

Subject Philosophy for Visual Arts

Visual Arts is included in the curriculum of St. John's Lutheran School because visual art is the exploration and appreciation of the world created by God the Father. Students will learn to explore art genres, appreciate art created by themselves and others, and create art through sensory methods that give praise to God.

Exit Goals

- A. Know and understand information and ideas about art and design around them and throughout the world.**
- B. Know and understand the value and significance of visual arts in relation to history, citizenship, the environment, and Christian development.**
- C. Design and produce original images and objects using a variety of media and technology.**
- D. Develop perception and apply the knowledge that visual images are important tools for thinking and communicating.**
- E. Use their imaginations and God-given talents to expand their minds and create new ideas for original works of art and design.**

Standards/ Objectives adapted from the following:

Wisconsin Model Academic Standards for Visual Arts:

<http://dpi.wi.gov/visualarts/standards>

Plainview- Old Bethpage Central School District, Plainview NY

https://issuu.com/benwileypob/docs/visual_art_curriculum_outline_grade_bd203ffd2450a0?e=19587369/30992641

Integrating the Faith A Teacher's Guide for Curriculum in Lutheran Schools; Concordia Publishing, St. Louis, MO

Rubric for Assessment of the Discussion and Writing on Art History, Aesthetics, and Art Criticism adapted from Marvin Bartel, Instructor, Goshen College.

<http://www.goshen.edu/art/ed/rubric3.html>

Children are exposed to creative opportunities in various mediums and areas of self-expression which are enriched further with art history and the works of accomplished artists. The art program is an integral part of the elementary interdisciplinary curriculum and plays a significant role in the development of the whole child. *(adapted from Plainview-Old Bethpage Central School District, Plainview, NY)*

The following is an overview of the art focus at each grade level reflecting six basic elements of art principals: line, shape, color, texture, patterns/ spatial relationship and art history.

Kindergarten through Grade 2

Drawing

- Linear and figure drawing

Painting

- Color mixing
- Warm and cool colors
- Primary and secondary colors
- Color wheel sequence

3- Dimensional Work

- Surface design
- Paper sculpture

Art History

- Picture books
- Study a minimum of four art reproductions and artists
- DVD's on artist illustrations and art history

Grade 3:

Drawing

- Machines
- Expressions

Painting

- Landscapes
- Printing

3-Dimensional Work

- Using materials from nature to create sculpture

Art History:

- Study a minimum of four art reproductions and artists
- DVD's on artist illustrations and art history
- Art specific to an area of study

Grade 4 and 5:

Drawing

- Gesture
- Self-portrait

Painting

- Cityscapes
- Printing and overlapping
- Color and Design

3-Dimensional

- Recycling sculpture
- Clay pinch pot
- Native American Art

Art History

- Study a minimum of four art reproductions and artists
- DVD's on artist illustrations and art history
- Surrealism
- Famous Sculptors

6th Grade

Drawing

- Observational
- Figure movement

Painting

- Secondary color mixing

3- Dimensional

- **Mask making**

Art History

- **Study a minimum of four art reproductions and artists**
- **DVD's on artist illustrations and art history**
- **Multicultural influences**
- **Integration with social studies, science, and English**

The middle school art program builds on the strengths of the foundation established by the elementary art concepts and practices and bridges to future creative opportunities.

Grade 7:

Refine applied design skills

Refine drawing skills and use of drawing mediums

Draw from observation

Develop 3-dimensional drawings skills (perspective)

Apply color theory to original art design

Develop art vocabulary

Critically analyze a minimum of four art pieces from various periods of art history (applying the six design principals)

Grade 8:

Refine design and color concepts

Refine drawing skills and use of drawing mediums

Apply problem solving

Use sculpture as a reference point within a display

Drawing from observation

Critically analyze a minimum of four art pieces from various periods of art history (applying the six design principals)

Students in Kindergarten will be evaluated by showing growth throughout the school year.

Students in grades one through eight will be evaluated according to the following guidelines:

“O” Outstanding (90-100%)	“S” Satisfactory (80-89%)	“NI” Needs Improvement (70-79%)	“U” Unsatisfactory (69% and below)
Application of unique or unusual visual design techniques is observed or evident.	Application of age-appropriate visual design techniques is observed or evident.	Application of age-appropriate visual design techniques observed or evident is underdeveloped.	Application of age-appropriate visual design principals are not observed or evident.
Application and understanding of a variety of media is observed or evident.	Application of a variety of media is observed or evident.	Limited application of a variety of media is observed or evident.	No application of a variety of media is observed or evident.
Advanced understanding of art principals (six elements of art) are observed or evident.	Grade-level understanding of art principals (six elements of art) are observed or evident.	Understanding of art principals (six elements of art) observed or evident are underdeveloped.	No understanding of art principals (six elements of art) are observed or evident.
Evidence of advanced observational skills.	Evidence of careful observational skills.	Little evidence of careful observational skills.	No evidence of careful observational skills.
Projects completed by due date.	Projects completed in a timely manner (within one week of due date).	Projects not completed in a timely manner (more than one week after due date)	Projects not completed.

Visual Arts Evaluation Rubric (Creation of Art Pieces and Design)

Name _____

Visual Art Project _____

Curricular Objective: _____

“O” Outstanding (90-100%)	“S” Satisfactory (80-89%)	“NI” Needs Improvement (70-79%)	“U” Unsatisfactory (69% and below)
Application of unique or unusual visual design techniques is observed or evident.	Application of age-appropriate visual design techniques is observed or evident.	Application of age-appropriate visual design techniques observed or evident is underdeveloped.	Application of age-appropriate visual design principals are not observed or evident.
Application and understanding of a variety of media is observed or evident.	Application of a variety of media is observed or evident.	Limited application of a variety of media is observed or evident.	No application of a variety of media is observed or evident.
Advanced understanding of art principals (six elements of art) are observed or evident.	Grade-level understanding of art principals (six elements of art) are observed or evident.	Understanding of art principals (six elements of art) observed or evident are underdeveloped.	No understanding of art principals (six elements of art) are observed or evident.
Evidence of advanced observational skills.	Evidence of careful observational skills.	Little evidence of careful observational skills.	No evidence of careful observational skills.
Projects completed by due date.	Projects completed in a timely manner (within one week of due date).	Projects not completed in a timely manner (more than one week after due date)	Projects not completed.
Overall Grade:	Comments:		

Rubric of the Discussion & Writing on Art History, Aesthetics, and Art Criticism (Study of Artists and Pieces of Art)

Name _____

Topic: _____

Curricular Objective: _____

Category	Description	"O" Outstanding (90-100%)	"S" Satisfactory (80-89%)	"NI" Needs Improvement (70-79%)
Growth	Shows knowledge of art styles and/or vocabulary.			
	Shows awareness and perception. Notices items.			
	Shows interest, involvement, and a good attitude.			
Creativity	Speculates about meaning and feeling of work. Takes risks. Mentions alternatives.			
Fulfills Assignment	Written and spoken work outlines clearly ideas about art work being studied.			
	Has original and innovative comments, questions, and answers about art work being studied.			
Knowledge	Gains in knowledge, awareness of art terminology, and art purposes and concepts are evident.			
	Gains in knowledge and awareness of artists and their styles and work are evident.			
Work Habits	Student is positive, cooperative, tactful, & considerate in discussions.			
	Student is a thoughtful listener and asks good questions.			
	Student is attentive and participatory.			
	Conversations with classmates stick to art topics.			
Composition and Design	Student noticed the principals of design and composition.			
Overall Grade:	Comments:			

Kindergarten:

Students in Kindergarten will by the end of Kindergarten show, demonstrate, and understand:

A.1 Learn appropriate vocabulary related to their study of art.

A.2 Study the patterns and color in God's creation.

A.3 Talk about art in basic terms.

A.4 Begin to understand the purposes and functions of art.

B. 1 Understand that art reflects the time and place in which it was made.

C.1 Communicate complex ideas by producing art forms such as drawings, paintings, prints, and sculptures.

C.2 Communicate complex ideas by producing popular images and objects such as folk art and traditional arts and crafts.

C.3 Be able to draw and paint from life.

C.4 Look at nature and works of art as visual resources.

C.5 Explore the use of various materials to create art.

D.1 Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.

D.2 Come up with ideas and carry them through to completion of an original work of art.

D.3 Use the visual arts to express ideas that can't be expressed by words alone.

D.4 Analyze the meanings of artworks and design.

D.5 Make art that reflects different feelings.

D.6 Talk or write about feelings in a variety of works of art.

D.7 Recognize that their own feelings affect how they look at art.

D.8 Develop the ability to reflect and talk about works of art.

E.1 Produce works of art that have meanings.

E.2 Work independently and collaboratively to produce ideas and works of art (on-going)

E.3 Explore their own ideas about the purposes and meanings of art. Use their knowledge, intuition, and experiences to develop ideas for artwork.

E.4 Understand that nature and other designs can be sources for new ideas.

Grade One:

Students in Grade One will by the end of Grade One show, demonstrate, and understand at a minimum of an “S” (Satisfactory) level:

A.1 Learn appropriate vocabulary related to their study of art.

A.2 Study the patterns and color in God’s creation.

A.3 Talk about art in basic terms.

A.4 Begin to understand the purposes and functions of art.

A.5 Know the elements and principals of design and understand what makes a quality design.

B. 1 Understand that art reflects the time and place in which it was made.

C.1 Communicate complex ideas by producing art forms such as drawings, paintings, prints, and sculptures.

C.2 Communicate complex ideas by producing popular images and objects such as folk art and traditional arts and crafts.

C.3 Be able to draw and paint from life.

C.4 Look at nature and works of art as visual resources.

C.5 Explore the use of various materials to create art.

D.1 Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.

D.2 Come up with ideas and carry them through to completion of an original work of art.

D.3 Use the visual arts to express ideas that can’t be expressed by words alone.

D.4 Analyze the meanings of artworks and design.

D.5 Make art that reflects different feelings.

D.6 Talk or write about feelings in a variety of works of art.

D.7 Recognize that their own feelings affect how they look at art.

D.8 Develop the ability to reflect and talk about works of art.

E.1 Produce works of art that have meanings.

E.2 Work independently and collaboratively to produce ideas and works of art (on-going)

E.3 Explore their own ideas about the purposes and meanings of art. Use their knowledge, intuition, and experiences to develop ideas for artwork.

E.4 Understand that nature and other designs can be sources for new ideas.

Grade Two:

Students in Grade Two will by the end of Grade Two show, demonstrate, and understand at a minimum of an “S” (Satisfactory) level:

A.1 Learn appropriate vocabulary related to their study of art.

A.2 Study the patterns and color in God’s creation.

A.3 Talk about art in basic terms.

A.4 Begin to understand the purposes and functions of art.

A.5 Know the elements and principals of design and understand what makes a quality design.

B. 1 Understand that art reflects the time and place in which it was made.

B.2 Know about styles of art from their own and other parts of the world and from various time periods.

C.1 Communicate complex ideas by producing art forms such as drawings, paintings, prints, and sculptures.

C.2 Communicate complex ideas by producing popular images and objects such as folk art and traditional arts and crafts.

C.3 Be able to draw and paint from life.

C.4 Look at nature and works of art as visual resources.

C.5 Explore the use of various materials to create art.

C.6 Use variations of line, shape, style (i.e. expressionism, cubism, pointillism, impressionism), color, and texture to illustrate the six principals of art.

D.1 Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.

D.2 Come up with ideas and carry them through to completion of an original work of art.

D.3 Use the visual arts to express ideas that can’t be expressed by words alone.

D.4 Analyze the meanings of artworks and design.

D.5 Make art that reflects different feelings.

D.6 Talk or write about feelings in a variety of works of art.

D.7 Recognize that their own feelings affect how they look at art.

D.8 Develop the ability to reflect and talk about works of art.

Grade Two, cont'd.

E.1 Produce works of art that have meanings.

E.2 Work independently and collaboratively to produce ideas and works of art (on-going)

E.3 Explore their own ideas about the purposes and meanings of art. Use their knowledge, intuition, and experiences to develop ideas for artwork.

E.4 Understand that nature and other designs can be sources for new ideas.

Grade Three:

Students in Grade Three will by the end of Grade Three show, demonstrate, and understand at a minimum of an “S” (Satisfactory) level:

A.1 Learn appropriate vocabulary related to their study of art.

A.2 Study the patterns and color in God’s creation.

A.3 Know the elements and principals of design and understand what makes a quality design.

A.4 Know that works of art and designed objects relate to specific cultures, times, and places.

A.5 Learn that art includes mass media, such as magazines, television, computers, and films.

B. 1 Understand that art reflects the time and place in which it was made.

B.2 Know about styles of art from their own and other parts of the world and from various time periods.

C.1 Communicate complex ideas by producing art forms such as drawings, paintings, prints, and sculptures.

C.2 Communicate complex ideas by producing popular images and objects such as folk art and traditional arts and crafts.

C.3 Be able to draw and paint from life.

C.4 Look at nature and works of art as visual resources.

C.5 Explore the use of various materials to create art.

C.6 Use variations of line, shape, style (i.e. expressionism, cubism, pointillism, impressionism), color, and texture to illustrate the six principals of art.

D.1 Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.

D.2 Come up with ideas and carry them through to completion of an original work of art.

D.3 Use the visual arts to express ideas that can’t be expressed by words alone.

D.4 Analyze the meanings of artworks and design.

D.5 Make art that reflects different feelings.

D.6 Talk or write about feelings in a variety of works of art.

D.7 Recognize that their own feelings affect how they look at art.

Grade Three, cont'd.

D.8 Develop the ability to reflect and talk about works of art.

E.1 Produce works of art that have meanings.

E.2 Work independently and collaboratively to produce ideas and works of art (on-going)

E.3 Explore their own ideas about the purposes and meanings of art. Use their knowledge, intuition, and experiences to develop ideas for artwork.

E.4 Understand that nature and other designs can be sources for new ideas.

E.5 Understand how the choice of materials and techniques influences the expressive quality of art.

Grade Four:

Students in Grade Four will by the end of Grade Four show, demonstrate, and understand at a minimum of an “S” (Satisfactory) level:

A.1 Learn appropriate vocabulary related to their study of art.

A.2 Study the patterns and color in God’s creation.

A.3 Know the elements and principals of design and understand what makes a quality design.

A.4 Know that works of art and designed objects relate to specific cultures, times, and places.

A.5 Learn that art includes mass media, such as magazines, television, computers, and films.

B. 1 Understand that art reflects the time and place in which it was made.

B.2 Know about styles of art from their own and other parts of the world and from various time periods.

B.3 Discuss how artists throughout history have depicted biblical subject matter.

C.1 Communicate complex ideas by producing art forms such as drawings, paintings, prints, and sculptures.

C.2 Communicate complex ideas by producing popular images and objects such as folk art and traditional arts and crafts.

C.3 Communicate complex ideas by producing visual communication forms useful in everyday life such as sketches, diagrams, graphs, plans, lettering, and/or models.

C.4 Be able to draw and paint from life.

C.5 Look at nature and works of art as visual resources.

C.6 Explore the use of various materials to create art.

C.7 Use variations of line, shape, style (i.e. expressionism, cubism, pointillism, impressionism), color, and texture to illustrate the six principals of art.

C.8 Know how light, shadow, color, distance, and angle of viewing affect sight.

D.1 Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.

- D.2 Come up with ideas and carry them through to completion of an original work of art.
- D.3 Use the visual arts to express ideas that can't be expressed by words alone.
- D.4 Analyze the meanings of artworks and design.
- D.5 Make art that reflects different feelings.
- D.6 Talk or write about feelings in a variety of works of art.
- D.7 Recognize that their own feelings affect how they look at art.
- D.8 Develop the ability to reflect and talk about works of art.
- E.1 Produce works of art that have meanings.
- E.2 Work independently and collaboratively to produce ideas and works of art (on-going)
- E.3 Explore their own ideas about the purposes and meanings of art. Use their knowledge, intuition, and experiences to develop ideas for artwork.
- E.4 Understand that nature and other designs can be sources for new ideas.
- E.5 Understand how the choice of materials and techniques influences the expressive quality of art.

Grade Five:

Students in Grade Five will by the end of Grade Five show, demonstrate, and understand at a minimum of an “S” (Satisfactory) level:

A.1 Learn appropriate vocabulary related to their study of art.

A.2 Study the patterns and color in God’s creation.

A.3 Know the elements and principals of design and understand what makes a quality design.

A.4 Know that works of art and designed objects relate to specific cultures, times, and places.

A.5 Learn that art includes mass media, such as magazines, television, computers, and films.

A.6 Know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers.

B. 1 Understand that art reflects the time and place in which it was made.

B.2 Know about styles of art from their own and other parts of the world and from various time periods.

B.3 Discuss how artists throughout history have depicted biblical subject matter.

B.4 Improve his/her ability to consider the meaning and definition of art from a Christian perspective.

B.5 Know ways in which art is influenced by artists, designers, and cultures.

C.1 Communicate complex ideas by producing art forms such as drawings, paintings, prints, and sculptures.

C.2 Communicate complex ideas by producing popular images and objects such as folk art and traditional arts and crafts.

C.3 Communicate complex ideas by producing visual communication forms useful in everyday life such as sketches, diagrams, graphs, plans, lettering, and/or models.

C.4 Be able to draw and paint from life.

C.5 Look at nature and works of art as visual resources.

C.6 Explore the use of various materials to create art.

C.7 Use variations of line, shape, style (i.e. expressionism, cubism, pointillism, impressionism), color, and texture to illustrate the six principals of art.

C.8 Know how light, shadow, color, distance, and angle of viewing affect sight.

Grade Five, cont'd

D.1 Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.

D.2 Come up with ideas and carry them through to completion of an original work of art.

D.3 Use the visual arts to express ideas that can't be expressed by words alone.

D.4 Analyze the meanings of artworks and design.

D.5 Make art that reflects different feelings.

D.6 Talk or write about feelings in a variety of works of art.

D.7 Recognize that their own feelings affect how they look at art.

D.8 Develop the ability to reflect and talk about works of art.

E.1 Produce works of art that have meanings.

E.2 Work independently and collaboratively to produce ideas and works of art (on-going)

E.3 Explore their own ideas about the purposes and meanings of art. Use their knowledge, intuition, and experiences to develop ideas for artwork.

E.4 Understand that nature and other designs can be sources for new ideas.

E.5 Understand how the choice of materials and techniques influences the expressive quality of art.

Grade Six:

Students in Grade Six will by the end of Grade Six show, demonstrate, and understand at a minimum of an “S” (Satisfactory) level:

A.1 Learn appropriate vocabulary related to their study of art.

A.2 Study the patterns and color in God’s creation.

A.3 Know the elements and principals of design and understand what makes a quality design.

A.4 Know that works of art and designed objects relate to specific cultures, times, and places.

A.5 Learn that art includes mass media, such as magazines, television, computers, and films.

A.6 Know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers.

B. 1 Understand that art reflects the time and place in which it was made.

B.2 Know about styles of art from their own and other parts of the world and from various time periods.

B.3 Discuss how artists throughout history have depicted biblical subject matter.

B.4 Improve his/her ability to consider the meaning and definition of art from a Christian perspective.

B.5 Know ways in which art is influenced by artists, designers, and cultures.

C.1 Communicate complex ideas by producing art forms such as drawings, paintings, prints, and sculptures.

C.2 Communicate complex ideas by producing popular images and objects such as folk art and traditional arts and crafts.

C.3 Communicate complex ideas by producing visual communication forms useful in everyday life such as sketches, diagrams, graphs, plans, lettering, and/or models.

C.4 Be able to draw and paint from life.

C.5 Look at nature and works of art as visual resources.

C.6 Explore the use of various materials to create art.

C.7 Use variations of line, shape, style (i.e. expressionism, cubism, pointillism, impressionism), color, and texture to illustrate the six principals of art.

C.8 Know how light, shadow, color, distance, and angle of viewing affect sight.

C.9 Make three-dimensional models.

Grade Six, cont'd.

D.1 Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.

D.2 Come up with ideas and carry them through to completion of an original work of art.

D.3 Use the visual arts to express ideas that can't be expressed by words alone.

D.4 Analyze the meanings of artworks and design.

D.5 Make art that reflects different feelings.

D.6 Talk or write about feelings in a variety of works of art.

D.7 Recognize that their own feelings affect how they look at art.

D.8 Develop the ability to reflect and talk about works of art.

D.9 Make informed judgements about mass media such as magazines, television, computers, and films.

E.1 Produce works of art that have meanings.

E.2 Work independently and collaboratively to produce ideas and works of art (on-going)

E.3 Explore their own ideas about the purposes and meanings of art. Use their knowledge, intuition, and experiences to develop ideas for artwork.

E.4 Understand that nature and other designs can be sources for new ideas.

E.5 Understand how the choice of materials and techniques influences the expressive quality of art.

Grade Seven:

Students in Grade Seven will by the end of Grade Seven show, demonstrate, and understand at a minimum of an “S” (Satisfactory) level:

A.1 Learn appropriate vocabulary related to their study of art.

A.2 Study the patterns and color in God’s creation.

A.3 Know the elements and principals of design and understand what makes a quality design.

A.4 Know that works of art and designed objects relate to specific cultures, times, and places.

A.5 Learn that art includes mass media, such as magazines, television, computers, and films.

A.6 Know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers.

B. 1 Understand that art reflects the time and place in which it was made.

B.2 Know about styles of art from their own and other parts of the world and from various time periods.

B.3 Discuss how artists throughout history have depicted biblical subject matter.

B.4 Improve his/her ability to consider the meaning and definition of art from a Christian perspective.

B.5 Know ways in which art is influenced by artists, designers, and cultures.

C.1 Communicate complex ideas by producing art forms such as drawings, paintings, prints, and sculptures.

C.2 Communicate complex ideas by producing popular images and objects such as folk art and traditional arts and crafts.

C.3 Communicate complex ideas by producing visual communication forms useful in everyday life such as sketches, diagrams, graphs, plans, lettering, and/or models.

C.4 Be able to draw and paint from life.

C.5 Look at nature and works of art as visual resources.

C.6 Explore the use of various materials to create art.

C.7 Use variations of line, shape, style (i.e. expressionism, cubism, pointillism, impressionism), color, and texture to illustrate the six principals of art.

C.8 Know how light, shadow, color, distance, and angle of viewing affect sight.

C.9 Make three-dimensional models.

Grade Seven, cont'd.

D.1 Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.

D.2 Come up with ideas and carry them through to completion of an original work of art.

D.3 Use the visual arts to express ideas that can't be expressed by words alone.

D.4 Analyze the meanings of artworks and design.

D.5 Make art that reflects different feelings.

D.6 Talk or write about feelings in a variety of works of art.

D.7 Recognize that their own feelings affect how they look at art.

D.8 Develop the ability to reflect and talk about works of art.

D.9 Make informed judgements about mass media such as magazines, television, computers, and films.

E.1 Produce works of art that have meanings.

E.2 Work independently and collaboratively to produce ideas and works of art (on-going)

E.3 Explore their own ideas about the purposes and meanings of art. Use their knowledge, intuition, and experiences to develop ideas for artwork.

E.4 Understand that nature and other designs can be sources for new ideas.

E.5 Understand how the choice of materials and techniques influences the expressive quality of art.

E.6 Invent new artistic forms to communicate ideas and solutions to problems.

Grade Eight:

Students in Grade Eight will by the end of Grade Eight show, demonstrate, and understand at a minimum of an “S” (Satisfactory) level:

A.1 Learn appropriate vocabulary related to their study of art.

A.2 Study the patterns and color in God’s creation.

A.3 Know the elements and principals of design and understand what makes a quality design.

A.4 Know that works of art and designed objects relate to specific cultures, times, and places.

A.5 Learn that art includes mass media, such as magazines, television, computers, and films.

A.6 Know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers.

B. 1 Understand that art reflects the time and place in which it was made.

B.2 Know about styles of art from their own and other parts of the world and from various time periods.

B.3 Discuss how artists throughout history have depicted biblical subject matter.

B.4 Improve his/her ability to consider the meaning and definition of art from a Christian perspective.

B.5 Know ways in which art is influenced by artists, designers, and cultures.

C.1 Communicate complex ideas by producing art forms such as drawings, paintings, prints, and sculptures.

C.2 Communicate complex ideas by producing popular images and objects such as folk art and traditional arts and crafts.

C.3 Communicate complex ideas by producing visual communication forms useful in everyday life such as sketches, diagrams, graphs, plans, lettering, and/or models.

C.4 Be able to draw and paint from life.

C.5 Look at nature and works of art as visual resources.

C.6 Explore the use of various materials to create art.

C.7 Use variations of line, shape, style (i.e. expressionism, cubism, pointillism, impressionism), color, and texture to illustrate the six principals of art.

C.8 Know how light, shadow, color, distance, and angle of viewing affect sight.

C.9 Make three-dimensional models.

Grade Eight, cont'd.

D.1 Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.

D.2 Come up with ideas and carry them through to completion of an original work of art.

D.3 Use the visual arts to express ideas that can't be expressed by words alone.

D.4 Analyze the meanings of artworks and design.

D.5 Make art that reflects different feelings.

D.6 Talk or write about feelings in a variety of works of art.

D.7 Recognize that their own feelings affect how they look at art.

D.8 Develop the ability to reflect and talk about works of art.

D.9 Make informed judgements about mass media such as magazines, television, computers, and films.

E.1 Produce works of art that have meanings.

E.2 Work independently and collaboratively to produce ideas and works of art (on-going)

E.3 Explore their own ideas about the purposes and meanings of art. Use their knowledge, intuition, and experiences to develop ideas for artwork.

E.4 Understand that nature and other designs can be sources for new ideas.

E.5 Understand how the choice of materials and techniques influences the expressive quality of art.

E.6 Invent new artistic forms to communicate ideas and solutions to problems.

