BROOKFIELD PUBLIC SCHOOLS

VISUAL ARTS FRAMEWORK

JUNE 2010

VISUAL ARTS
PHILOSOPHY

The Brookfield District Arts program provides sequential learning, K-12, in the visual arts. We facilitate life-long learning by reaching all students in order to develop a visual language emphasizing art concepts. Our goals are to teach art elements and technology as a means to express and communicate ideas; to train students to recognize cultural and historic relationships; to instruct the students in the concepts of aesthetics; to expand problem solving and creative thinking skills; to sharpen fine motor skills with individual mastery of processes for creating art; and to provide opportunity to succeed through individual and collaborative projects related to their lives.

VISUAL ARTS
PROGRAM GOALS

1. Students encounter sequential learning experiences in the visual arts in grades K -12 which could lead to a career in art and/or a higher education in art
2. Students understand and personally master, through hard work and persistence, processes for creating art including media, techniques and technology
3. Students develop a visual language through the use of art concepts: the elements and principles of art, cultural and historic relationships, experiences, aesthetic theory and interdisciplinary connections
4. Students broaden their problem solving skills by formulating multiple solutions to art problems
5. Students express their individuality as well as reflect on and evaluate their own and other's artistic choices
6. Students will pursue a life-long appreciation of the arts, seeking art experiences at the local and extended levels
7. Students will understand the connection between art and their daily lives

VISUAL ARTS
HALLMARKS OF BEST PRACTICE

Instruction which focuses on:

- Teacher as coach/facilitator
- Teacher uses available data to inform teaching activities and strategies
- Modeling (think-alouds, meta-cognition, comprehension strategies, exemplars, student skill-sets, print and media resources)
- Multiple structures to meet the individual needs of students (pacing, differentiated instruction through a mix of whole class, small group and individual activities)
- Activities which require discourse and inquiry
- Active learning – exploring/learning by doing
- Activities which scaffold on prior learning experiences
- Conceptual understanding
- Students demonstrate active involvement in the art making process
- A variety of problem solving skills are exhibited (open-ended, multiple solutions, group critiques)
- A mastery of techniques and proper use of materials & technology
- Art terms are employed to communicate conceptual understandings
- A variety of assessment tools are utilized
- Completed projects demonstrate creativity and self-expression as well as foster a sense of personal accomplishment
- Art topics, historic periods, aesthetics, cultures and styles are used to expand each student's definition of art
- Cultural resources such as museums, historic sites, architecture, galleries and artist's workshops and visits are used to promote a life-long appreciation of art
- Students reflecting on their work and the work of others in order to grow as artists and to effectively communicate their assessment of artwork

VISUAL ARTS
ESSENTIAL UNDERSTANDINGS

1. Communication: Art is a form of communication and self-expression enhanced by the knowledge of media, technology, processes and techniques.

2. Cultural Awareness: Art is embedded in all aspects of cultures and societies.

3. Time, Continuity and Change: Art is timeless and continuously evolving.

4. Inclusive: Everyone can create art.

5. Life Skills: The cognitive and technical skills learned in art translate to daily life.

6. Enrichment: Experiences influence personal aesthetics and create an appreciate for the arts.

VISUAL ARTS
ESSENTIAL QUESTIONS

1. What is art?
2. Does art need to have meaning?
3. Is art a universal language?
4. How do the skills and knowledge learned in art influence and/or enrich you and your culture?
5. How does the choice of media and technology affect what art communicates?
6. What makes art original?
7. Can art be taught?
8. Why do we preserve and value art?

VISUAL ARTS
GUIDING QUESTIONS

1. What is the function of art?
2. How does art communicate?
3. How do we learn about the past through art?
4. Which came first, art or language?
5. How do we understand symbols?
6. How do you choose media?
7. How do you choose technique?
8. How do prior experiences with art effect what you are communicating?
9. How does personal experience or environment influence your art?
10. How does your choice of style convey your beliefs?
11. Should art be censored?
12. If a culture didn't intend an object to be art, can we, or should we, interpret it as art?
13. To whom does art belong?
14. What is good art?
15. What is the distinction between fine art, design, craft and fine craft?
16. Is 'found-art" a valid art form?
17. Why do some people own and display art?
18. How do we place a monetary value on art?
19. Who determines that value?
20. Should we intervene in the preservation/restoration of art?
21. How are we influenced by other artists/artwork?
22. What outside influences affect our artwork?
23. Can everyone create art?
24. Does mastering a technique make you an artist?
25. How have my artistic talents developed?
26. Where is art?
27. Does art affect your daily choices?
28. How do you feel when you are involved in the creative process?
29. Do you seek out art experiences?
30. What are your career options in the arts?
31. How can you use the problem solving skills learned in art in everyday life?
32. What is non-representational art?
33. Can it mean something other than what the artist intended?
34. How do you assess and evaluate artwork?

VISUAL ARTS
CONTENT STANDARDS

CONTENT STANDARD 1: ***Media***

Students will understand, select and apply media, techniques and processes.

K-12 PERFORMANCE STANDARDS

A. Educational experiences in Grades K-4 will ensure that students:

1. differentiate between a variety of media, techniques and processes;
2. describe how different media (natural and man-made), techniques and processes cause different effects and personal responses;
3. use different media, techniques and processes to communicate ideas, feelings, experiences and stories; and
4. use art media and tools in a safe and responsible manner.

B. Educational experiences in Grades 5-8 will ensure that students:

1. select media, techniques and processes to communicate ideas, reflect on their choices and analyze what makes them effective;
2. improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media (natural and man-made), techniques and processes (two-dimensional and three-dimensional, including media/technology); and
3. use different media, techniques and processes (two-dimensional and three-dimensional, including media/technology) to communicate ideas, feelings, experiences and stories.

C. Educational experiences in Grades 9-12 will ensure that students:

1. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood;
2. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials (natural and man-made), techniques and processes; and
3. communicate ideas consistently at a level of effectiveness in visual arts media.

CONTENT STANDARD 2: ***Elements and Principles***

Students will understand and apply elements and organizational principles of art.

K-12 PERFORMANCE STANDARDS

A. Educational experiences in Grades K-4 will ensure that students:

1. identify the different ways visual characteristics are used to convey ideas;

2. describe how different expressive features, and ways of organizing them, cause different responses; and
3. use the elements of art and principles of design to communicate ideas.

B. Educational experiences in Grades 5-8 will ensure that students:

1. use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas;
2. recognize and reflect on the effects of arranging visual characteristics in their own and others' work; and
3. select and use the elements of art and principles of design to improve communication of their ideas.

C. Educational experiences in Grades 9-12 will ensure that students:

1. judge the effectiveness of different ways of using visual characteristics in conveying ideas; and
2. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions to and effectively solve a variety of visual art problems.

CONTENT STANDARD 3: ***Content***

Students will consider, select and apply a range of subject matter, symbols and ideas.

K-12 PERFORMANCE STANDARDS

A. Educational experiences in Grades K-4 will ensure that students:

1. discuss a variety of sources for art content; and
2. select and use subject matter, symbols and ideas to communicate meaning.

B. Educational experiences in Grades 5-8 will ensure that students:

1. consider, select from and apply a variety of sources for art content in order to communicate intended meaning; and
2. consider and compare the sources for subject matter, symbols and ideas in their own and others' work.

C. Educational experiences in Grades 9-12 will ensure that students:

1. use, record and develop ideas for content over time; and
2. use subject matter, symbols, ideas and themes that demonstrate knowledge of cultural and aesthetic values to communicate intended meaning.

CONTENT STANDARD 4: ***History and Cultures***

Students will understand the visual arts in relation to history and cultures.

K-12 PERFORMANCE STANDARDS

A. Educational experiences in Grades K-4 will ensure that students:

1. recognize that the visual arts have a history and a variety of cultural purposes and meanings;
2. identify specific works of art and artists as belonging to particular styles, cultures, times and places; and
3. create art work that demonstrates understanding of how history or culture can influence visual art.

B. Educational experiences in Grades 5-8 will ensure that students:

1. know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists;
2. describe and place a variety of specific significant art objects by artist, style and Historical and cultural context; and
3. analyze, describe and demonstrate how factors of time and place (such as climate, natural resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art.

C. Educational experiences in Grades 9-12 will ensure that students:

1. analyze and interpret art works in terms of form, cultural and historical context;
2. analyze common characteristics of visual arts, artists and styles, evident across time and among cultural/ethnic groups in order to formulate analyses, evaluations and interpretations of meaning; and
3. compare works of art to one another in terms of history, aesthetics and culture; justify conclusions made and use these conclusions to inform their own art making

CONTENT STANDARD 5: ***Analysis, Interpretation and Evaluation***

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

K-12 PERFORMANCE STANDARDS

A. Educational experiences in Grades K-4 will ensure that students:

1. identify various purposes for creating works of art;
2. describe visual characteristics of works of art using visual art terminology;
3. recognize that there are different responses to specific works of art;
4. describe their personal responses to specific works of art using visual art terminology;
5. identify possible improvements in the process of creating their own work, and
6. identify the importance of presentation

B. Educational experiences in Grades 5-8 will ensure that students:

1. compare and contrast purposes for creating works of art;

2. describe and analyze visual characteristics of works of art using visual art terminology; • compare a variety of individual responses to, and interpretations of, their own works of art and those from various eras and cultures;
3. describe their own responses to, and interpretations of, specific works of art;
4. reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities, content); and
5. describe/analyze their own artistic growth over time in relation to specific criteria.
6. understand the importance of presentation as an extension of the art process

C. Educational experiences in Grades 9-12 will ensure that students:

1. research and analyze historic meaning and purpose in varied works of art;
2. reflect critically on various interpretations to better understand specific works of art;
3. defend personal interpretations using reasoned argument; and
4. apply critical and aesthetic criteria (e.g., technique, formal and expressive qualities, content) in order to improve their own works of art.
5. prepare work for presentation

CONTENT STANDARD 6: ***Connections***

Students will make connections between the visual arts, other disciplines and daily life.

K-12 PERFORMANCE STANDARDS

A. Educational experiences in Grades K-4 will ensure that students:

1. identify connections between characteristics of the visual arts and other arts disciplines;
2. identify connections between the visual arts and other disciplines in the curriculum;
3. describe how the visual arts are combined with other arts in multimedia work;
4. demonstrate understanding of how the visual arts are used in the world around us, including its influence upon us; and
5. recognize that works of visual art are produced by artisans and artists working in different cultures, times and places.

B. Educational experiences in Grades 5-8 will ensure that students:

1. compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context;
2. demonstrate understanding of how the visual arts influence us within the context of our visual culture
3. describe ways in which the principles and subject matter of the visual arts and other disciplines taught in school are inter-related;
4. combine the visual arts with another art form to create coherent multimedia work (i.e. writing and visual arts);
5. apply visual arts knowledge and skills to solve problems common in daily life; and
6. identify various careers that are available to artists.

C. Educational experiences in Grades 9-12 will ensure that students:

1. analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style;
2. compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines;
3. create and solve interdisciplinary problems using multimedia (i.e. writing and visual arts);
4. recognize the function of art
5. demonstrate understanding of how the visual arts influence us within the context of visual culture; and
6. apply visual arts skills and understandings to solve problems relevant to a variety of careers.

CONTENT STANDARD 7: ***Extended Learning***

Students will have opportunities to enrich their arts experience outside the classroom.

K-12 PERFORMANCE STANDARDS

A. Educational experiences in Grades K-4 will ensure that students:

1. experience an outside art encounter (museum, gallery, artists' studio, local art and architecture)
2. benefit from exposure to a working artist or arts program
3. utilize art enrichment through the school
4. take part in age/developmentally appropriate activities within the school setting and during the school day

B. Educational experiences in Grades 5 - 8 will ensure that students:

1. experience an outside art encounter (museum, gallery, artists' studio, art and architecture)
2. benefit from exposure to a working artist or arts program
3. utilize art enrichment through the school, ideally during or after-school art enrichment
4. take part in age/developmentally appropriate activities within the school setting and during the school day

C. Educational experiences in Grades 9 – 12 will ensure that students:

1. experience an outside art encounter (museum, gallery, artists' studio, local art and architecture), art shows to showcase their work, and have the benefit of internships, scholarship opportunities and art competitions (local, state and national level)
2. benefit from exposure to a working artist or arts program as well as professional presentations about careers and colleges
3. utilize art enrichment through the school, ideally in an after-school club
4. take part in age/developmentally appropriate activities within the school setting and during the school day
5. take advantage of Middle and High School "flex time" for art club

Brookfield Art Curriculum – APPENDIX A
ART K-12 Scope and Sequence

KEY:
X = 100% participation for the grade level
* = 50% participation for the grade level
e = participation is on an elective-basis

ART AESTHETICS

A. **Elements** of Art & Design (line, color, shape, value, texture, form, space)

	K	1	2	3	4	5	6	7	8	9	10	11	12
1. **Line – A mark created by moving a point along in one direction.**													
a. Explore line in art	X	X	X	X	X	X	*	*	e	e	e	e	e
b. Identify types of lines (straight, curved, wavy, broken, dotted, broad, fine, zigzag, continuous, etc.)	X	X	X	X	X	X	*	*	e	e	e	e	e
c. Create line with a variety of art tools and media.	X	X	X	X	X	X	*	*	e	e	e	e	e
d. Use line to create shape or form	X	X	X	X	X	X	*	*	e	e	e	e	e
e. Use line to create pattern and texture	X	X	X	X	X	X	*	*	e	e	e	e	e
f. Use line to create rhythm	X	X	X	X	X	X	*	*	e	e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
2. **Shape – A two-dimensional are that is defined in some way.**													
a. Explore shape in art	X	X	X	X	X	X	*	*	e	e	e	e	e
b. Identify shape as an area enclosed by a line	X	X	X	X	X	X	*	*	e	e	e	e	e
c. Name and identify geometric shapes (triangle, square, rectangle, circle, oval, etc)	X	X	X	X	X	X	*	*	e	e	e	e	e
d. Arrange shapes to create a composition	X	X	X	X	X	X	*	*	e	e	e	e	e
e. Recognize shapes as two-dimensional		X	X	X	X	X	*	*	e	e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Color – An element of art that is derived from reflected light.													
a. Explore color in art	X	X	X	X	X	X	*	*	e	e	e	e	e
b. Name and identify primary and secondary colors	X	X	X	X	X	X	*	*	e	e	e	e	e
c. Mix secondary colors from primary colors	X	X	X	X	X	X	*	*	e	e	e	e	e
d. Name and identify intermediary colors				X	X	X	*	*	e	e	e	e	e
e. Mix intermediate colors from primaries and secondaries				X	X	X	*	*	e	e	e	e	e
f. Name and use cool colors in a composition		X	X	X	X	X	*	*	e	e	e	e	e
g. Name and use warm colors in a composition		X	X	X	X	X	*	*	e	e	e	e	e
h. Recognize value as the lightness or darkness of a color(pink is a light value of red; maroon is a dark value of red)		X	X	X	X	X	*	*	e	e	e	e	e
i. Mix tints (light values) by adding color to white and shades (dark values) by adding black to colors				X	X	X	*	*	e	e	e	e	e
j. Name and use neutrals (black white, gray)				X	X	X	*	*	e	e	e	e	e
k. Identify and use simple color harmonies (schemes) in a composition						X	*	*	e	e	e	e	e
l. Define and identify the three qualities of color: hue, value intensity					X	X	*	*	e	e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
4. Value – The artistic term for light and dark.													
a. Explore value in art	X	X	X	X	X	X	*	*	e	e	e	e	e
b. Identify value as the scale of light to dark	X	X	X	X	X	X	*	*	e	e	e	e	e
c. Identify highlights in an artwork as areas most effected by the light source	X	X	X	X	X	X	*	*	e	e	e	e	e
d. Identify shadows in an artwork as areas furthest away from a light source	X	X	X	X	X	X	*	*	e	e	e	e	e
e. Create a value scale using Various techniques (stippling, cross-hatching, lines, etc.)								*	e	e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
5. Texture – refers to how a surface feels or looks like it feels.													
a. Explore texture in art	X	X	X	X	X	X	*	*	e	e	e	e	e
b. Name and identify a variety of textures (rough, smooth, shiny dull, etc.)	X	X	X	X	X	X	*	*	e	e	e	e	e
c. Identify texture as the look and feel of a surface	X	X	X	X	X	X	*	*	e	e	e	e	e
d. Create texture in a composition using a variety of tools		X	X	X	X	X	*	*	e	e	e	e	e
e. Differentiate between tactile and visual texture					X	X	*	*	e	e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Form – Objects having three-dimensions, either geometric or free-form.													
a. Explore form in art					X	X	*	*	e	e	e	e	e
b. Identify form as three-dimensional					X	X	*	*	e	e	e	e	e
c. Identify and name geometric forms (sphere, pyramid, cone, cube)				X	X	X	*	*	e	e	e	e	e
d. Create form by modeling, assembling or constructing.			X	X	X	X	*	*		e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
7. Space – Created by the emptiness between, around, behind or within objects.													
a. Explore space in art	X	X	X	X	X	X	*	*	e	e	e	e	e
b. Identify positive space as the area within shapes and forms					X	X	*	*	e	e	e	e	e
c. Identify negative space as the area outside shapes and forms					X	X	*	*	e	e	e	e	e
d. Perspective					X	X	*	*	e	e	e	e	e
e. Identify foreground, middle ground and background					X	X	*	*	e	e	e	e	e
f. Create a sense of depth on a two-dimensional surface					X	X	*	*	e	e	e	e	e

B . **Principles** of Art & Design (unity, emphasis, balance, contrast, pattern, rhythm movement)

	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Unity – The quality of wholeness achieved by manipulation of the Elements of art.													
a. Explore unity in art					X	X	*	*	e	e	e	e	e
b. Recognize that unity in a composition results from a combination of all the components					X	X	*	*	e	e	e	e	e
c. Recognize that unity is created through the successful manipulation of color, shape, line texture and the Principles of Art					X	X	*	*	e	e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Emphasis – The principle of design that makes one part of the work appear to be dominant over the others.													
a. Explore emphasis in art	X	X	X	X	X	X	*	*	e	e	e	e	e
b. Identify emphasis by indicating what parts of an artwork are most important (where the accent, stress or focal point is placed)	X	X	X	X	X	X	*	*	e	e	e	e	e
c. Recognize that emphasis implies dominance of the main idea and subordination of the minor details in an artwork					X	X	*	*	e	e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
3. **Balance – An equal arrangement of specific elements within a composition.**													
a. Explore balance in art			X	X	X	X	*	*	e	e	e	e	e
b. Recognize balance as an arrangement that achieves equilibrium in the eyes of the viewer				X	X	X	*	*	e	e	e	e	e
c. Identify symmetrical (formal) balance in an artwork			X	X	X	X	*	*	e	e	e	e	e
d. Identify asymmetrical (informal) balance in an artwork					X	X	*	*	e	e	e	e	e
e. Identify radial (from the center) balance in a composition					X	X	*	*	e	e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
4. **Contrast – The amount of darkness or brightness; technique for creating a focal point by using different elements of art.**													
a. Explore contrast in art	X	X	X	X	X	X	*	*	e	e	e	e	e
b. Identify contrast as a means of adding interest to artwork	X	X	X	X	X	X	*	*	e	e	e	e	e
c. Recognize contrast in texture of artwork		X	X	X	X	X	*	*	e	e	e	e	e
d. Recognize contrast in size and shape of artwork		X	X	X	X	X	*	*	e	e	e	e	e
e. Recognize contrast in color and value in an artwork					X	X	*	*	e	e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
5. **Pattern –Decorative visual repetition.**													
a. Explore pattern in art	X	X	X	X	X	X	*	*	e	e	e	e	e
b. Identify pattern as the regular repeat of line, texture, color, shape or form (or any combination of these) to produce an artwork	X	X	X	X	X	X	*	*	e	e	e	e	e
c. Identify and name patterns (radial, drop, half-drop, etc)										e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
6. **Rhythm – Visual movement created by repetition of specific elements of art.**													
a. Explore rhythm in art	X	X	X	X	X	X	*	*	e	e	e	e	e
b. Identify rhythm as the repetition of lines, shapes, colors, textures (or any combination of these) to produce an artwork		X	X	X	X	X	*	*	e	e	e	e	e
c. Identify and use rhythm as a principle of design in an artwork							*	*	e	e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
7. **Movement – Illusion creating the look and feeling of action; guides the viewer's eye through the work of art.**													
a. Explore movement in art	X	X	X	X	X	X	*	*	e	e	e	e	e
b. Identify movement as leading the viewer in a intentionally around a composition through the application of line, color, shapes, etc.	X	X	X	X	X	X	*	*	e	e	e	e	e
c. Create a sense of visual movement through the application of the Principles and elements of design in an artwork	X	X	X	X	X	X	*	*	e	e	e	e	e

STUDIO ART PROCESS: MEDIA AND METHODS

	K	1	2	3	4	5	6	7	8	9	10	11	12
1. **Drawing**													
a. Draw using a variety of materials:	X	X	X	X	X	X	*	*	e	e	e	e	e
Pencil	X	X	X	X	X	X	*	*	e	e	e	e	e
Crayon	X	X	X	X	X	X	*	*	e	e	e	e	e
Pastel (chalk)	X	X	X	X	X	X	*	*	e	e	e	e	e
Pastel (oil)	X	X	X	X	X	X	*	*	e	e	e	e	e
Markers							*	*	e	e	e	e	e
Charcoal										e	e	e	e
Conte									e	e	e	e	e
Pen & Ink	X	X	X	X	X	X	*	*	e	e	e	e	e
Colored Pencil													
b. Draw from memory and imagination	X	X	X	X	X	X	*	*	e	e	e	e	e
d. Express individual ideas, thoughts and feelings through drawing	X	X	X	X	X	X	*	*	e	e	e	e	e
d. Draw from observation (H.S. include proportion in lesson plans)	X	X	X	X	X	X	*	*	e	e	e	e	e
e. Draw as preparation from other assignments	X	X	X	X	X	X	*	*	e	e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
2. **Painting**													
a. Paint using basic painting media:	X	X	X	X	X	X	*	*	e	e	e	e	e
Watercolor	X	X	X	X	X	X	*	*	e	e	e	e	e
Tempera	X	X	X	X	X	X	*	*	e	e	e	e	e
Acrylic									e	e	e	e	e
Oil										e	e	e	e
Gouache										e	e	e	e
Ink										e	e	e	e
Airbrush													
c. Express individual ideas, thoughts and feelings through painting	X	X	X	X	X	X	*	*	e	e	e	e	e
d. Paint as a group to create a composition with a theme	X	X	X	X	X	X	*	*	e	e	e	e	e
e. Paint from observation	X	X	X	X	X	X	*	*	e	e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
3. **Printmaking**													
a. Create prints by manipulating and													
using a variety of materials:	x	X	X	X	X	X	*	*	e	e	e	e	e
Monoprints							*	*	e	e	e	e	e
Collograph							*	*	e	e	e	e	e
Linoleum										e	e	e	e
Woodblock	X	X	X	X	X	X	*	*	e	e	e	e	e
Found objects	X	X	X	X	X	X	*	*	e	e	e	e	e
Stamping		X	X	X	X	X	*	*	e	e	e	e	e
Styrofoam										e	e	e	e
Silk screen													
g. Express individual ideas, thoughts and feelings through printmaking	X	X	X	X	X	X	*	*	e	e	e	e	e
d. Paint as a group to create a composition with a theme	X	X	X	X	X	X	*	*	e	e	e	e	e
h. Use a variety and/or combination of techniques	X	X	X	X	X	X	*	*	e	e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
4. **Sculpture: Modeling & Assemblage**													
a. Identify sculpture as three-dimensional	X	X	X	X	X	X	*	*	e	e	e	e	e
d. Differentiate between sculpture and two-dimensional art	X	X	X	X	X	X	*	*	e	e	e	e	e
d. Construct three-dimensional works from a variety of materials:													
Modeling clay	X	X	X	X	X	X	X	X	X	e	e	e	e
Air dry clay	X	X	X	X	X	X	*	*	e	e	e	e	e
Paper	X	X	X		X					e	e	e	e
Paper Mache	X	X	X	X	X	X	*	*	e	e	e	e	e
Wire			X	X	X	X	*	*	e	e	e	e	e
Foam board	X	X	X	X	X	X	*	*	e	e	e	e	e
Wood				X	X	X	*	*	e	e	e	e	e
Card board		X	X		X	X	*	*	e	e	e	e	e
Polymer clay		X	X	X	X	X	*	*	e	e	e	e	e
Plaster products				X						e	e	e	e
Found objects	X	X	X	X	X	X	*	*	e	e	e	e	e
e. Using both additive and subtractive methods: hand model, carving, assembling	X	X	X	X	X	X	*	*	e	e	e	e	e
f. Express individual ideas, thoughts and feelings through sculpture	X	X	X	X	X	X	*	*	e	e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
5. **Ceramics: Hand-built and Wheel Thrown**													
a. Express individual ideas, thoughts and feelings through using ceramics	X	X	X	X	X	X	X	*	*	e	e	e	e
b. Differentiate between hand-built and wheel thrown ceramics		X	X	X	X	X	X	*	*	e	e	e	e
c. Construct three-dimensional ceramic works from a variety of methods:	X	X	X	X	X	X	X	*	*	e	e	e	e
Pinch Pot		X	X	X	X	X	X	*	*	e	e	e	e
Coil				X	X	X	X	*	*	e	e	e	e
Slab				X	X	X	X	*	*	e	e	e	e
Slump										e	e	e	e
Wheel										e	e	e	e
Extrusion													
d. Recognize a variety of techniques and finishes used in clay construction to produce ceramic art		X	X	X	X	X	X	*	*	e	e	e	e
e. Finish work using non-ceramic finishes and glazes		X	X	X	X	X	X	*	*	e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
6. **Fibers and Textiles**													
a. Express individual ideas, thoughts and feelings through using fibers and textiles			X	X	X	X	X			e	e	e	e
b. Recognize the variety of fibers (natural, synthetic, heavy, light, rough, smooth, loosely woven, tightly woven, etc)			X	X	X	X	X			e	e	e	e
c. Arrange a variety of materials:													
String & Yarn				X	X	X	X	*	*	e	e	e	e
Natural & Synthetic fabrics						X	X	*	*	e	e	e	e
d. Create a textile composition from a variety of methods:		X		X	X	X	X	*	*	e	e	e	e
Weaving							X	*					
Sticthery	X	X	X	X	X	X	X	*	*	e	e	e	e
Batik/Resist													
Macramé													

	K	1	2	3	4	5	6	7	8	9	10	11	12
7. **Collage & Mosaic**													
a. Express individual ideas, thoughts and feelings through creating collage and mosaics	X	X	X	X	X	X		*		e	e	e	e
c. Arrange a collage/mosaic composition using a variety of materials:													
Paper/cardboard	X	X	X	X	X	X	*	*	e	e	e	e	e
Fibers	X	X	X	X	X	X	*	*	e	e	e	e	e
Tile									e	e	e	e	e
Found objects	X	X	X	X	X	X	*	*	e	e	e	e	e
Beads/Buttons	X	X	X	X	X	X	*	*	e	e	e	e	e
Wood			X	X	X	X	*	*	e	e	e	e	
d. Create a group composition using collage or mosaic			X	X	X	X			e	e	e	e	e

	K	1	2	3	4	5	6	7	8	9	10	11	12
8. **Fine Crafts**													
a. Express individual ideas, thoughts and feelings through creating collage and mosaics	X	X	X	X	X	X		*		e	e	e	e
b. Recognize the variety of characteristics that define fine crafts as functional and aesthetic art forms	X	X	X	X	X	X	*		e	e	e	e	e
c. arrange a variety of materials at the appropriate age level :													
Jewelry						X	*	*	e	e	e	e	e
Leather							*	*					
Basketry													
Book making						X		*		e	e	e	e

VISUAL ART FIELD TRIPS:

Following is a list of suggested age-appropriate art field trips:

Brookfield Historic Society
The Wadsworth Museum, Hartford
Brookfield Craft Center
Gray Horse Gallery, Newtown
BHS High School (Library Media Center, January Art Show)
Peabody Museum (Yale University), New Haven
The Mattituck Museum, Waterbury
Norman Rockwell Museum, Stockbridge, Mass
The Norwalk Aquarium
The Aldridge Museum, Ridgefield
Neuberger Museum of Art, Westchester County, NY
Cooper-Hewitt Museum of Design, NYC
Museum of Modern Art, NYC
The Guggenheim Museum, NYC
The Metropolitan Museum, NYC
The Wadsworth Museum, Hartford
DIA- Beacon, Beacon, NY
Russel Wright Design Center, Manitoga, NY
The Yale Center of British Art
Stormking Outdoor Sculpture Garden, Mountainville, NY
International travel