

**Newport Public Schools
Curriculum Framework
Art**

**Subject: Fine Arts 1 (semester course - .5 cr.)
(no pre-requisite)**

Grade Level: 9-12

Content Standard	Performance Standards	Benchmarks	Suggested Resources/ Instructional Strategies	Assessments Student Work
<p>1.0 Understanding and applying media, techniques and processes (National Art Education Association - <i>NAEA</i>)</p>	<p>1.1 Apply media techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their art works (NAEA 1a)</p>	<p>The Student:</p> <p>1.1.1 – Identifies and evaluates the media, techniques and processes of drawing, painting, sculpture and mixed media</p> <p>1.1.2 – Drawing</p> <ul style="list-style-type: none"> • identifies and analyzes the media of pencil, ink, oil and chalk pastels and markers • differentiates and understands the techniques of sketching, shading and contour drawing • produces, evaluates and demonstrates proficiency in the processes of thumbnails and drawings from observation and imagination <p>1.1.3 – Painting</p> <ul style="list-style-type: none"> • identifies and analyzes the media of tempera, watercolor, gouache and acrylics • differentiates and understands the techniques of wet/dry • produces, evaluates and demonstrates proficiency in the processes of painting from observation and imagination <p>1.1.4 – Mixed Media</p> <ul style="list-style-type: none"> • identifies and analyzes the usage of two or more media • differentiates and understands the techniques of combining media • produces, evaluates and demonstrates a proficiency 	<p>Textbooks:</p> <p>Davis, <u>The Visual Experience</u></p> <p>Supplementary Books</p> <ul style="list-style-type: none"> • The Story of Painting for Young People, Janson • Exploring Art, Gene Mittler and Rosalind Ragard • Discovering Art History G. Brommer • Hooked On Drawing, Brook • Acrylic Techniques, J. Martin • Printmaking Techniques, J. Martin • Sculpting, J. Plowman • The Book of Posters, N. Laliberte • Art History, M. Stokstad • The Complete Printmaker, Romano and Ross • Printmaking, J. Heller • Creative Collage Techniques, N. Leland and V. Williams <p>Videos:</p> <ul style="list-style-type: none"> • <u>Careers in Art: An Illustrated Guide</u>, Gerald F. Brommer • <u>Discovering Art History</u>, Gerald F. Brommer <p>Reproductions:</p> <ul style="list-style-type: none"> • The Visual Experience, Davis • Elements and Principals of Design, Davis • Crystal Productions, Elements and Principals of Design <p>Technology:</p> <ul style="list-style-type: none"> • Microsoft Word • Photoshop • Powerpoint • iPhoto • internet 	<p><i>Assessment strategies will include:</i></p> <ol style="list-style-type: none"> 1. Portfolios will include best work plus supportive materials (e.g. sketches, writings, notes on problems encountered and their solution, diagrams/sketches of ideas, observations and insights gained through reflection) 2. Journals - focused written reflection critically linked with instruction; extensions of class assignments 3. Peer/class critiques 4. Teacher/student interviews 5. Student exhibitions 6. Student homework 7. Written responses <ul style="list-style-type: none"> • ELA rubrics (narrative account, narrative procedure, report -writing, persuasive and reflective) <p>The above will be assessed through:</p> <ul style="list-style-type: none"> • Oral responses - discussions and critiques • Self assessments <p>Assessment rubrics and check lists will include the following criteria:</p> <ul style="list-style-type: none"> • level of quality • breadth and scope of work • use of materials and techniques • use of formal aspects of the discipline • degree of

	<p>1.2 Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relate to the media, techniques, and processes they use (NAEA 1b)</p>	<p>in the process of combining media</p> <p>The Student:</p> <p>1.2.1 - recognizes principles of creativity-curiosity, experimentation, imagination, originality, flexibility, fluency, invention, elaboration and intuition</p> <p>1.2.2 - applies graphic organizing and visual imaging techniques to organize principals of creativity</p> <p>1.2.3 understands and values the process of thumbnail sketches to record the ideas for media, techniques and processes</p> <p>1.2.4 applies the processes of thumbnail sketching before beginning all media, techniques and processes</p> <p>1.2.5 applies the principles of creativity to all media, techniques and processes</p> <p>1.2.6 analyzes the resources in art museums to understand how the communication of ideas relates to media, techniques and processes</p> <p>1.2.7 creates works of art in a variety of media, techniques and processes that communicates his/her ideas</p> <p>1.2.8 evaluates the communication of ideas in media, techniques and processes and records them in a journal or sketchbook</p> <p>1.2.9 values the importance of communication of ideas through the use of media, techniques and processes</p> <p>1.2.10 appreciates the creative process when using media, techniques and processes</p>	<p>School and public library sources:</p> <ul style="list-style-type: none"> • various historic references <p>Community resources:</p> <ul style="list-style-type: none"> • Newport Art Museum • Island Arts • American Museum of Illustration • Community sites for exhibition • Local artists • Community galleries • Surrounding community landscape <p>Instructional strategies will include:</p> <ul style="list-style-type: none"> • Teacher demonstrations • Slides/reproductions/videos • Visual samples • Guest artist presentations • Problem solving, brainstorming • Class discussions Cooperative learning, reciprocal teaching <p>Teacher will:</p> <ul style="list-style-type: none"> • Facilitate the integration of applied learning standards (SCANS): problem solving, communication tools, technology, self-management tools and working with others • Differentiate instruction • Address multiple intelligences instructional strategies • Implement research based instructional practices specific for content • Provide standards, exemplars, rubrics and feedback • Organize exhibitions of student work <p>Teacher will:</p> <ul style="list-style-type: none"> • Facilitate collaborative/cooperative learning strategies • Facilitate the integration of technology (computer, overhead projections) • Facilitate the use of manipulatives or physical models, eg. Number lines, visual cues (all intelligences) 	<ul style="list-style-type: none"> • experimentation/risk taking • evidence of higher order thinking • level of expressiveness • evidence of self and/or peer reflection • evidence of modification of works based on critiques • presentation
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	<p>1.3 Uses art materials and tools in a safe and responsible manner (NAEA 1c)</p>	<p>1.2.11 respects and appreciates the originality and aesthetic values of their own work and work of others</p> <p>The Student:</p> <p>1.3.1 identifies ACMI labeling and symbols for safe use of art materials (non-toxic, toxic, etc.)</p> <p>1.3.2 understands the importance of ventilation, age appropriate materials, safe use, and clean-up of all materials</p> <p>1.3.3 recognizes the four ways toxic materials or dangerous habits can affect the body (inhalation, absorption, ingestion and puncture)</p> <p>1.3.4 applies safe practice when using all media, techniques and processes (procedural)</p> <p>1.3.5 values the importance of safe use of materials in the environment</p>	<ul style="list-style-type: none"> • Provide standards and clear expectations • Modifies instruction for students with special needs in accordance with IEP's and 504 plans • Celebrate and recognize accomplishments 	
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Content Standard	Performance Standards	Benchmarks	Suggested Resources/ Instructional Strategies	Assessments Student Work
<p>2.0 Using knowledge of structures and functions</p> <p>* Structures: sensory/properties, design elements</p> <p>* Functions: formal properties/design principles (NAEA)</p>	<p>2.1 Demonstrate the ability to form and defend judgments about these structures and functions to accomplish commercial, personal, communal, or other purposes of art (NEAE 2a)</p>	<p>The Student:</p> <p>2.1.1 differentiates design elements and principles</p> <p>2.1.2 knows and recognizes structures – design elements</p> <ul style="list-style-type: none"> • Line (continuous – vertical, horizontal, diagonal, curved, broken, implied, horizon – ground line) • Shape (geometric, organic, positive and negative) • Space (foreground, background, middle, overlapping and figure/ground) • Color (primary, secondary, color wheel, intermediate, warm/cool, analogous, monochromatic, tint/shade, intensity, complementary) • Value (tints/shades of color and neutrals, grey scale) • Form 2D (mass), geometric (cubes, rectangular prisms, pyramids, triangular prisms, cones, sphere, and cylinders) and organic, 3D (mass) geometric and organic • Texture, actual and simulated <p>2.1.3 knows and recognizes functions – design principles</p> <ul style="list-style-type: none"> • Pattern • Contrast • Symmetrical radial and asymmetrical balance • Emphasis • Movement • Rhythm • Unity 	<p>Textbooks:</p> <p>Davis, <u>The Visual Experience</u></p> <p>Supplementary Books</p> <ul style="list-style-type: none"> • The Story of Painting for Young People, Janson • Exploring Art, Gene Mittler and Rosalind Ragard • Discovering Art History G. Brommer • Hooked On Drawing, Brook • Acrylic Techniques, J. Martin • Printmaking Techniques, J. Martin • Sculpting, J. Plowman • The Book of Posters, N. Laliberte • Art History, M. Stokstad • The Complete Printmaker, Romano and Ross • Printmaking, J. Heller • Creative Collage Techniques, N. Leland and V. Williams <p>Videos:</p> <ul style="list-style-type: none"> • <u>Careers in Art: An Illustrated Guide</u>, Gerald F. Brommer • <u>Discovering Art History</u>, Gerald F. Brommer <p>Reproductions:</p> <ul style="list-style-type: none"> • The Visual Experience, Davis • Elements and Principles of Design, Davis • Crystal Productions, Elements and Principles of Design <p>Technology:</p> <ul style="list-style-type: none"> • Microsoft Word • Photoshop • Powerpoint • iPhoto 	<p><i>Assessment strategies will include:</i></p> <ol style="list-style-type: none"> 1. Portfolios will include best work plus supportive materials (e.g. sketches, writings, notes on problems encountered and their solution, diagrams/sketches of ideas, observations and insights gained through reflection) 2. Journals - focused written reflection critically linked with instruction; extensions of class assignments 3. Peer/class critiques 4. Teacher/student interviews 5. Student exhibitions 6. Student homework 7. Written responses <ul style="list-style-type: none"> • ELA rubrics (narrative account, narrative procedure, report -writing, persuasive and reflective) <p>The above will be assessed through:</p> <ul style="list-style-type: none"> • Oral responses - discussions and critiques • Self assessments <p>Assessment rubrics and check lists will include the following criteria:</p> <ul style="list-style-type: none"> • level of quality • breadth and scope of work • use of materials and techniques • use of formal aspects of the discipline • degree of

	<p>2.2 Evaluate the effectiveness of artworks in terms of organizational structures and functions (NAEA 2b)</p> <p>2.3 creates art works that use organizational principles and functions to solve specific visual arts problems (NAEA 2c)</p>	<p>2.1.4 recognizes, analyzes and critiques design elements and principles in commercial, personal, communal, or other purposes of art (declarative and procedural)</p> <p>2.1.5 synthesizes and applies design elements and principles in commercial, personal, communal, or other purposes of art</p> <p>2.1.6 appreciates effective use of design elements and principles in commercial, personal, communal, or other purposes of art</p> <p>The Student:</p> <p>2.2.1 recognizes design elements and principles in art works, manmade, and natural objects</p> <p>2.2.2 analyzes and evaluates the effectiveness of design elements and principles in his/her work and the works of others</p> <p>2.2.3 begins to synthesize experiences with aesthetic philosophies</p> <p>2.2.4 appreciates effective application of design elements and principles in all artworks</p> <p>The Student:</p> <p>2.3.1 knows and applies design elements to specific visual arts assignments</p> <p>2.3.2 knows and applies design principles to specific visual arts assignments</p> <p>2.3.3 creates artworks in drawing, painting and mixed media that reflect effective use of elements</p>	<ul style="list-style-type: none"> internet <p>School and public library sources:</p> <ul style="list-style-type: none"> various historic references <p>Community resources:</p> <ul style="list-style-type: none"> Newport Art Museum Island Arts American Museum of Illustration Community sites for exhibition Local artists Community galleries Surrounding community landscape <p>Instructional strategies will include:</p> <ul style="list-style-type: none"> Teacher demonstrations Slides/reproductions/videos Visual samples Guest artist presentations Problem solving, brainstorming Class discussions Cooperative learning, reciprocal teaching <p>Teacher will:</p> <ul style="list-style-type: none"> Facilitate the integration of applied learning standards (SCANS): problem solving, communication tools, technology, self-management tools and working with others Differentiate instruction Address multiple intelligences instructional strategies Implement research based instructional practices specific for content Provide standards, exemplars, rubrics and feedback Organize exhibitions of student work <p>Teacher will:</p> <ul style="list-style-type: none"> Facilitate collaborative/cooperative learning strategies Facilitate the integration of technology (computer, 	<ul style="list-style-type: none"> experimentation/risk taking evidence of higher order thinking level of expressiveness evidence of self and/or peer reflection evidence of modification of works based on critiques presentation
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		<p>and principles</p> <p>2.3.4 evaluates his/her artwork in drawing, painting and mixed media that reflect effective use of design elements and principles</p> <p>2.3.5 evaluates artworks of peers drawing, painting and mixed media that reflect effective use of design elements and principles</p> <p>2.3.6 analyzes his/her artworks and makes revisions accordingly</p> <p>2.3.7 appreciates the effective importance of use of design elements and principles in drawing, painting and mixed media</p>	<p>overhead projections)</p> <ul style="list-style-type: none"> • Facilitate the use of manipulatives or physical models, eg. Number lines, visual cues (all intelligences) • Provide standards and clear expectations • Modifies instruction for students with special needs in accordance with IEP's and 504 plans • Celebrate and recognize accomplishments 	
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**Newport Public Schools
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Grade Level: 9-12 (no pre-requisite)

Content Standard	Performance Standards	Benchmarks	Suggested Resources/ Instructional Strategies	Assessments Student Work
<p>3.0 Choosing and evaluating a range of subject matter, symbols and ideas (NAEA)</p>	<p>3.1 Reflects on how artworks differ visually, spatially and functionally, and describes how these are related to history and culture (NEAE 3a)</p> <p>3.2 applies subjects, (natural and manmade objects) symbols and ideas in their artworks, and uses the skills gained to solve problems in daily life (NAEA 3b)</p>	<p>The Student:</p> <p>3.1.1 differentiates design elements and principles, technical and expressive properties</p> <p>3.1.2 recognizes the design elements and principles, technical and expressive properties, in a variety of historical and cultural artworks</p> <p>3.1.3 analyzes how design elements and principles, technical and expressive properties are used visually, spatially and functionally in a variety of historical and cultural artworks</p> <p>3.1.4 appreciates the importance of how artworks differ visually, spatially and functionally</p> <p>The Students:</p> <p>3.2.1 identifies subjects, symbols and ideas in artwork</p> <p>3.2.2 knows and values the importance of creativity, curiosity, experimentation, imagination, originality, flexibility, fluency,</p>	<p>Textbooks:</p> <p>Davis, <u>The Visual Experience</u></p> <p>Supplementary Books</p> <ul style="list-style-type: none"> • The Story of Painting for Young People, Janson • Exploring Art, Gene Mittler and Rosalind Ragard • Discovering Art History G. Brommer • Hooked On Drawing, Brook • Acrylic Techniques, J. Martin • Printmaking Techniques, J. Martin • Sculpting, J. Plowman • The Book of Posters, N. Laliberte • Art History, M. Stokstad • The Complete Printmaker, Romano and Ross • Printmaking, J. Heller • Creative Collage Techniques, N. Leland and V. Williams <p>Videos:</p> <ul style="list-style-type: none"> • <u>Careers in Art: An Illustrated Guide</u>, Gerald F. Brommer • <u>Discovering Art History</u>, Gerald F. Brommer <p>Reproductions:</p> <ul style="list-style-type: none"> • The Visual Experience, Davis • Elements and Principles of Design, Davis • Crystal Productions, 	<p><i>Assessment strategies will include:</i></p> <ol style="list-style-type: none"> 1. Portfolios will include best work plus supportive materials (e.g. sketches, writings, notes on problems encountered and their solution, diagrams/sketches of ideas, observations and insights gained through reflection) 2. Journals - focused written reflection critically linked with instruction; extensions of class assignments 3. Peer/class critiques 4. Teacher/student interviews 5. Student exhibitions 6. Student homework 7. Written responses <ul style="list-style-type: none"> • ELA rubrics (narrative account, narrative procedure, report -writing, persuasive and reflective) <p>The above will be assessed through:</p> <ul style="list-style-type: none"> • Oral responses - discussions and critiques • Self assessments <p>Assessment rubrics and check lists will include the following criteria:</p>

		<p>invention, elaboration and intuition</p> <p>3.2.3 uses imagination, visual recall and observational subjects (eg. fantasy, figure, nature, land/city/seascapes, simple still life, social commentary) in his/her artwork</p> <p>3.2.4 evaluates subject matter, symbols and ideas in their artworks</p> <p>3.2.5 designs artwork for a specific audience that demonstrates use of design elements and principals, technical and expressive properties, in their artwork</p> <p>3.2.6 designs a proposal for artwork for a specific audience that:</p> <ul style="list-style-type: none"> • Shows how the ideas for a design were developed (thumbnail sketches) • Reflects an awareness of similar work done by others • Justifies the choices made in finalizing the design with reference to creativity, curiosity, experimentation, imagination, originality, flexibility, fluency, invention, elaboration and intuition • Establishes criteria for evaluating the product (procedural) <p>3.2.7 creates artwork for a</p>	<p>Elements and Principles of Design</p> <p>Technology:</p> <ul style="list-style-type: none"> • Microsoft Word • Photoshop • Powerpoint • iPhoto • internet <p>School and public library sources:</p> <ul style="list-style-type: none"> • various historic references <p>Community resources:</p> <ul style="list-style-type: none"> • Newport Art Museum • Island Arts • American Museum of Illustration • Community sites for exhibition • Local artists • Community galleries • Surrounding community landscape <p>Instructional strategies will include:</p> <ul style="list-style-type: none"> • Teacher demonstrations • Slides/reproductions/videos • Visual samples • Guest artist presentations • Problem solving, brainstorming • Class discussions • Cooperative learning, reciprocal teaching <p>Teacher will:</p> <ul style="list-style-type: none"> • Facilitate the integration of applied learning standards (SCANS): problem solving, communication tools, technology, self-management tools and working with others • Differentiate instruction • Address multiple intelligences instructional strategies 	<ul style="list-style-type: none"> • level of quality • breadth and scope of work • use of materials and techniques • use of formal aspects of the discipline • degree of experimentation/risk taking • evidence of higher order thinking • level of expressiveness • evidence of self and/or peer reflection • evidence of modification of works based on critiques • presentation
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		<p>specific audience that demonstrates effective use of the design elements and principles, technical and expressive properties</p> <p>3.2.8 evaluates the artwork in terms of the criteria established in the design proposal</p> <p>3.2.9 values the importance of applying subjects, symbols and ideas in their artwork</p>	<ul style="list-style-type: none"> • Implement research based instructional practices specific for content • Provide standards, exemplars, rubrics and feedback • Organize exhibitions of student work <p>Teacher will:</p> <ul style="list-style-type: none"> • Facilitate collaborative/cooperative learning strategies • Facilitate the integration of technology (computer, overhead projections) • Facilitate the use of manipulatives or physical models, eg. Number lines, visual cues (all intelligences) • Provide standards and clear expectations • Modifies instruction for students with special needs in accordance with IEP's and 504 plans • Celebrate and recognize accomplishments 	
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Subject: Fine Arts 1 (semester course - .5 cr.)

Grade Level: 9-12 (no pre-requisite)

Content Standard	Performance Standards	Benchmarks	Suggested Resources/ Instructional Strategies	Assessments Student Work
<p>4.0 Understanding the visual arts in relation to history and cultures (NAEA)</p>	<p>4.1 differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art (NAEA 4a)</p> <p>4.2 describe the function and explore the meaning of specific art objects within varied cultures, times and places (NAEA 4b)</p> <p>4.3 analyze relationships of works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making (NAEA 4c)</p>	<p>The Student:</p> <p>4.1.1 recognizes design elements and principles, technical and expressive properties in historical and cultural artwork of various historical periods</p> <p>4.1.2 knows how to classify artwork by subject, expression, historical period, artist and major artwork</p> <p>4.1.3 recognizes artwork, characteristics, purposes and artists of various historical periods</p> <p>4.1.4 recognizes artwork, characteristics and purposes of the artistic styles of various historical periods</p> <p>4.1.5 analyzes commonalities among artists of various historical periods</p> <p>The Student:</p> <p>4.2.1 knows the function and meaning of specific art objects various historical periods</p> <p>4.2.2 analyzes the function and meaning of specific art forms from various historical periods</p> <p>4.2.3 evaluates the function and meaning of specific art forms from various historical periods</p> <p>4.2.4 appreciates the function and meaning of art forms from various historical periods</p> <p>The student:</p> <p>4.3.1 recognizes the relationships of works of art to one another in terms of history, aesthetics and culture</p>	<p>Textbooks:</p> <p>Davis, <u>The Visual Experience</u></p> <p>Supplementary Books</p> <ul style="list-style-type: none"> • The Story of Painting for Young People, Janson • Exploring Art, Gene Mittler and Rosalind Ragard • Discovering Art History G. Brommer • Hooked On Drawing, Brook • Acrylic Techniques, J. Martin • Printmaking Techniques, J. Martin • Sculpting, J. Plowman • The Book of Posters, N. Laliberte • Art History, M. Stokstad • The Complete Printmaker, Romano and Ross • Printmaking, J. Heller • Creative Collage Techniques, N. Leland and V. Williams <p>Videos:</p> <ul style="list-style-type: none"> • <u>Careers in Art: An Illustrated Guide</u>, Gerald F. Brommer • <u>Discovering Art History</u>, Gerald F. Brommer <p>Reproductions:</p> <ul style="list-style-type: none"> • The Visual Experience, Davis • Elements and Principles of Design, Davis • Crystal Productions, Elements and Principles of Design <p>Technology:</p> <ul style="list-style-type: none"> • Microsoft Word • Photoshop • Powerpoint • iPhoto • internet 	<p><i>Assessment strategies will include:</i></p> <ol style="list-style-type: none"> 1. Portfolios will include best work plus supportive materials (e.g. sketches, writings, notes on problems encountered and their solution, diagrams/sketches of ideas, observations and insights gained through reflection) 2. Journals - focused written reflection critically linked with instruction; extensions of class assignments 3. Peer/class critiques 4. Teacher/student interviews 5. Student exhibitions 6. Student homework 7. Written responses <ul style="list-style-type: none"> • ELA rubrics (narrative account, narrative procedure, report -writing, persuasive and reflective) <p>The above will be assessed through:</p> <ul style="list-style-type: none"> • Oral responses - discussions and critiques • Self assessments <p>Assessment rubrics and check lists will include the following criteria:</p> <ul style="list-style-type: none"> • level of quality • breadth and scope of work • use of materials and techniques • use of formal aspects of the discipline • degree of experimentation/risk taking • evidence of higher order

		<p>4.3.2 evaluates conclusions from their analysis of works of art to one another in terms of history, aesthetics and culture</p> <p>4.3.3 applies conclusions to support their own art making</p> <p>4.3.4 values the importance of art as a reflection of mankind</p>	<p>School and public library sources:</p> <ul style="list-style-type: none"> • various historic references <p>Community resources:</p> <ul style="list-style-type: none"> • Newport Art Museum • Island Arts • American Museum of Illustration • Community sites for exhibition • Local artists • Community galleries • Surrounding community landscape <p>Instructional strategies will include:</p> <ul style="list-style-type: none"> • Teacher demonstrations • Slides/reproductions/videos • Visual samples • Guest artist presentations • Problem solving, brainstorming • Class discussions • Cooperative learning, reciprocal teaching <p>Teacher will:</p> <ul style="list-style-type: none"> • Facilitate the integration of applied learning standards (SCANS): problem solving, communication tools, technology, self-management tools and working with others • Differentiate instruction • Address multiple intelligences instructional strategies • Implement research based instructional practices specific for content • Provide standards, exemplars, rubrics and feedback • Organize exhibitions of student work <p>Teacher will:</p> <ul style="list-style-type: none"> • Facilitate collaborative/cooperative learning strategies • Facilitate the integration of technology (computer, overhead projections) • Facilitate the use of 	<p>thinking</p> <ul style="list-style-type: none"> • level of expressiveness • evidence of self and/or peer reflection • evidence of modification of works based on critiques • presentation
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			<p>manipulatives or physical models, eg. Number lines, visual cues (all intelligences)</p> <ul style="list-style-type: none">• Provide standards and clear expectations• Modifies instruction for students with special needs in accordance with IEP's and 504 plans• Celebrate and recognize accomplishments	
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Content Standard	Performance Standards	Benchmarks	Suggested Resources/ Instructional Strategies	Assessments Student Work
5.0 Reflecting upon and assessing the characteristics and merits of their work and the work of others (NAEA)	5.1 Identify intentions of those creating artworks, explore the implications of various purposes and justify their analysis of purposes in particular works (NAEA 5a) 5.2 Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural context (NAEA 5b)	The Student: 5.1.1 recognizes elements and principles of design in historical and cultural artworks (declarative) 5.1.2 knows the four components of art criticism – describing, analyzing, interpreting and judging 5.1.3 identifies the intentions of those creating artwork through describing and interpreting 5.1.4 understands why people create art work – utility, religion, politics, information, history and aesthetics 5.1.5 identifies commonalities of art: geometric, figurative, natural motifs, architecture and cross culture 5.1.6 recognizes the implications of various purposes for artwork through describing and interpreting 5.1.7 justifies purpose for own artwork through analyzing and judging 5.1.8 reflects upon and assesses the characteristics of their work and the work of others by describing, analyzing, interpreting and judging 5.1.9 values the importance of the art criticism process when reviewing artwork and objects in their everyday life The Student: 5.2.1 knows media, techniques and processes and how they are related to historical and cultural context	Textbooks: Davis, <u>The Visual Experience</u> Supplementary Books <ul style="list-style-type: none"> • The Story of Painting for Young People, Janson • Exploring Art, Gene Mittler and Rosalind Ragard • Discovering Art History G. Brommer • Hooked On Drawing, Brook • Acrylic Techniques, J. Martin • Printmaking Techniques, J. Martin • Sculpting, J. Plowman • The Book of Posters, N. Laliberte • Art History, M. Stokstad • The Complete Printmaker, Romano and Ross • Printmaking, J. Heller • Creative Collage Techniques, N. Leland and V. Williams Videos: <ul style="list-style-type: none"> • <u>Careers in Art: An Illustrated Guide</u>, Gerald F. Brommer • <u>Discovering Art History</u>, Gerald F. Brommer Reproductions: <ul style="list-style-type: none"> • The Visual Experience, Davis • Elements and Principles of Design, Davis • Crystal Productions, Elements and Principles of Design Technology: <ul style="list-style-type: none"> • Microsoft Word • Photoshop • Powerpoint • iPhoto • internet 	<i>Assessment strategies will include:</i> 1. Portfolios will include best work plus supportive materials (e.g. sketches, writings, notes on problems encountered and their solution, diagrams/sketches of ideas, observations and insights gained through reflection) 2. Journals - focused written reflection critically linked with instruction; extensions of class assignments 3. Peer/class critiques 4. Teacher/student interviews 5. Student exhibitions 6. Student homework 7. Written responses <ul style="list-style-type: none"> • ELA rubrics (narrative account, narrative procedure, report -writing, persuasive and reflective) The above will be assessed through: <ul style="list-style-type: none"> • Oral responses - discussions and critiques • Self assessments Assessment rubrics and check lists will include the following criteria: <ul style="list-style-type: none"> • level of quality • breadth and scope of work • use of materials and techniques • use of formal aspects of the discipline • degree of experimentation/risk taking

	<p>5.3 Reflects analytically on various interpretations as a means for understanding and evaluating works of visual art (NAEA 5c)</p> <p>5.4 Recognizes art vocations (NAEA 5d)</p>	<p>5.2.2 analyzes how specific works are created and how they relate to historical and cultural context</p> <p>5.2.3 appreciates the impact historical and cultural context has on media, techniques and processes</p> <p>The Student:</p> <p>5.3.1 knows and applies the four steps of art criticism (describe, analyze, interpret and judge)</p> <p>5.3.2 synthesizes a variety of resources for understanding and evaluating works of art</p> <p>5.3.3 evaluates all resources to support their analytical interpretation of artwork</p> <p>5.3.4 interprets and evaluates artwork by using the four steps of art criticism</p> <p>The Student:</p> <p>5.4.1 identifies careers and opportunities in the visual arts</p> <p>5.4.2 examines community resources in the visual arts</p> <p>5.4.3 evaluates criteria needed to pursue a career in the visual arts</p> <p>5.4.4 appreciates the role of the artist in his/her environment</p>	<p>School and public library sources:</p> <ul style="list-style-type: none"> • various historic references <p>Community resources:</p> <ul style="list-style-type: none"> • Newport Art Museum • Island Arts • American Museum of Illustration • Community sites for exhibition • Local artists • Community galleries • Surrounding community landscape <p>Instructional strategies will include:</p> <ul style="list-style-type: none"> • Teacher demonstrations • Slides/reproductions/videos • Visual samples • Guest artist presentations • Problem solving, brainstorming • Class discussions Cooperative learning, reciprocal teaching <p>Teacher will:</p> <ul style="list-style-type: none"> • Facilitate the integration of applied learning standards (SCANS): problem solving, communication tools, technology, self-management tools and working with others • Differentiate instruction • Address multiple intelligences instructional strategies • Implement research based instructional practices specific for content • Provide standards, exemplars, rubrics and feedback • Organize exhibitions of student work <p>Teacher will:</p> <ul style="list-style-type: none"> • Facilitate collaborative/cooperative learning strategies • Facilitate the integration of technology (computer, overhead projections) • Facilitate the use of manipulatives or physical 	<ul style="list-style-type: none"> • evidence of higher order thinking • level of expressiveness • evidence of self and/or peer reflection • evidence of modification of works based on critiques • presentation
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			<p>models, eg. Number lines, visual cues (all intelligences)</p> <ul style="list-style-type: none">• Provide standards and clear expectations• Modifies instruction for students with special needs in accordance with IEP's and 504 plans• Celebrate and recognize accomplishments	
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**Newport Public Schools
Curriculum Framework
Art**

Subject: Fine Arts 1 (semester course - .5 cr.)

Grade Level: 9-12 (no pre-requisite)

Content Standard	Performance Standards	Benchmarks	Suggested Resources/ Instructional Strategies	Assessments Student Work
<p>6.0 Making connections between visual arts and other disciplines (NAEA)</p>	<p>6.1 Compare the technologies, media and processes of the visual arts with other arts and other disciplines as they are used in creation and types of analysis (NAEA 6a)</p>	<p>The Student:</p> <p>6.1.1 recognizes technologies, media and processes of the visual arts and other disciplines</p> <p>6.1.2 compares technologies, media and processes of the visual arts to themes in history, literature, math and science</p> <p>6.1.3 appreciates the connection between the arts and other disciplines</p>	<p>Textbooks:</p> <p>Davis, <u>The Visual Experience</u></p> <p>Supplementary Books</p> <ul style="list-style-type: none"> • The Story of Painting for Young People, Janson • Exploring Art, Gene Mittler and Rosalind Ragard • Discovering Art History G. Brommer • Hooked On Drawing, Brook • Acrylic Techniques, J. Martin • Printmaking Techniques, J. Martin • Sculpting, J. Plowman • The Book of Posters, N. Laliberte • Art History, M. Stokstad • The Complete Printmaker, Romano and Ross • Printmaking, J. Heller • Creative Collage Techniques, N. Leland and V. Williams <p>Videos:</p> <ul style="list-style-type: none"> • <u>Careers in Art: An Illustrated Guide</u>, Gerald F. Brommer • <u>Discovering Art History</u>, Gerald F. Brommer <p>Reproductions:</p> <ul style="list-style-type: none"> • The Visual Experience, Davis • Elements and Principles of Design, Davis • Crystal Productions, Elements and Principles of Design <p>Technology:</p> <ul style="list-style-type: none"> • Microsoft Word • Photoshop • Powerpoint • iPhoto • internet 	<p><i>Assessment strategies will include:</i></p> <ol style="list-style-type: none"> 1. Portfolios will include best work plus supportive materials (e.g. sketches, writings, notes on problems encountered and their solution, diagrams/sketches of ideas, observations and insights gained through reflection) 2. Journals - focused written reflection critically linked with instruction; extensions of class assignments 3. Peer/class critiques 4. Teacher/student interviews 5. Student exhibitions 6. Student homework 7. Written responses <ul style="list-style-type: none"> • ELA rubrics (narrative account, narrative procedure, report -writing, persuasive and reflective) <p>The above will be assessed through:</p> <ul style="list-style-type: none"> • Oral responses - discussions and critiques • Self assessments <p>Assessment rubrics and check lists will include the following criteria:</p> <ul style="list-style-type: none"> • level of quality • breadth and scope of work • use of materials and techniques • use of formal aspects of the discipline • degree of experimentation/risk taking

			<p>School and public library sources:</p> <ul style="list-style-type: none"> • various historic references <p>Community resources:</p> <ul style="list-style-type: none"> • Newport Art Museum • Island Arts • American Museum of Illustration • Community sites for exhibition • Local artists • Community galleries • Surrounding community landscape <p>Instructional strategies will include:</p> <ul style="list-style-type: none"> • Teacher demonstrations • Slides/reproductions/videos • Visual samples • Guest artist presentations • Problem solving, brainstorming • Class discussions Cooperative learning, reciprocal teaching <p>Teacher will:</p> <ul style="list-style-type: none"> • Facilitate the integration of applied learning standards (SCANS): problem solving, communication tools, technology, self-management tools and working with others • Differentiate instruction • Address multiple intelligences instructional strategies • Implement research based instructional practices specific for content • Provide standards, exemplars, rubrics and feedback • Organize exhibitions of student work <p>Teacher will:</p> <ul style="list-style-type: none"> • Facilitate collaborative/cooperative learning strategies • Facilitate the integration of technology (computer, overhead projections) • Facilitate the use of manipulatives or physical models, eg. Number lines, visual cues (all intelligences) • Provide standards and clear 	<ul style="list-style-type: none"> • evidence of higher order thinking • level of expressiveness • evidence of self and/or peer reflection • evidence of modification of works based on critiques • presentation
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			<p>expectations</p> <ul style="list-style-type: none">• Modifies instruction for students with special needs in accordance with IEP's and 504 plans• Celebrate and recognize accomplishments	
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