

## Excel Art Curriculum Summary – Elementary Level

	<b>Gr. 3-5 Year One of Rotation (2010-11)</b>	<b>Gr. 3-5 Year Two of Rotation (2011-12)</b>	<b>Gr. 3-5 Year Three of Rotation (2012-13)</b>
Theme	<b>Artistic conventions</b> – the influence of culture on the meaning of art	<b>Persuasive art</b> – propaganda and advertisement	<b>Functional art</b> - art and design for the needs of the future
Essential Understandings	<ul style="list-style-type: none"> <li>• Working knowledge of art elements and principles of design using a variety of art media and advanced techniques</li> <li>• Critical and creative problem solving processes</li> <li>• Overview of the study of art history and components of contextual analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Working knowledge of art elements and principles of design using a variety of art media and advanced techniques</li> <li>• Critical and creative problem solving processes</li> <li>• Overview of the history and uses of political propaganda and commercial advertisement to influence behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Working knowledge of art elements and principles of design using a variety of art media and advanced techniques</li> <li>• Critical and creative problem solving processes</li> <li>• Overview of the history of innovative design and the effect of design on the quality of life</li> </ul>
	<b>Semester 1: Skill Building</b>	<b>Semester 1: Skill Building</b>	<b>Semester 1: Skill Building</b>
Objectives and Skills	<ul style="list-style-type: none"> <li>• Students will explore the role of art history and culture and the effect of time and circumstance on artistic perspective</li> <li>• Students will analyze the conventional markers of a specific culture’s art</li> <li>• Students will create artwork involving 2D and 3D design, drawing, painting, printmaking, and specialized media</li> </ul>	<ul style="list-style-type: none"> <li>• Students will analyze compositional skills and the relationship between affective response and message content</li> <li>• Students will explore the perspective of audience</li> <li>• Students will create artwork involving 2D and 3D design, drawing, painting, printmaking, and specialized media</li> </ul>	<ul style="list-style-type: none"> <li>• Students will analyze the role of artists and designers in effecting change during various periods of history</li> <li>• Students will develop a sense of self as an artist within a community</li> <li>• Students will create artwork involving 2D and 3D design, drawing, painting, printmaking, and specialized media</li> </ul>
Learning Outcomes and Products	Artwork may include: <ul style="list-style-type: none"> <li>• Fundamental experiences with unfamiliar media, such as glazing mediums, acrylic paint, canvas, ceramic ware and glazes,</li> </ul>	Artwork may include: <ul style="list-style-type: none"> <li>• Fundamental experiences with unfamiliar media, such as such as glazing mediums, acrylic paint, canvas, ceramic ware and glazes,</li> </ul>	Artwork may include: <ul style="list-style-type: none"> <li>• Fundamental experiences with unfamiliar media, such as glazing mediums, acrylic paint, canvas, ceramic ware and glazes, metalwork,</li> </ul>

	<p>metalwork, printmaking tools, inks and a variety of drawing media that are not typically available in the regular elementary art curriculum</p> <ul style="list-style-type: none"> <li>• Fundamental exercises in technique</li> <li>• Art products that reflect concept development utilizing best practices in critical and creative problem solving</li> <li>• Subject matter and technique correlated to a particular period in cultural history</li> </ul>	<p>metalwork, printmaking tools inks and a variety of drawing media that are not typically available in the regular elementary art curriculum</p> <ul style="list-style-type: none"> <li>• Fundamental exercises in technique</li> <li>• Art products that reflect concept development utilizing best practices in critical and creative problem solving</li> <li>• Subject matter and technique correlated to the use of the graphic arts to teach or persuade</li> </ul>	<p>printmaking tools inks and a variety of drawing media that are not typically available in the regular elementary art curriculum</p> <ul style="list-style-type: none"> <li>• Fundamental exercises in technique</li> <li>• Art products that reflect concept development utilizing best practices in critical and creative problem solving</li> <li>• Divergent solutions to problems that stimulate the students use of imagination</li> </ul>
	<p><b>Semester 2: Development of Artwork for Exhibition</b></p>	<p><b>Semester 2: Development of Artwork for Exhibition</b></p>	<p><b>Semester 2: Development of Artwork for Exhibition</b></p>
Objectives and Skills	<ul style="list-style-type: none"> <li>• Students will analyze contextual and cultural information as it applies to their artwork</li> <li>• Students will analyze transdisciplinary connections between artistic and academic domains</li> <li>• Students will create theme-based artworks within the scope of the show, using iconography which demonstrates common traits in subject, symbol and theme as well as how the art work is made as an object of design from various world cultures, such as the ancient worlds of Mesopotamia, Egypt, Greece, Rome, Asia and the Americas. The thematic</li> </ul>	<ul style="list-style-type: none"> <li>• Students will interpret meaningful ideas through artistic presentations</li> <li>• Students will develop artworks intended to influence behavior</li> <li>• Students will create theme-based artworks within the scope of the show, using media that shows an ability to examine visual culture and manipulate underlying themes, messages, and plans to influence human behavior. Student presentation pieces will focus on affecting positive changes in the community. The classroom experience will provide a historical look at both the positive and negative use of</li> </ul>	<ul style="list-style-type: none"> <li>• Students will analyze their intellectual and creative ownership of graphic decision making processes</li> <li>• Students will analyze transdisciplinary connections between design and academic domains</li> <li>• Students will create theme-based artworks within the scope of the show, two-dimensional plans and/or finished functional pieces that address anticipated needs with an emphasis on economics and resources that focus on problems such as overcoming scarcity, environmental stewardship, creating technology, increasing food supply, improving communication and living meaningful lives</li> </ul>

	<p>content of the work could additionally explore the role of artists through history and the development of styles such as seen in the Italian Renaissance or other art movements relevant to the core curriculum.</p>	<p>design to affect human behavior.</p>	
<p>Learning Outcomes and Products</p>	<p>Artwork created for the show may include:  Theme-based work focused on the conventions and characteristics of a particular time in history such as:</p> <ul style="list-style-type: none"> <li>• Greco-Roman inspired ceramic vessels</li> <li>• Ukiyo-e inspired Japanese prints</li> <li>• French impressionist styled painting</li> <li>• Byzantine Russian icon inspired repousse metalwork wrapped self-portraits</li> <li>• Post-modern American inspired sculptures exploring the symbolic value of shapes</li> <li>• African inspired Adinkra cloth</li> </ul>	<p>Artwork created for the show may include:  Theme-based work focused on the use of graphic media for advertisement and/or propaganda such as:</p> <ul style="list-style-type: none"> <li>• Prints influenced by World War II styled propaganda posters</li> <li>• Product logo design such as the symbols used by Pepsi, Coca Cola or McDonalds</li> <li>• Paintings inspired by Japanese-American Roger Shimomura whose work combines aspects of Pop Art and cartoon-based imagery with reminiscences of his family's internment during World War II</li> </ul>	<p>Artwork created for the show may include:  Theme-based artwork focused on innovative design as conceptual drawings and finished product design such as:</p> <ul style="list-style-type: none"> <li>• Persuasive multimedia presentations to encourage global consciousness</li> <li>• Futuristic house designs based on research</li> <li>• Photo-essays about changing human perceptions</li> <li>• Re-designing simple and standard chairs or other basic need furnishings</li> <li>• Futuristic fashion design</li> <li>• Installations</li> <li>• Printmaking derived from the union of cosmopolitan and local aspects of globalization</li> </ul>
<p>Assessment</p>	<ul style="list-style-type: none"> <li>• Portfolio review – individual critique and evaluation of student's artworks</li> <li>• Students will defend the design, purpose and value of their art</li> <li>• Participation in formal art show</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio review – individual critique and evaluation of student's artworks</li> <li>• Students will defend the design, purpose and value of their art</li> <li>• Participation in formal art show</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio review – individual critique and evaluation of student's artworks</li> <li>• Students will defend the design, purpose and value of their art</li> <li>• Participation in formal art show</li> </ul>

## Excel Art Curriculum Summary –Middle School Level

	<b>Gr. 6-8 Year One of Rotation (2010-11)</b>	<b>Gr. 6-8 Year Two of Rotation (2011-12)</b>	<b>Gr. 6-8 Year Three of Rotation (2012-13)</b>
Theme	Portfolio Development: <b><u>Two-dimensional design</u></b>	Portfolio Development: <b><u>Advanced Drawing</u></b>	Portfolio Development: <b><u>Three-dimensional design</u></b>
Essential Understandings	<ul style="list-style-type: none"> <li>• Working knowledge of art elements and principles of design using a variety of art media and advanced techniques</li> <li>• Critical and creative problem solving processes</li> <li>• Processes of reflection and analysis, including description, interpretation, and evaluation</li> <li>• Processes of advanced portfolio development in alignment with pre-AP studio art class requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Working knowledge of art elements and principles of design using a variety of art media and advanced techniques</li> <li>• Critical and creative problem solving processes</li> <li>• Processes of reflection and analysis, including description, interpretation, and evaluation</li> <li>• Processes of advanced portfolio development in alignment with pre-AP studio art class requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Working knowledge of art elements and principles of design using a variety of art media and advanced techniques</li> <li>• Critical and creative problem solving processes</li> <li>• Processes of reflection and analysis, including description, interpretation, and evaluation</li> <li>• Processes of advanced portfolio development in alignment with pre-AP studio art class requirements</li> </ul>
	<b>Semester 1: Breadth of Portfolio</b>	<b>Semester 1: Breadth of Portfolio</b>	<b>Semester 1: Breadth of Portfolio</b>
Objectives and Skills	<ul style="list-style-type: none"> <li>• Students will utilize aesthetic questioning and art criticism</li> <li>• Students will create artwork focused on two-dimensional design using a variety of media, which may include print, paint, dry, and digital media</li> </ul>	<ul style="list-style-type: none"> <li>• Students will utilize aesthetic questioning and art criticism</li> <li>• Students will create artwork focused on the use of line and gesture in a variety of media, which may include print, paint, dry, and digital media</li> </ul>	<ul style="list-style-type: none"> <li>• Students will utilize aesthetic questioning and art criticism</li> <li>• Students will create artwork focused on three-dimensional design using a variety of media, which may include clay, wire, wood, paper mache and plaster</li> </ul>
Learning Outcomes and Products	Artwork may include: Spatial investigations Color theory Abstractions Curved and angled compositions	Artwork may include: Printmaking derived from figure study Color portraits – realism to abstraction Ink drawings with sticks –	Artwork may include: Clay built vessels – hand and wheel thrown Paper sculpture Additive sculpture Slab constructed vessels

	Photograms Digital portraits or landscapes Still life as design	expressive line variation Still life with black and white media Still life with color media Figure study with black and white media Figure study with color media Interiors/exterior Repetition of objects	Planes in space Jewelry Ceramic portraits or figures Installations Carving Fashion design
	<b>Semester 2: Depth of Portfolio</b>	<b>Semester 2: Depth of Portfolio</b>	<b>Semester 2: Depth of Portfolio</b>
Objectives and Skills	Students will build on the skills gained, developing a specific area of primary interest and concentration	Students will build on the skills gained, developing a specific area of primary interest and concentration	Students will build on the skills gained, developing a specific area of primary interest and concentration
Learning Outcomes and Products	Artwork in the student's area of concentration may include: Interior spatial development Character development Photographic patterns Organic abstractions Illustration Portrait photography	Artwork in the student's area of concentration may include: Portraits of friends Still life renderings with color Printmaking People in context Biological forms Landscapes Mixed media with photocopies	Artwork in the student's area of concentration may include: Hand-constructed ceramics Jewelry design and construction Fashion design and construction Sculptural abstractions Mixed media with social observations
Assessment	<ul style="list-style-type: none"> <li>Portfolio review – individual critique and evaluation of student's artwork to determine development of concept, composition, and execution of two-dimensional design problems</li> <li>Students will use portfolio defense critique techniques</li> <li>Participation in art exhibition</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio review – individual critique and evaluation of student's artwork to determine development of concept, composition, and execution of line based artwork</li> <li>Students will use portfolio defense critique techniques</li> <li>Participation in art exhibition</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio review – individual critique and evaluation of student's artwork to determine development of concept, composition, and execution of three-dimensional design problems</li> <li>Students will use portfolio defense critique techniques</li> <li>Participation in art exhibition</li> </ul>