (such as climate, resources, and technology) influence visual characteristics that give meaning and value to a work of art.
- 4.4.3 Analyze, compare, contrast, and interpret the cultural and historical context of artworks using visual arts terminology.
 - o 4.4.3a Native American
 - o 4.4.3b Early American
 - o 4.4.3c West African

REFLECTS UPON AND ASSESSES THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS

(NSAE 5, DBAE 3, 4, and KCCD-PAVA3, 4, 5)

- 5.4.1 Describe works of art using appropriate art terminology.
- 5.4.2 Analyze how an artist uses various media and processes to communicate meaning in a work of art.

MAKES CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES

(NSAE 6, DBAE 6, and KCCD-HAVA1, 2, 3)

- 6.4.1 Similarities and differences between visual arts and other art disciplines
- 6.4.2 Connections between visual arts and other disciplines

UNDERSTANDS THE WAYS THAT THE PRODUCTION AND APPRECIATION OF THE VISUAL ARTS CONTRIBUTE TO THE GLORY OF GOD

(NSAE 7 AND DBAE 1, 2, and 4)

- 7.4.1 Identify visual art in liturgies.
- 7.4.2 Art in religious articles
- 7.4.3 Art in Church History

GRADE 5

UNDERSTANDS AND APPLIES MEDIA, TECHNIQUES, AND PROCESSES (NSAE 1, DBAE 1, and VA2 and PAVA1, 2)

- 1.5.1 Provide opportunities for the introduction and exploration of a variety of materials, techniques, and processes in artworks examined and created.
- 1.5.2 Provide opportunities to select media, techniques, and processes and to analyze their effectiveness in communicating ideas, experiences, and stories.
- 1.5.3 Provide opportunities for repeated use of media and techniques to increase skill, confidence, and sensitivity in the use of media to carry out expressive intentions.
- 1.5.4 Media
 - o 1.5.4a Crayon
 - o 1.5.4b Pencil
 - o 1.5.4c Colored pencil
 - o 1.5.4d Marker
 - o 1.5.4e Charcoal
 - o 1.5.4f Oil
 - o 1.5.4g Pastels
 - o 1.5.4h Paint
 - 1.5.4ha Tempera
 - 1.5.4hb Water color
 - 1.5.4hc Acrylic
 - o 1.5.4i Fabric
 - o 1.5.4j Yarn
 - o 1.5.4k Clay
 - o 1.5.4l Papier-mâché
 - o 1.5.4m Stone
 - o 1.5.4n Wood
 - o 1.5.4o Metal
- 1.5.5 Art processes and techniques
 - o 1.5.5a Two dimensional (2D)
 - o 1.5.5b Drawing
 - 1.5.5ba From memory
 - 1.5.5bb Use imagination
 - 1.5.5bc From observation
 - 1.5.5bd Contour drawing
 - 1.5.5be Gesture
 - 1.5.5bf Cartoon
 - 1.5.5bg Perspective
 - 1.5.5bh Architectural rendering
 - o 1.5.5c Collage – tearing, cutting, and gluing
 - o 1.5.5d Mixed media
 - o 1.5.5e Painting
 - 1.5.5ea Color mixing
 - 1.5.5eb Brush work
 - 1.5.5ec Washes
 - 1.5.5ed Resists
 - o 1.5.5f Print making
 - 1.5.5fa Rubbing
 - 1.5.5fb Mono prints
 - 1.5.5fc Stamping
 - 1.5.5fd Stencil
 - 1.5.5fe Relief

- o 1.5.5g Fiber arts
 - 1.5.5ga Stitchery
 - 1.5.5gb Weaving
 - 1.5.5gc Dyeing
- 1.5.6 Three dimensional (3D)
 - o 1.5.6a Ceramics
 - 1.5.6aa Hand building, pinching
 - 1.5.6ab Coil and slab
 - 1.5.6ac Decoration and glazing
 - 1.5.6ad Wheel throwing
 - 1.5.6ae Firing
 - o 1.5.6b Sculpture
 - 1.5.6ba Additive and subtractive processes

USES KNOWLEDGE OF STRUCTURES AND FUNCTIONS

(NSAE 2, DBAE 1, and KCCD-VA1, 2, 3)

- 2.5.1 Provide opportunities for examination and discussion of the visual characteristics and structures in a variety of artworks.
- 2.5.2 Provide opportunities to explore the use of visual elements and organizational structures in art making.
- 2.5.3 Provide opportunities to form evaluations of artworks in terms of organizational structures.
- 2.5.4 Art elements
 - o 2.5.4a Line
 - o 2.5.4b Shape
 - o 2.5.4c Form
 - o 2.5.4d Texture
 - o 2.5.4e Color – primary and secondary
 - o 2.5.4f Color groups – warm, cool, neutral
 - o 2.5.4g Space – positive/negative, perspective
 - o 2.5.4h Value – light and shadows, tints, shades
- 2.5.5 Color theory
 - o 2.5.5a Primary, secondary, and intermediate hues
 - o 2.5.5b Intensity – brightness and dullness
 - o 2.5.5c Color relationships – triadic, complementary, analogous
 - o 2.5.5d Organization of visual composition (principles of design)
 - 2.5.5da Emphasis
 - 2.5.5db Pattern
 - o 2.5.5e Balance – formal and informal
 - o 2.5.5f Contrast
 - o 2.5.5g Repetition
 - 2.5.5ga Movement
 - 2.5.5gb Rhythm
 - 2.5.5gc Proportion
 - 2.5.5gd Unity
 - 2.5.5ge Variety

CHOOSES AND EVALUATES A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS

(NSAE 3, DBAE 3, 4, and KCCD-PAVA3, 4)

- 3.5.1 Provide opportunities to explore a variety of content for works of art

- o 3.5.1a Landscape, seascape, cityscape
- o 3.5.1b Portrait – individual, self, group
- o 3.5.1c Still life
- o 3.5.1d History
- o 3.5.1e Religious
- o 3.5.1f Non-objective
- o 3.5.1g Symbols
- 3.5.2 Identify various purposes for creating works of art.
 - o 3.5.2a Expressive (express emotions and ideas)
 - o 3.5.2b Narrative (describe and illustrate experiences)
 - o 3.5.3c Functional
 - o 3.5.3d Decorative
 - o 3.5.3e Celebratory
 - o 3.5.3f Commemorative
 - o 3.5.3g Devotional
 - o 3.5.3h Establish status
 - o 3.5.3i Ritual
 - o 3.5.3j Imitate nature
 - o 3.5.3k Persuasive
 - o 3.5.3l Formalist

UNDERSTANDS THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES

(NSAE 4, DBAE 2, 3, and KCCD-HAVA1, 2, 3)

- 4.5.1 Provide opportunities to explore the characteristics and functions of artworks of various times, places, and cultural groups.
- 4.5.2 Provide opportunities to describe and analyze how factors of time and place (such as climate, resources, and technology) influence visual characteristics that give meaning and value to a work of art.
- 4.5.3 Analyze, compare, contrast, and interpret the cultural and historical context of artworks using visual arts terminology.
 - o 4.5.3a Native American
 - o 4.5.3b Early American
 - o 4.5.3c West African
 - o 4.5.3d Ancient cultures
 - o 4.5.3e European
 - o 4.5.3f Asian
 - o 4.5.3g Latin American
 - o 4.5.3h Renaissance
 - o 4.5.3i 19th Century (Impressionism, Realism, Naturalism)
- 4.5.4 Provide opportunities to differentiate among a variety of historical and cultural context in terms of characteristics and purposes of works of art.

REFLECTS UPON AND ASSESSES THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS

(NSAE 5, DBAE 3, 4, and KCCD-PAVA3, 4, 5)

- 5.5.1 Describe works of art using appropriate art terminology.
- 5.5.2 Analyze how an artist uses various media and processes to communicate meaning in a work of art.
- 5.5.3 Analyze and interpret works of art using visual art terminology.
- 5.5.4 Defend personal interpretations of works of art and architecture.
- 5.5.5 Identify skills and training necessary for a variety of careers in visual arts.
- 5.5.6 Describe how art communicates cultural and aesthetic values.

MAKES CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES
(NSAE 6, DBAE 6, and KCCD-HAVA1, 2, 3)

- 6.5.1 Similarities and differences between visual arts and other art disciplines.
- 6.5.2 Connections between visual arts and other disciplines.
- 6.5.3 Characteristics of two or more art forms that share similar subject matter, historical periods, or cultural context.
- 6.5.4 Compare materials, technologies, media, and processes of the visual arts with those of other art disciplines used.
- 6.5.5 Compare characteristics of visual arts within a particular historical period.
- 6.5.6 Synthesize the creative and analytical principles and techniques of the visual arts with other art disciplines, humanities, or sciences.

**UNDERSTANDS THE WAYS THAT THE PRODUCTION AND APPRECIATION OF THE VISUAL ARTS
CONTRIBUTE TO THE GLORY OF GOD**
(NSAE 7 AND DBAE 1, 2, and 4)

- 7.5.1 Identify visual art in liturgies.
- 7.5.2 Art in religious articles
- 7.5.3 Art in Church History
- 7.5.4 Materials used in religious art and reasons for their use
- 7.5.5 Describe function and meaning of religious art objects.
- 7.5.6 Eras and cultural contexts of religious art
- 7.5.7 Analyze and interpret religious artworks with appropriate art terminology.
- 7.5.8 Analyze the work of critics (secular and religious), historians, aestheticians, and artists and the interrelationship between them and the Church.

GRADE 6

UNDERSTANDS AND APPLIES MEDIA, TECHNIQUES, AND PROCESSES

(NSAE 1, DBAE 1, and KCCD-VA2 and PA1, 2)

- 1.6.1 Provide opportunities for the introduction and exploration of a variety of materials, techniques and processes in artworks examined and created.
- 1.6.2 Provide opportunities to select media, technique and processes and to analyze their effectiveness in communicating ideas, experiences, and stories.
- 1.6.3 Provide opportunities for repeated use of media and techniques to increase skill, confidence, and sensitivity in the use of media to carry out expressive intentions.
- 1.6.4 Media
 - o 1.6.4a Crayon
 - o 1.6.4b Pencil
 - o 1.6.4c Colored pencil
 - o 1.6.4d Marker
 - o 1.6.4e Charcoal
 - o 1.6.4f Oil
 - o 1.6.4g Pastels
 - o 1.6.4h Paint
 - 1.6.4ha Tempera
 - 1.6.4hb Water color
 - 1.6.4hc Acrylic
 - o 1.6.4i Fabric
 - o 1.6.4j Yarn
 - o 1.6.4k Clay
 - o 1.6.4l Papier-mâché
 - o 1.6.4m Stone
 - o 1.6.4n Wood
 - o 1.6.4o Metal
- 1.6.5 Art processes and techniques
 - o 1.6.5a Two dimensional (2D)
 - o 1.6.5b Drawing
 - 1.6.5ba From memory
 - 1.6.5bb Use imagination
 - 1.6.5bc From observation
 - 1.6.5bd Contour drawing
 - 1.6.5be Gesture
 - 1.6.5bf Cartoon
 - 1.6.5bg Perspective
 - 1.6.5bh Architectural rendering
 - o 1.6.5c Collage – tearing, cutting, and gluing
 - o 1.6.5d Mixed media
 - o 1.6.5e Painting
 - 1.6.5ea Color mixing
 - 1.6.5eb Brush work
 - 1.6.5ec Washes
 - 1.6.5ed Resists
 - o 1.6.5f Print making
 - 1.6.5fa Rubbing
 - 1.6.5fb Mono prints
 - 1.6.5fc Stamping
 - 1.6.5fd Stencil
 - 1.6.5fe Relief

- o 1.6.5g Fiber Arts
 - 1.6.5ga Stitchery
 - 1.6.5gb Weaving
 - 1.6.5gc Dyeing
- 1.6.6 Three dimensional (3D)
 - o 1.6.6a Ceramics
 - 1.6.6aa Hand building, pinching
 - 1.6.6ab Coil and slab
 - 1.6.6ac Decoration and glazing
 - 1.6.6ad Wheel throwing
 - 1.6.6ae Firing
 - o 1.6.6b Sculpture
 - 1.6.6ba Additive and subtractive processes

USES KNOWLEDGE OF STRUCTURES AND FUNCTIONS

(NSAE 2, DBAE 1, and VA1, 2, 3)

- 2.6.1 Provide opportunities for examination and discussion of the visual characteristics and structures in a variety of artworks.
- 2.6.2 Provide opportunities to explore the use of visual elements and organizational structures in art making.
- 2.6.3 Provide opportunities to form evaluations of artworks in terms of organizational structures.
- 2.6.4 Art elements
 - o 2.6.4a Line
 - o 2.6.4b Shape
 - o 2.6.4c Form
 - o 2.6.4d Texture
 - o 2.6.4e Color – primary and secondary
 - o 2.6.4f Color groups – warm, cool, neutral
 - o 2.6.4g Space – positive/negative, perspective
 - o 2.6.4h Value – light and shadows, tints, shades
- 2.6.5 Color theory
 - o 2.6.5a Primary, secondary, and intermediate hues
 - o 2.6.5b Intensity – brightness and dullness
 - o 2.6.5c Color relationships – triadic, complementary, analogous
 - o 2.6.5d Organization of visual composition (principles of design)
 - 2.6.5da Emphasis
 - 2.6.5db Pattern
 - o 2.6.5e Balance – formal and informal
 - o 2.6.5f Contrast
 - o 2.6.5g Repetition
 - 2.6.5ga Movement
 - 2.6.5gb Rhythm
 - 2.6.5gc Proportion
 - 2.6.5gd Unity
 - 2.6.5ge Variety

CHOOSES AND EVALUATES A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS

(NSAE 3, DBAE 3, 4, and KCCDPAVA3, 4)

- 3.6.1 Provide opportunities to explore a variety of content for works of art.
 - o 3.6.1a Landscape, seascape, cityscape
 - o 3.6.1b Portrait – individual, self, group
 - o 3.6.1c Still life
 - o 3.6.1d History

- o 3.6.1e Religious
- o 3.6.1f Non-objective
- o 3.6.1g Symbols
- 3.6.2 Identify various purposes for creating works of art.
 - o 3.6.2a Expressive (express emotions and ideas)
 - o 3.6.2b Narrative (describe and illustrate experiences)
 - o 3.6.2c Functional
 - o 3.6.2d Decorative
 - o 3.6.2e Celebratory
 - o 3.6.2f Commemorative
 - o 3.6.2g Devotional
 - o 3.6.2h Establish status
 - o 3.6.2i Ritual
 - o 3.6.2j Imitate nature
 - o 3.6.2k Persuasive
 - o 3.6.2l Formalist

UNDERSTANDS THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES

(NSAE 4, DBAE 2, 3, and KCCD-HAVA1, 2, 3)

- 4.6.1 Provide opportunities to explore the characteristics and functions of artworks of various times, places, and cultural groups.
- 4.6.2 Provide opportunities to describe and analyze how factors of time and place (such as climate, resources, and technology) influence visual characteristics that give meaning and value to a work of art.
- 4.6.3 Analyze, compare, contrast, and interpret the cultural and historical context of artworks using visual arts terminology.
 - o 4.6.3a Native American
 - o 4.6.3b Early American
 - o 4.6.3c West African
 - o 4.6.3d Ancient cultures
 - o 4.6.3e European
 - o 4.6.3f Asian
 - o 4.6.3g Latin American
 - o 4.6.3h Renaissance
 - o 4.6.3i 19th Century (Impressionism, Realism, Naturalism)
- 4.6.4 Provide opportunities to differentiate among a variety of historical and cultural context in terms of characteristics and purposes of works of art.

REFLECTS UPON AND ASSESSES THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS

(NSAE 5, DBAE 3, 4, and KCCD-PAVA3, 4, 5)

- 5.6.1 Describe works of art using appropriate art terminology.
- 5.6.2 Analyze how an artist uses various media and processes to communicate meaning in a work of art.
- 5.6.3 Analyze and interpret works of art using visual art terminology.
- 5.6.4 Defend personal interpretations of works of art and architecture.
- 5.6.5 Identify skills and training necessary for a variety of careers in visual arts.
- 5.6.6 Describe how art communicates cultural and aesthetic values.

MAKES CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES

(NSAE 6, DBAE 6, and KCCD-HAVA1, 2, 3)

- 6.6.1 Similarities and differences between visual arts and other art disciplines
- 6.6.2 Connections between visual arts and other disciplines
- 6.6.3 Characteristics of two or more art forms that share similar subject matter, historical periods, or cultural context

- 6.6.4 Compare materials, technologies, media, and processes of the visual arts with those of other art disciplines used.
- 6.6.5 Compare characteristics of visual arts within a particular historical period.
- 6.6.6 Synthesize the creative and analytical principles and techniques of the visual arts with other art disciplines, humanities, or sciences.

**UNDERSTANDS THE WAYS THAT THE PRODUCTION AND APPRECIATION OF THE VISUAL ARTS
CONTRIBUTE TO THE GLORY OF GOD**

(NSAE 7 AND DBAE 1, 2, and 4)

- 7.6.1 Identify visual art in liturgies.
- 7.6.2 Art in religious articles
- 7.6.3 Art in Church History
- 7.6.4 Materials used in religious art and reasons for their use
- 7.6.5 Describe function and meaning of religious art objects.
- 7.6.6 Eras and cultural contexts of religious art
- 7.6.7 Analyze and interpret religious artworks with appropriate art terminology.
- 7.6.8 Analyze the work of critics (secular and religious), historians, aestheticians, and artists and the interrelationship between them and the Church.

GRADE 7

UNDERSTANDS AND APPLIES MEDIA, TECHNIQUES, AND PROCESSES (NSAE 1, DBAE 1, and KCCD-VA2 and PAVA1, 2)

- 1.7.1 Provide opportunities for the introduction and exploration of a variety of materials, techniques, and processes in artworks examined and created.
- 1.7.2 Provide opportunities to select media, techniques, and processes and to analyze their effectiveness in communicating ideas, experiences and stories.
- 1.7.3 Provide opportunities for repeated use of media and techniques to increase skill, confidence, and sensitivity in the use of media to carry out expressive intentions.
- 1.7.4 Media
 - o 1.7.4a Crayon
 - o 1.7.4b Pencil
 - o 1.7.4c Colored pencil
 - o 1.7.4d Marker
 - o 1.7.4e Charcoal
 - o 1.7.4f Oil
 - o 1.7.4g Pastels
 - o 1.7.4h Paint
 - 1.7.4ha Tempera
 - 1.7.4hb Water color
 - 1.7.4hc Acrylic
 - o 1.7.4i Fabric
 - o 1.7.4j Yarn
 - o 1.7.4k Clay
 - o 1.7.4l Papier-mâché
 - o 1.7.4m Stone
 - o 1.7.4n Wood
 - o 1.7.4o Metal
- 1.7.5 Art processes and techniques
 - o 1.7.5a Two dimensional (2D)
 - o 1.7.5b Drawing
 - 1.7.5ba From memory
 - 1.7.5bb Use imagination
 - 1.7.5bc From observation
 - 1.7.5bd Contour drawing
 - 1.7.5be Gesture
 - 1.7.5bf Cartoon
 - 1.7.5bg Perspective
 - 1.7.5bh Architectural rendering
 - o 1.7.5c Collage – tearing, cutting, and gluing
 - o 1.7.5d Mixed media
 - o 1.7.5e Painting
 - 1.7.5ea Color mixing
 - 1.7.5eb Brush work
 - 1.7.5ec Washes
 - 1.7.5ed Resists
 - o 1.7.5f Print making
 - 1.7.5fa Rubbing
 - 1.7.5fb Mono prints
 - 1.7.5fc Stamping
 - 1.7.5d Stencil
 - 1.7.5fe Relief

- o 1.7.5g Fiber arts
 - 1.7.5ga Stitchery
 - 1.7.5gb Weaving
 - 1.7.5gc Dyeing
- 1.7.6 Three dimensional (3D)
 - o 1.7.6a Ceramics
 - 1.7.6aa Hand building, pinching
 - 1.7.6ab Coil and slab
 - 1.7.6ac Decoration and glazing
 - 1.7.6ad Wheel throwing
 - 1.7.6ae Firing
 - o 1.7.6b Sculpture
 - 1.7.6b Additive and subtractive processes

USES KNOWLEDGE OF STRUCTURES AND FUNCTIONS

(NSAE 2, DBAE 1, and KCCD-VA1, 2, 3)

- 2.7.1 Provide opportunities for examination and discussion of the visual characteristics and structures in a variety of artworks.
- 2.7.2 Provide opportunities to explore the use of visual elements and organizational structures in art making.
- 2.7.3 Provide opportunities to form evaluations of artworks in terms of organizational structures.
- 2.7.4 Art Elements
 - o 2.7.4a Line
 - o 2.7.4b Shape
 - o 2.7.4c Form
 - o 2.7.4d Texture
 - o 2.7.4e Color – primary and secondary
 - o 2.7.4f Color groups – warm, cool, neutral
 - o 2.7.4g Space – positive/negative, perspective
 - o 2.7.4h Value – light and shadows, tints, shades
- 2.7.5 Color theory
 - o 2.7.5a Primary, secondary, and intermediate hues
 - o 2.7.5b Intensity – brightness and dullness
 - o 2.7.5c Color relationships – triadic, complementary, analogous
 - o 2.7.5d Organization of visual composition (principles of design)
 - 2.7.5da Emphasis
 - 2.7.5db Pattern
 - o 2.7.5e Balance – formal and informal
 - o 2.7.5f Contrast
 - o 2.7.5g Repetition
 - 2.7.5ga Movement
 - 2.7.5gb Rhythm
 - 2.7.5gc Proportion
 - 2.7.5gd Unity
 - 2.7.5ge Variety

CHOOSES AND EVALUATES A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS

(NSAE 3, DBAE 3, 4, and KCCD-PAVA3, 4)

- 3.7.1 Provide opportunities to explore a variety of content for works of art.

- o 3.7.1a Landscape, seascape, cityscape
- o 3.7.1b Portrait – individual, self, group
- o 3.7.1c Still life
- o 3.7.1d History
- o 3.7.1e Religious
- o 3.7.1f Non-objective
- o 3.7.1g Symbols
- 3.7.2 Identify various purposes for creating works of art.
 - o 3.7.2a Expressive (express emotions and ideas)
 - o 3.7.2b Narrative (describe and illustrate experiences)
 - o 3.7.2c Functional
 - o 3.7.2d Decorative
 - o 3.7.2e Celebratory
 - o 3.7.2f Commemorative
 - o 3.7.2g Devotional
 - o 3.7.2h Establish status
 - o 3.7.2i Ritual
 - o 3.7.2j Imitate nature
 - o 3.7.2k Persuasive
 - o 3.7.2l Formalist

UNDERSTANDS THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES

(NSAE 4, DBAE 2, 3, and KCCD-HAVA1, 2, 3)

- 4.7.1 Provide opportunities to explore the characteristics and functions of artworks of various times, places, and cultural groups.
- 4.7.2 Provide opportunities to describe and analyze how factors of time and place (such as climate, resources, and technology) influence visual characteristics that give meaning and value to a work of art.
- 4.7.3 Analyze, compare, contrast, and interpret the cultural and historical context of artworks using visual arts terminology.
 - o 4.7.3a Native American
 - o 4.7.3b Early American
 - o 4.7.3c West African
 - o 4.7.3d Ancient cultures
 - o 4.7.3e European
 - o 4.7.3f Asian
 - o 4.7.3g Latin American
 - o 4.7.3h Renaissance
 - o 4.7.3i 19th Century (Impressionism, Realism, Naturalism)
- 4.7.4 Provide opportunities to differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

REFLECTS UPON AND ASSESSES THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS

(NSAE 5, DBAE 3, 4, and KCCD-PAVA3, 4, 5)

- 5.7.1 Describe works of art using appropriate art terminology.
- 5.7.2 Analyze how an artist uses various media and processes to communicate meaning in a work of art.
- 5.7.3 Analyze and interpret works of art using visual art terminology.
- 5.7.4 Defend personal interpretations of works of art and architecture.
- 5.7.5 Identify skills and training necessary for a variety of careers in visual arts.
- 5.7.6 Describe how art communicates cultural and aesthetic values.

MAKES CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES

(NSAE 6, DBAE 6, and KCCD-HAVA1, 2, 3)

- 6.7.1 Similarities and differences between visual arts and other art disciplines

- 6.7.2 Connections between visual arts and other disciplines
- 6.7.3 Characteristics of two or more art forms that share similar subject matter, historical periods, or cultural context
- 6.7.4 Compare materials, technologies, media, and processes of the visual arts with those of other art disciplines used.
- 6.7.5 Compare characteristics of visual arts within a particular historical period
- 6.7.6 Synthesize the creative and analytical principles and techniques of the visual arts with other art disciplines, humanities, or sciences

**UNDERSTANDS THE WAYS THAT THE PRODUCTION AND APPRECIATION OF THE VISUAL ARTS
CONTRIBUTE TO THE GLORY OF GOD**

(NSAE 7 and DBAE 1, 2, 4)

- 7.7.1 Identify visual art in liturgies.
- 7.7.2 Art in religious articles
- 7.7.3 Art in Church History
- 7.7.4 Materials used in religious art and reasons for their use
- 7.7.5 Describe function and meaning of religious art objects.
- 7.7.6 Eras and cultural contexts of religious art
- 7.7.7 Analyze and interpret religious artworks with appropriate art terminology.
- 7.7.8 Analyze the work of critics (secular and religious), historians, aestheticians, and artists and the interrelationship between them and the Church.

GRADE 8

UNDERSTANDS AND APPLIES MEDIA, TECHNIQUES, AND PROCESSES

NSAE 1, DBAE 1, and KCCD-VA2 and PAVA1, 2)

- 1.8.1 Provide opportunities for the introduction and exploration of a variety of materials, techniques, and processes in artworks examined and created.
- 1.8.2 Provide opportunities to select media, techniques, and processes and to analyze their effectiveness in communicating ideas, experiences, and stories.
- 1.8.3 Provide opportunities for repeated use of media and techniques to increase skill, confidence, and sensitivity in the use of media to carry out expressive intentions.
- 1.8.4 Media
 - o 1.8.4a Crayon
 - o 1.8.4b Pencil
 - o 1.8.4c Colored pencil
 - o 1.8.4d Marker
 - o 1.8.4e Charcoal
 - o 1.8.4f Oil
 - o 1.8.4g Pastels
 - o 1.8.4h Paint
 - 1.8.4ha Tempera
 - 1.8.4hb Water color
 - 1.8.4hc Acrylic
 - o 1.8.4i Fabric
 - o 1.8.4j Yarn
 - o 1.8.4k Clay
 - o 1.8.4l Papier-mâché
 - o 1.8.4m Stone
 - o 1.8.4n Wood
 - o 1.8.4o Metal
- 1.8.5 Art processes and techniques
 - o 1.8.5a Two dimensional (2D)
 - o 1.8.5b Drawing
 - 1.8.5ba From memory
 - 1.8.5bb Use imagination
 - 1.8.5bc From observation
 - 1.8.5bd Contour drawing
 - 1.8.5be Gesture
 - 1.8.5bf Cartoon
 - 1.8.5bg Perspective
 - 1.8.5bh Architectural rendering
 - o 1.8.5c Collage – tearing, cutting, and gluing
 - o 1.8.5d Mixed media
 - o 1.8.5e Painting
 - 1.8.5ea Color mixing
 - 1.8.5eb Brush work
 - 1.8.5ec Washes
 - 1.8.5ed Resists
 - o 1.8.5f Print making
 - 1.8.5fa Rubbing
 - 1.8.5fb Mono prints
 - 1.8.5fc Stamping
 - 1.8.5fd Stencil
 - 1.8.5fe Relief

- o 1.8.5g Fiber arts
 - 1.8.5ga Stitchery
 - 1.8.5gb Weaving
 - 1.8.5gc Dyeing
- 1.8.6 Three dimensional (3D)
 - o 1.8.6a Ceramics
 - 1.8.6aa Hand building, pinching
 - 1.8.6ab Coil and slab
 - 1.8.6ac Decoration and glazing
 - 1.8.6ad Wheel throwing
 - 1.8.6ae Firing
 - o 1.8.6b Sculpture
 - 1.8.6ba Additive and subtractive processes

USES KNOWLEDGE OF STRUCTURES AND FUNCTIONS

(NSAE 2, DBAE 1, and KCCD-VA1, 2, 3)

- 2.8.1 Provide opportunities for examination and discussion of the visual characteristics and structures in a variety of artworks.
- 2.8.2 Provide opportunities to explore the use of visual elements and organizational structures in art making.
- 2.8.3 Provide opportunities to form evaluations of artworks in terms of organizational structures.
- 2.8.4 Art Elements
 - o 2.8.4a Line
 - o 2.8.4b Shape
 - o 2.8.4c Form
 - o 2.8.4d Texture
 - o 2.8.4e Color – primary and secondary
 - o 2.8.4f Color groups – warm, cool, neutral
 - o 2.8.4g Space – positive/negative, perspective
 - o 2.8.4h Value – light and shadows, tints, shades
- 2.8.5 Color theory
 - o 2.8.5a Primary, secondary, and intermediate hues
 - o 2.8.5b Intensity – brightness and dullness
 - o 2.8.5c Color relationships – triadic, complementary, analogous
 - o 2.8.5d Organization of visual composition (principles of design)
 - 2.8.5da Emphasis
 - 2.8.5db Pattern
 - o 2.8.5e Balance – formal and informal
 - o 2.8.5f Contrast
 - o 2.8.5g Repetition
 - 2.8.5ga Movement
 - 2.8.5gb Rhythm
 - 2.8.5gc Proportion
 - 2.8.5gd Unity
 - 2.8.5ge Variety

CHOOSES AND EVALUATES A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS

(NSAE 3, DBAE 3, 4, and KCCD-PAVA3, 4)

- 3.8.1 Provide opportunities to explore a variety of content for works of art.
 - o 3.8.1a Landscape, seascape, cityscape
 - o 3.8.1b Portrait – individual, self, group
 - o 3.8.1c Still life

- o 3.8.1d History
- o 3.8.1e Religious
- o 3.8.1f Non-objective
- o 3.8.1g Symbols
- 3.8.2 Identify various purposes for creating works of art.
 - o 3.8.2a Expressive (express emotions and ideas)
 - o 3.8.2b Narrative (describe and illustrate experiences)
 - o 3.8.2c Functional
 - o 3.8.2d Decorative
 - o 3.8.2e Celebratory
 - o 3.8.2f Commemorative
 - o 3.8.2g Devotional
 - o 3.8.2h Establish status
 - o 3.8.2i Ritual
 - o 3.8.2j Imitate nature
 - o 3.8.2k Persuasive
 - o 3.8.2l Formalist

UNDERSTANDS THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES

(NSAE 4, DBAE 2, 3, and Kcccd-HAVA1, 2, 3)

- 4.8.1 Provide opportunities to explore the characteristics and functions of artworks of various times, places, and cultural groups.
- 4.8.2 Provide opportunities to describe and analyze how factors of time and place (such as climate, resources, and technology) influence visual characteristics that give meaning and value to a work of art.
- 4.8.3 Analyze, compare, contrast, and interpret the cultural and historical context of artworks using visual arts terminology.
 - o 4.8.3a Native American
 - o 4.8.3b Early American
 - o 4.8.3c West African
 - o 4.8.3d Ancient cultures
 - o 4.8.3e European
 - o 4.8.3f Asian
 - o 4.8.3g Latin American
 - o 4.8.3h Renaissance
 - o 4.8.3i 19th Century (Impressionism, Realism, Naturalism)
- 4.8.4 Provide opportunities to differentiate among a variety of historical and cultural context in terms of characteristics and purposes of works of art.

REFLECTS UPON AND ASSESSES THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS

(NSAE 5, DBAE 3, 4, and KCCD-PAVA3, 4, 5)

- 5.8.1 Describe works of art using appropriate art terminology.
- 5.8.2 Analyze how an artist uses various media and processes to communicate meaning in a work of art.
- 5.8.3 Analyze and interpret works of art using visual art terminology.
- 5.8.4 Defend personal interpretations of works of art and architecture.
- 5.8.5 Identify skills and training necessary for a variety of careers in visual arts.
- 5.8.6 Describe how art communicates cultural and aesthetic values.

MAKES CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES

(NSAE 6 AND DBAE 6 and KCCD-HAVA1,2,3)

- 6.8.1 Similarities and differences between visual arts and other art disciplines
- 6.8.2 Connections between visual arts and other disciplines
- 6.8.3 Characteristics of two or more art forms that share similar subject matter, historical periods, or cultural context

- 6.8.4 Compare materials, technologies, media, and processes of the visual arts with those of other art disciplines used.
- 6.8.5 Compare characteristics of visual arts within a particular historical period.
- 6.8.6 Synthesize the creative and analytical principles and techniques of the visual arts with other art disciplines, humanities, or sciences.

**UNDERSTANDS THE WAYS THAT THE PRODUCTION AND APPRECIATION OF THE VISUAL ARTS
CONTRIBUTE TO THE GLORY OF GOD**

(NSAE 7 and DBAE 1, 2, 4)

- 7.8.1 Identify visual art in liturgies.
- 7.8.2 Art in religious articles
- 7.8.3 Art in Church History
- 7.8.4 Materials used in religious art and reasons for their use
- 7.8.5 Describe function and meaning of religious art objects.
- 7.8.6 Eras and cultural contexts of religious art
- 7.8.7 Analyze and interpret religious artworks with appropriate art terminology.
- 7.8.8 Analyze the work of critics (secular and religious), historians, aestheticians, and artists and the interrelationship between them and the Church.

GRADES 9-12

UNDERSTANDS AND APPLIES MEDIA, TECHNIQUES, AND PROCESSES (NSAE 1, DBAE 1, and KCCD-VA2 and PAVA1, 2)

- 1.HS.1 Provide opportunities for the introduction and exploration of a variety of materials, techniques, and processes in artworks examined and created.
- 1.HS.2 Provide opportunities to select media, techniques, and processes and to analyze their effectiveness in communicating ideas, experiences, and stories.
- 1.HS.3 Provide opportunities for repeated use of media and techniques to increase skill, confidence, and sensitivity in the use of media to carry out expressive intentions.
- 1.HS.4 Media
 - o 1.HS.4a Crayon
 - o 1.HS.4b Pencil
 - o 1.HS.4c Colored pencil
 - o 1.HS.4d Marker
 - o 1.HS.4e Charcoal
 - o 1.HS.4f Oil
 - o 1.HS.4g Pastels
 - o 1.HS.4h Paint
 - 1.HS.4ha Tempera
 - 1.HS.4hb Water color
 - 1.HS.4hc Acrylic
 - o 1.HS.4i Fabric
 - o 1.HS.4j Yarn
 - o 1.HS.4k Clay
 - o 1.HS.4l Papier-mâché
 - o 1.HS.4m Stone
 - o 1.HS.4n Wood
 - o 1.HS.4o Metal
 - o 1.HS.4p Glass
- 1.HS.5 Art processes and techniques
 - o 1.HS.5a Two dimensional (2D)
 - o 1.HS.5b Drawing
 - 1.HS.5ba From memory
 - 1.HS.5bb Use imagination
 - 1.HS.5bc From observation
 - 1.HS.5bd Contour drawing
 - 1.HS.5be Gesture
 - 1.HS.5bf Cartoon
 - 1.HS.5bg Perspective
 - 1.HS.5bh Architectural rendering
 - o 1.HS.5c Collage – tearing, cutting, and gluing
 - o 1.HS.5d Mixed media
 - o 1.HS.5e Painting
 - 1.HS.5ea Color mixing
 - 1.HS.5eb Brush work
 - 1.HS.5ec Washes
 - 1.HS.5ed Resists
 - o 1.HS.5f Print making
 - 1.HS.5fa Rubbing
 - 1.HS.5fb Mono prints
 - 1.HS.5fc Stamping
 - 1.HS.5fd Stencil

- 1.HS.5fe Relief
 - o 1.HS.5g Fiber arts
 - 1.HS.5ga Stitchery
 - 1.HS.5gb Weaving
 - 1.HS.5gc Dyeing
- 1.HS.6 Three dimensional (3D)
 - o 1.HS.6a Ceramics
 - 1.HS.6aa Hand building, pinching
 - 1.HS.6ab Coil and slab
 - 1.HS.6ac Decoration and glazing
 - 1.HS.6ad Wheel throwing
 - 1.HS.6ae Firing
 - o 1.HS.6b Sculpture
 - 1.HS.6ba Additive and subtractive processes

USES KNOWLEDGE OF STRUCTURES AND FUNCTIONS

(NSAE 2, DBAE 1, and KCCD-VA1, 2, 3)

- 2.HS.1 Provide opportunities for examination and discussion of the visual characteristics and structures in a variety of artworks.
- 2.HS.2 Provide opportunities to explore the use of visual elements and organizational structures in art making.
- 2.HS.3 Provide opportunities to form evaluations of artworks in terms of organizational structures.
- 2.HS.4 Art elements
 - o 2.HS.4a Line
 - o 2.HS.4b Shape
 - o 2.HS.4c Form
 - o 2.HS.4d Texture
 - o 2.HS.4e Color – primary and secondary
 - o 2.HS.4f Color groups – warm, cool, neutral
 - o 2.HS.4g Space – positive/negative, perspective
 - o 2.HS.4h Value – light and shadows, tints, shades
- 2.HS.5 Color theory
 - o 2.HS.5a Primary, secondary , intermediate hues
 - o 2.HS.5b Intensity – brightness and dullness
 - o 2.HS.5c Color relationships
 - 2.K.5ca Triadic, complementary, analogous
 - o 2.HS.5d Organization of visual composition (principles of design)
 - 2.HS.5da Emphasis
 - 2.HS.5db Pattern
 - o 2.HS.5e Balance – formal and informal
 - o 2.HS.5 Contrast
 - o 2.HS.5g Repetition
 - 2.HS.5ga Movement
 - 2.HS.5gb Rhythm
 - 2.HS.5gc Proportion
 - 2.HS.5gd Unity
 - 2.HS.5ge Variety

CHOOSES AND EVALUATES A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS

(NSAE 3, DBAE 3, 4, and KCCD-PAVA3, 4)

- 3.HS.1 Provide opportunities to explore a variety of content for works of art.

- o 3.HS.1a Landscape, seascape, cityscape
- o 3.HS.1b Portrait – individual, self, group
- o 3.HS.1c Still life
- o 3.HS.1d History
- o 3.HS.1e Religious
- o 3.HS.1f Non-objective
- o 3.HS.1g Symbols
- 3.HS.2 Identify various purposes for creating works of art.
 - o 3.HS.2a Expressive (express emotions and ideas)
 - o 3.HS.2b Narrative (describe and illustrate experiences)
 - o 3.HS.2c Functional
 - o 3.HS.2d Decorative
 - o 3.HS.2e Celebratory
 - o 3.HS.2f Commemorative
 - o 3.HS.2g Devotional
 - o 3.HS.2h Establish status
 - o 3.HS.2i Ritual
 - o 3.HS.2j Imitate nature
 - o 3.HS.2k Persuasive
 - o 3.HS.2l Formalist

UNDERSTANDS THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES

(NSAE 4, DBAE 2, 3, and KCCD-HAVA1, 2, 3)

- 4.HS.1 Provide opportunities to explore the characteristics and functions of artworks of various times, places, and cultural groups.
- 4.HS.2 Provide opportunities to describe and analyze how factors of time and place (such as climate, resources, and technology) influence visual characteristics that give meaning and value to a work of art.
- 4.HS.3 Analyze, compare, contrast, and interpret the cultural and historical context of artworks using visual arts terminology.
 - o 4.HS.3a Native American
 - o 4.HS.3b Early American
 - o 4.HS.3c West African
 - o 4.HS.3d Ancient cultures
 - o 4.HS.3e European
 - o 4.HS.3f Asian
 - o 4.HS.3g Latin American
 - o 4.HS.3h Renaissance
 - o 4.HS.3i 19th Century (Impressionism, Realism, Naturalism)
- 4.HS.4 Provide opportunities to differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

REFLECTS UPON AND ASSESSES THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS

(NSAE 5, DBAE 3, 4, and KCCD-PAVA3, 4, 5)

- 5.HS.1 Describe works of art using appropriate art terminology.
- 5.HS.2 Analyze how an artist uses various media and processes to communicate meaning in a work of art.
- 5.HS.3 Analyze and interpret works of art using visual art terminology.
- 5.HS.4 Defend personal interpretations of works of art and architecture.
- 5.HS.5 Identify skills and training necessary for a variety of careers in visual arts.
- 5.HS.6 Describe how art communicates cultural and aesthetic values.

MAKES CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES

(NSAE 6, DBAE 6, and KCCD-HAVA1, 2, 3)

- 6.HS.1 Similarities and differences between visual arts and other art disciplines

- 6.HS.2 Connections between visual arts and other disciplines
- 6.HS.3 Characteristics of two or more art forms that share similar subject matter, historical periods, or cultural context
- 6.HS.4 Compare materials, technologies, media, and processes of the visual arts with those of other art disciplines used.
- 6.HS.5 Compare characteristics of visual arts within a particular historical period.
- 6.HS.6 Synthesize the creative and analytical principles and techniques of the visual arts with other art disciplines, humanities, or sciences.

**UNDERSTANDS THE WAYS THAT THE PRODUCTION AND APPRECIATION OF THE VISUAL ARTS
CONTRIBUTE TO THE GLORY OF GOD**

(NSAE 7 AND DBAE 1, 2, and 4)

- 7.HS.1 Identify visual art in liturgies.
- 7.HS.2 Art in religious articles
- 7.HS.3 Art in Church History
- 7.HS.4 Materials used in religious art and reasons for their use
- 7.HS.5 Describe function and meaning of religious art objects.
- 7.HS.6 Eras and cultural contexts of religious art
- 7.HS.7 Analyze and interpret religious artworks with appropriate art terminology.
- 7.HS.8 Analyze the work of critics (secular and religious), historians, aestheticians, and artists and the interrelationship between them and the Church.

ASSESSMENT OF LEARNING

In times past, teachers were taught that evaluation in art would stifle creativity and self-expression. Some teachers still adhere to this concept. However, when teachers truly provide instruction in art using the Discipline-Based Art Education (DBAE) approach including production, history, criticism, and aesthetics, then both formative and summative assessments should take place.

Formative evaluation takes place during the lessons. This allows the teacher to adjust teaching style or re-examine key concepts from different perspectives and use different examples to enable students to grasp the concepts. Summative evaluation takes place at the conclusion of the lessons, and is a means of determining if the goals were achieved. To make summative evaluations objective and worthwhile, every lesson should have clear objectives and criteria for determining if the objectives have been achieved. Knowing the objectives and criteria at the beginning of the lesson and as the lesson progresses enables the students to focus on the lesson, organize their thinking, and adapt their learning styles so that they can more successfully participate in the lesson.

A wide variety of assessment techniques for gathering and analyzing data are available for teachers to use in evaluating student achievement as well as in reporting learning to students and others:

- Portfolios include finished art products traditionally, but may also include samples of conceptual ideas, art works in progress, written reports and essays, test samples, photographs and videos, audiotapes, and journals and self-critiques.
- Written work: research reports, journals, responses to artworks, and exhibition reviews
- Tests and examinations: a variety of structures and open-ended formats (multiple-choice, matching, short answer, essay, etc.) devised to assess the full spectrum of cognitive knowledge and skills
- Self- and peer evaluations and critiques: oral and written critiques and reviews of art processes, products, and experiences of self and others, both formally and informally
- Checklists, rating scales, and questionnaires: assessment tools that students and teachers develop and administer
- Oral presentations based on the student's own studio involvement or research on selected topics
- Scrapbooks and sketchbooks: these are process-oriented, retaining the flow of ideas, interests, concerns, and discoveries (problem finding) of students, in visual and written forms
- Collaborative work: team and small-group activity that offers opportunities to undertake complex projects while promoting the give-and-take of peer decision making and cooperative learning
- Class discussions: opportunity to promote and assess listening skills, oral communication, critical thinking, and understanding and tolerance of alternative view points
- Videotapes, audiotapes, photographs, and slides: technology that is readily available and accessible in many classrooms to facilitate students= recording and documenting the evolution of their wor
- Observational and anecdotal documentation: descriptive data that a teacher records during and after instructional periods, using checklists or narrative notations of student participation, attitudes, concentration, work habits, and cooperation
- Student contracts: these encourage student initiative, planning, choices, follow-through, and responsibility for their own learning.

- Interviews and conferences: formal and informal techniques that render opportunities for one-on-one and small-group review, reflection, and determination of what is next
- Student exhibitions: students develop skills in selecting, organizing, and presenting their work for public display; reactions from classmates and other viewers are of equal benefit

These assessment tools may be organized into three broad clusters according to the types of evidence they collect of student outcomes:

- OBSERVATIONS - e.g., teacher anecdotal recordings in the context of class lessons, interviews, checklists, or student journal entries;
- PERFORMANCE SAMPLES - e.g., art products and media experiments and the associated criterion-referenced rating scales, such as collaborative work and class discussion, oral and written reports, student journals, exhibits, self and peer evaluations and critiques, video or audio documentations, photographic or slide formats, or portfolios related to a single project or extending throughout the school year;
- TESTS - e.g., multiple choice, essay, or matching.

Using a diverse array of assessment tools is necessary to respond fully to the range of personalities, learning modalities, and cognitive styles of students.

- **RESOURCES**

- 1996 ASCD (Association for Supervision and Curriculum Development) Yearbook, 1250 N. Pitt St., Alexandria, VA 22314-1453.
- National Standards for Arts Education, Developed by the Consortium of National Arts Education Associations, 1994, 1806 Robert Fulton Drive, Reston, VA 22091.
- Kentucky Combined Document of Core Content for Arts and Humanities Assessment and the Program of Studies, Kentucky Department of Education, September 2006. www.kyschools.net/instructional+resources