

SHENENDEHOWA CENTRAL SCHOOL
CLIFTON PARK, NEW YORK

ESSENTIAL LEARNING IN VISUAL ART

	K-3	4-5	6-9	10-12
<p>#1. Students will be able to know, understand, and be able to effectively use the Elements of Art:</p> <ul style="list-style-type: none"> • color • shape • line • space • texture • value • form <p>and the Principles of Design</p> <ul style="list-style-type: none"> • rhythm • balance • emphasis • movement • pattern • unity • contrast 				
<ul style="list-style-type: none"> • Know the differences and effects among the visual characteristics(Elements)and functions of art. 	I	R	A	C
<ul style="list-style-type: none"> • Know the differences and effects among the visual structures(Principles) and functions of art. 		I	R	A
<ul style="list-style-type: none"> • Understand how different expressive features of design components (Elements) cause different responses. 	I	R	A	C
<ul style="list-style-type: none"> • Understand how different expressive features of design organization (Principles) cause different responses. 		I	R	A
<ul style="list-style-type: none"> • Understand what makes various organizational structures (Principles))and characteristics (Elements) effective or ineffective in the communication of ideas or functions (commercial, personal, communal and other outside intentions). 		I	R	A

	K-3	4-5	6-9	10-12
<ul style="list-style-type: none"> Demonstrate an increasing level of competence and understanding using characteristics (Elements) of art to communicate ideas effectively to solve visual art problems. 	I	R	A	C
<ul style="list-style-type: none"> Demonstrate an increasing level of competence and understanding using structures (Principles) of art to communicate ideas effectively to solve visual art problems. 		I	R	A
<ul style="list-style-type: none"> Give evidence that they have developed an emerging personal style through competent use of the characteristics (Elements) and structures (Principles) of art. 			I	R

ESSENTIAL LEARNING IN VISUAL ART

	K-3	4-5	6-9	10-12
#2 Students will understand and value the arts and humanities as culturally appreciative people and as involved citizens.				
<ul style="list-style-type: none"> • Understand that art is the core expression of various cultures past and present. 	I	R	R	R
<ul style="list-style-type: none"> • Look at and discuss a variety of art works from world cultures to discover some important ideas, issues, and events of those cultures/art movements. <ul style="list-style-type: none"> • European Pre-history • Ancient Egypt & Mesopotamia • Ancient Greece/Roman/Bysantium • Middle Ages • Renaissance • Baroque • Eighteenth Century • Romanticism & Nineteenth Century • Modern 	I	I	I	I
<ul style="list-style-type: none"> • Look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics. (After the New York Armory Show of 1913) <ul style="list-style-type: none"> • Precisionism • Abstract Expressionism • Neo-Dadaism • Pop Art • Modernism • Post Modernism • Neo-Expressionism • Minimalism 	I	I	I	I
<ul style="list-style-type: none"> • Explore art history and current trends through <ul style="list-style-type: none"> primary sources <ul style="list-style-type: none"> • museum collections secondary sources <ul style="list-style-type: none"> • slides • books, • videos, • computers • periodicals 	I	R	R	R
<ul style="list-style-type: none"> • Respect individual/cultural art expressions. 	I	R	R	R
<ul style="list-style-type: none"> • Recognize that art is a universal language which can contribute to the quality of life through its power. 	I	R	R	R

	K-3	4-5	6-9	10-12
<ul style="list-style-type: none"> Respect the rights of others to express themselves visually and accept the diversity of that expression. 	I	R	R	R
<ul style="list-style-type: none"> Understand the similarities and differences among the characteristics of artworks from various eras and cultures. 		I	R	R
<ul style="list-style-type: none"> Know the historical and cultural context regarding the characteristics and purposes of works of art. 			I	R
<ul style="list-style-type: none"> Identify and know the function and meaning of specific works of art as belonging to particular cultures, times and places. 			I	R
<ul style="list-style-type: none"> Know how the history, culture and the visual arts can influence each other. 				I
<ul style="list-style-type: none"> Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures. 		A	A	A
<ul style="list-style-type: none"> Present a body of work within their portfolio that reflects the influences a of variety of cultural styles. 	I	R	A	

ESSENTIAL LEARNING IN VISUAL ART

	K-3	4-5	6-9	10-12
<p>3. Students should know, understand and apply a variety of</p> <ul style="list-style-type: none"> • materials • techniques • processes <p>in the creation of works of art and appreciate mastery of those.</p>				
<ul style="list-style-type: none"> • Experience new technologies <ul style="list-style-type: none"> • photography • videography • computer graphics <p>along with traditional materials</p> <ul style="list-style-type: none"> • paper • paint • pencil • crayon • clay • plaster • wood <p>to produce works of art.</p>	I	IR	IA	IC
<ul style="list-style-type: none"> • Understand the impact of technology on art and society. 			I	R
<ul style="list-style-type: none"> • Implement effective use of the Elements of Art when designing with technological and/or traditional tools. 	I	R	A	C
<ul style="list-style-type: none"> • Implement effective use of the Principles of Design when designing with technological tools. 		I	R	A
<ul style="list-style-type: none"> • Know the differences among art materials, techniques and processes. 	I	R	R	R
<ul style="list-style-type: none"> • Understand what makes different art media, techniques and processes effective in communicating various ideas. 			I	R
<ul style="list-style-type: none"> • Use art materials and tools in a safe and responsible manner. 	I	RA	RA	RA
<ul style="list-style-type: none"> • Select and use media and processes that effectively communicate intended meaning in their art works. 		I	R	A
<ul style="list-style-type: none"> • Develop skills within a variety of art forms using a variety of materials. <ul style="list-style-type: none"> • drawing • painting • sculpting • printing 	I	R	R	R

	K-3	4-5	6-9	10-12
<ul style="list-style-type: none"> Know and use a variety of sources for developing and conveying ideas, images, themes, symbols and events in their creation of art. 	I	A	A	A
<ul style="list-style-type: none"> Create art works in a variety of media based on instructional assignments and individual and collective experiences to explore perceptions, ideas and viewpoints. 	I	R	R	R
<ul style="list-style-type: none"> Reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions . 			I	A
<ul style="list-style-type: none"> Understand the characteristics of various art media in order to select those that are appropriate for their purposes and intent. 			A	
<ul style="list-style-type: none"> Exhibit competence in at least two media. 			A	
<ul style="list-style-type: none"> Develop a comprehensive commencement portfolio that shows proficiency in one or more media. 			A	
<ul style="list-style-type: none"> Prepare a portfolio that meets the admission requirements of selected institutions. 			IR	A
<ul style="list-style-type: none"> Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art. 	I	R	R	R
<ul style="list-style-type: none"> Interact with professional artists and participate in school and community sponsored programs by art organizations and cultural institutions. 	I	R	R	R
<ul style="list-style-type: none"> Give examples of adults who make their living in the arts professions. 	I	R	R	A
<ul style="list-style-type: none"> Understand the range of vocations and avocations in the field of visual arts, including those involved with creating , performing, exhibiting and promoting art. 	I	R	R	R
<ul style="list-style-type: none"> Understand the variety of careers related to the visual arts and skills necessary to pursue some of them. 		I	I	R
<ul style="list-style-type: none"> Understand the preparation required for particular art professions and acquire some skills of those professionals through internships/associations with local agencies of art or art related services. 				I

ESSENTIAL LEARNING IN VISUAL ART

	K-3	4-5	6-9	10-12
#4 Students will be able to evaluate art through speaking and writing.				
• Explore and understand the persuasive powers of art and understand its moral and ethical implication as a creator and a consumer.		I	R	R
• Apply understanding of the Elements of Art in order to create critical responses to works of art.	I	R	R	R
• Apply understanding of the Principles of Design in order to create critical responses to works of art.		I	R	R
• Articulate purposes/intentions for creating historic and contemporary works of visual art.		I	R	R
• Articulate how peoples' experiences can influence the development of specific artworks.		I	R	R
• Articulate how one's own artworks, as well as artworks from various eras and cultures, may elicit a variety of responses.	I	R	R	R
• Articulate how specific works are created and how they relate to historical and cultural contexts.	I	R	R	R
• Explain their reflections about the meaning, interpretation, purposes, and sources of works of art; describe their responses to the works and the reason for those responses.	I	R	R	R
• Use the language of art criticism by reading and discussing critical reviews in newspapers and journals			I	R
• Discuss and write about their analyses and interpretations of their own works of art and the art of others, using appropriate critical language.		I	RA	RA
• Use the language of art criticism to describe the visual and functional characteristics of works of art and interpret the relationships of works of art one to another to describe the impact of the work on the viewer.		I	RA	RA
• Explain the visual and other sensory qualities found in a wide variety of art works.		I	RA	RA
• Articulate the range of responses that specific art works can elicit.	I	R	R	R

	K-3	4-5	6-9	10-12
<ul style="list-style-type: none"> Explain the visual and other sensory qualities in art and nature and their relation to the social environment. 	I	R	R	R
<ul style="list-style-type: none"> Demonstrate an understanding of art criticism, art histories, and aesthetic principles and show their connections to works of art. 	I	R	A	A
<ul style="list-style-type: none"> Compare the way ideas and concepts are communicated through visual art with the various ways that those ideas and concepts are manifested in other art forms. 	I	R	A	A
<ul style="list-style-type: none"> Analyze and interpret the ways in which political, cultural, social, religious and psychological concepts and themes have been explored in visual art. 	I	R	A	A

ESSENTIAL LEARNING IN VISUAL ART

	K-3	4-5	6-9	10-12
#5 Students will demonstrate an understanding of the creative process.				
• Judge and debate the effectiveness of works of art or artistic solutions.	I	R	R	R
• Experience creativity as taking a risk and/or developing unique approaches to problem solving.	I	R	A	C
• Utilize intellectual processes necessary to create a work of art.	I	R	A	C
• Demonstrate an understanding that the creative process is a combination of various conditions.		I	R	A
• Recognize that there is a discipline underlying effective visual communication.	I	I	R	A
• Discriminate among the various solutions to an artistic problem and explain the choices made.		I	R	R
• Identify artistic goals and understand the visual task.		I	R	A
• Research and evaluate various visual solutions to personal and artistic problems.		I	R	A
• Explore and evaluate the visual solutions of others.	I	R	R	A
• Experiment and explore individual styles of visual expression with an awareness of options within personal and/or career endeavors.	I	I	R	R
• Use effective visual skills and creativity to enhance solutions to daily problems.		I	R	A
• Select prospective ideas for works of art.	I	R	A	C
• Know how visual, spatial and temporal concepts integrate with content to communicate intended meaning in one's artworks.		I	R	A
• Know how subject matter, symbols and ideas are used to communicate meaning.	I	R	A	C
• Know different subjects, themes, and symbols that convey intended meaning in art works.		I	R	A
• Apply various subjects, symbols and ideas in one's artworks.	I	A	A	A

ESSENTIAL LEARNING IN VISUAL ART

	K-3	4-5	6-9	10-12
#6 Students will demonstrate an understanding of art and its interrelationships with other arts and content areas.				
• Integrate understandings of math and science with effective design.	I	R	R	R
• Integrate effective visual expression and creativity into interdisciplinary performances	I	R	A	A
• Explain themes that are found in works of visual art and how these themes are expressed in other forms of art (dance, theatre, music).	I	R	A	A
• Give evidence in their commencement portfolio that they have researched a theme in-depth and that in their research they have explored the ways that that theme has been expressed in other forms of art (dance, theatre, music)			I	A
• Explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (math, science, literature, social studies).	I	R	A	A
• Compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines and the various ways that those ideas themes and concepts are manifested within the discipline.	I	R	A	A
• Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines of everyday life.	I	R	A	A
• Understand and use the connections among various art forms (music, theater, dance, visual arts)	I	R	A	C

	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Defines the task or research question.	I	I	D	A	A	A	D	D	D	A	A	A	A
2. Defines and communicates an information problem or information need.	I	D	D	A	A	A	D	A	A	A	A	A	A
3. Identifies the information requirements of the problem.		I	I	D	D	A	D	D	A	A	A	A	A
4. Develops a thesis.								I	D	A	A	A	A
5. Uses information seeking strategies.	I	I	D	D	A	A	D	D	D	A	A	A	A
6. Determines the range of possible sources, print and electronic at the school library (and other libraries).			I	D	A	A	I	D	D	A	A	A	A
7. Intellectually and physically locates and accesses print or electronic information and sources.	I	I	D	D	A	A	I/D	D	D	D	A	A	A
8. Understands the uses of various parts of a book (index, table of contents, glossary, appendix, chapter and section headings).			I	D	A	A	A	A	A	A	A	A	A
9. Analyzes and evaluates the reliability and validity of informational texts. (Print and electronic.)					I	D	A	I	I	I	D	A	A
10. Evaluates and selects those sources appropriate to the problem.	I	I	D	D	A	A	I/D	D	D	D	A	A	A
11. Finds and retrieves information within sources.		I	I	D	D	A	D	D	D	A	A	A	A
12. Reads, hears or views information in the sources.		I	I	D	D	A	D	D	A	A	A	A	A
13. Interprets and extracts dates, facts and ideas in the information sources.		I	I	D	A	A	D	D	D	D	A	A	A
14. Extracts information from the sources.		I	I	D	A	A	D	A	A	A	A	A	A
15. Analyzes and synthesizes information from multiple sources, organizing it and drawing conclusions about connections and relationships.		I	I	D	A	A	I	I	D	A	D	A	A

	K	1	2	3	4	5	6	7	8	9	10	11	12
16. Presents the information.	I	D	D	A	A	A	D	A	A	A	A	A	A
17. Documents sources using MLA format.				I	D	A	D	D	D	A	A	A	A
18. Evaluates the sources' effectiveness; evaluates the draft and final product's effectiveness.		I	I	D	A	A	A	A	A	I	D	A	A
19. Judges the efficiency of the information problem-solving process.				I	I	D	A	A	A	I	D	A	A
20. Devises strategies for revising, improving and updating the draft and final product.		I	I	D	A	A	A	A	A	I	D	A	A
21. Analyzes literary selections using author background.	I	I	D	D	A	A	A	A	A	I	D	D	A
22. Analyzes literary selections using critical reviews.									I	D	D	D	A