

DRAFT



PENINSULA SCHOOL DISTRICT

Visual Arts Curriculum

Grades 6-12

MATRIX

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1. The student understands and applies arts knowledge and skills (Essential Academic Learning Requirement)

(EALR)	A Peninsula 5th Grade student will: (from the Frameworks)	A Peninsula 6th Grade student will: (from the Frameworks)	A Peninsula 8th Grade student will: (from the Frameworks)	A Peninsula 10th grade student will: (from the Frameworks)	A Peninsula 12 th grade student will: (from the Frameworks)
1.1.1 Understand arts concepts and vocabulary					
<u>Elements</u> <i>line</i> <i>shape</i> <i>form</i> <i>value</i> <i>texture</i> <i>space</i> <i>color</i>	Benchmark 1 Identify and use visual art, dance, theatre, and music vocabulary and concepts <ul style="list-style-type: none"> Understand and demonstrate the use of line through direction, type, and quality Understand and demonstrate the relationship of 2D shapes to 3D forms Use a color wheel to demonstrate color relationships Recognize and demonstrate actual and simulated texture Recognize and use spatial devices and concepts to create depth Recognize and demonstrate a range of values 	<ul style="list-style-type: none"> Identify and mix complementary colors to form neutrals Identify and use warm/cool colors as advancing and receding in space Identify and use form and texture in 2D and 3D art forms 	Benchmark 2 Explain and apply the concepts of visual art, dance, theatre, and music using arts vocabulary <ul style="list-style-type: none"> Combine art elements for expressive purposes Create sculptural forms Identify and demonstrate how line and value define form and space Identify color attributes: hue, and value 	Benchmark 3 Analyze and interpret works of visual art, dance, theatre, and music using arts concepts and vocabulary <ul style="list-style-type: none"> Use spatial devices to depict depth/distance (e.g., atmospheric perspective) Apply color attributes to define form and space Identify and demonstrate a use of art elements for expressive purposes 	<ul style="list-style-type: none"> Use art elements realistically and expressively

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1.1.2 Understand arts concepts and vocabulary					
<u>Principles of Organization</u> <i>balance</i> <i>emphasis/dominance</i> <i>proportion</i> <i>movement/rhythm</i> <i>repetition/pattern</i> <i>variety</i> <i>harmony</i> <i>unity</i>	Benchmark 1 Identify and use visual art, dance, theatre, and music vocabulary and concepts <ul style="list-style-type: none"> Identify and apply principles of balance, repetition, emphasis, and movement in an artwork 	<ul style="list-style-type: none"> Use movement of the viewers eye within a composition Differentiate between realistic, non-objective, and abstract works of art 	Benchmark 2 Explain and apply the concepts of visual art, dance, theatre, and music using arts vocabulary <ul style="list-style-type: none"> Use proportion to analyze size relationships in an artwork Use emphasis in an artwork (e.g., to create a focal point) Create realistic, non-objective, and abstract works of art Balance forms 	Benchmark 3 Analyze and interpret works of visual art, dance, theatre, and music using arts concepts and vocabulary <ul style="list-style-type: none"> Identify and apply the art principles; emphasis, movement, balance, proportion, repetition, harmony, variety, and unity in creating compositions 	<ul style="list-style-type: none"> Combine the art principles of emphasis, movement, balance, proportion, repetition, harmony, variety, and unity to create a composition

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1.2 Develop arts skills and techniques					
	Benchmark 1 Identify and use basic arts skills and techniques <ul style="list-style-type: none"> Use a variety of techniques in observational drawing Use different 2D and 3D art mediums to create textural effects Combine media for visual and expressive purposes 	<ul style="list-style-type: none"> Understand and demonstrate gradations of value in neutrals and in colors Use a wide variety of media singularly and in combination 	Benchmark 2 Develop arts skills and techniques <ul style="list-style-type: none"> Use spatial devices (e.g., one point perspective) Demonstrate the use of value and texture in drawing Use exaggeration and simplification Present work for display (e.g., centers, mounts/mats) 	Benchmark 3 Refine and extend arts skills and techniques <ul style="list-style-type: none"> Intentionally select art media for purposes of expression in two and three dimensions. Use perceptual skills to create imagery from observation, (e.g., mixes colors from observation) Use additive and subtractive techniques in a variety of media 	<ul style="list-style-type: none"> Synthesize form, knowledge, and technique to produce original work in two and three dimensions
1.3 Understand and apply arts styles from various artists, cultures, and times					
	Benchmark 1 Identify specific attributes of art works of various artists, cultures, and times using arts vocabulary	<ul style="list-style-type: none"> Identify techniques from various artists, cultures, and/or times 	Benchmark 2 Apply techniques from various artists, cultures, and/or times	Benchmark 3 Transfer understandings from one artistic style to a larger group of artworks	<ul style="list-style-type: none"> Apply knowledge of artistic styles and cultural traditions to make informed choices for an arts presentation
1.4 Apply audience skills in a variety of arts settings and performances					
	Benchmark 1 Demonstrate audience conventions in a variety of arts setting and performances	<ul style="list-style-type: none"> Identify how the audience and artist/performer interact 	Benchmark 2 Understand and demonstrate the relationship and interactive responsibilities of the artist/ performer and audience	Benchmark 3 Articulate how audience conventions and responsibilities differ according to style and culture	<ul style="list-style-type: none"> Analyze how style, culture and history have influenced audience conventions



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2. The student demonstrates thinking skills using artistic processes (Essential Academic Learning Requirement)

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2.1 Apply a creative process in the arts					
<ul style="list-style-type: none"> • Conceptualize the context or purpose • Gather information from diverse sources • Develop ideas and techniques • Organize arts elements, forms, and/or principles into a creative work • Reflect for the purpose of elaboration and self-evaluation • Refine work based on feedback • Present work to others 	<p>Benchmark 1 Develop work using a creative process with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<p>Benchmark 2 Develop work using a creative process with instructor assistance</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<p>Benchmark 3 Develop work using a creative process independently</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process
2.2 Apply a performance process in the arts					
<ul style="list-style-type: none"> • Identify audience and purpose • Select artistic work (repertoire) to perform • Analyze the structure and background of work • Interpret by developing a personal approach to the work • Rehearse, adjust, and refine through evaluation and problem solving • Present work for others • Reflect and evaluate 	<p>Benchmark 1 Develop work using a performance process with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<p>Benchmark 2 Develop work using a performance process with instructor assistance</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<p>Benchmark 3 Develop work using a performance process independently</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process

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2.3 Apply a responding process to an arts presentation					
<ul style="list-style-type: none"> • Engage actively and purposefully • Describe what is seen and/or heard • Analyze how the elements are arranged and organized • Interpret based on descriptive properties • Evaluate using supportive evidence and criteria 	<p>Benchmark Apply a responding process to an arts presentation with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<p>Benchmark 2 Apply a responding process to an arts presentation with instructor assistance</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<p>Benchmark 3 Apply a responding process to an arts presentation independently</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process



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3. The student communicates through the arts (Essential Academic Learning Requirement)

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3.1 Use the arts to express and present ideas and feelings					
	Benchmark 1 Express ideas and feelings through the arts	<ul style="list-style-type: none"> Identify use and misuse (plagiarism) of pre-existing artistic works 	Benchmark 2 Express ideas and feelings through the arts in a variety of styles <ul style="list-style-type: none"> Describe use and misuse of pre-existing artistic works 	Benchmark 3 Express ideas and feelings through the arts in a variety of forms and styles <ul style="list-style-type: none"> Articulate and justify the use of pre-existing artistic works 	<ul style="list-style-type: none"> Express ideas and feelings through the arts, synthesizing forms and styles
3.2 Use the arts to communicate for a specific purpose					
	Benchmark 1 Create and/or perform an artwork to communicate for a given purpose with instructor direction	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., to record history, persuade) 	Benchmark 2 Create and/or perform an artwork to communicate for a selected purpose with instructor assistance	Benchmark 3 Analyze how the deliberate use of artistic elements communicates for a specific purpose	<ul style="list-style-type: none"> Support and defend the artistic elements chosen to communicate for a specific purpose
3.3 Develop personal aesthetic criteria to communicate artistic choices					
	Benchmark 1 Explain how personal aesthetic criteria is reflected in artwork	<ul style="list-style-type: none"> Describe how aesthetic choices are influenced by historical context 	Benchmark 2 Explain how personal aesthetic choices are influenced by culture and history	Benchmark 3 Analyze how cultural and historical perspectives influence personal aesthetic criteria	<ul style="list-style-type: none"> Analyze personal aesthetic development

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**4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work
(Essential Academic Learning Requirement)**

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4.1 Demonstrate and analyze the connections among the arts disciplines					
	Benchmark 1 Describe skills, concepts, and vocabulary common among arts disciplines	<ul style="list-style-type: none"> Describe arts processes that are unique to each arts discipline 	Benchmark 2 Compare and contrast attributes of personal art work with other arts disciplines	Benchmark 3 Analyze an arts presentation that integrates two or more arts disciplines	<ul style="list-style-type: none"> Create an arts presentation integrating two or more arts disciplines
4.2 Demonstrate and analyze the connections between the arts and other content areas					
	Benchmark 1 Identify skills, concepts, and vocabulary common to the arts and other content areas	<ul style="list-style-type: none"> Demonstrate that art concepts occur in other content areas 	Benchmark 2 Explain relationships between the arts and other content areas	Benchmark 3 Integrate and adapt skills within the arts and other content areas	<ul style="list-style-type: none"> Create an arts presentation, integrating the arts with another content area
4.3 Understand how the arts impact lifelong choices					
	Benchmark 1 Analyze how the arts impact personal and community choices	<ul style="list-style-type: none"> Analyze how the arts impact peer group choices 	Benchmark 2 Analyze how the arts impact choices in natural and constructed environments	Benchmark 3 Analyze how the arts impact economic choices	<ul style="list-style-type: none"> Project and plan how the arts impact personal future choices
4.4 Understand that the arts shape and reflect culture and history					
	Benchmark 1 Identify specific attributes of artworks that reflect culture	<ul style="list-style-type: none"> Identify specific attributes of artworks that reflect culture and history 	Benchmark 2 Compare and contrast specific attributes of artworks that reflect culture and history	Benchmark 3 Identify specific attributes of artworks that shape culture and history	<ul style="list-style-type: none"> Apply knowledge of how the arts shape and reflect culture and history throughout time
4.5 Demonstrate knowledge of arts careers and the role of arts skills in the world of work					
	Benchmark 1 Describe career roles in the arts <ul style="list-style-type: none"> Demonstrate arts skills used in the world of work 	<ul style="list-style-type: none"> Identify job specific skills for arts careers Demonstrate collaborative skills 	Benchmark 2 Describe work habits and skills needed for careers in the arts <ul style="list-style-type: none"> Explain how art skills and knowledge are used in the world of work 	Benchmark 3 Assume roles of arts careers and practices appropriate work habits and skills <ul style="list-style-type: none"> Analyze and interpret how arts skills and knowledge influence the world of work 	<ul style="list-style-type: none"> Research arts careers (e.g., job shadowing, apprenticeships and mentorships) Apply arts skills and knowledge used in the world of work