

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Visual Arts

<i>Mission Statement</i>	<p>The mission of Geneva Community Unit School #304 6-12 visual arts education curriculum is to guide students toward the development of visual literacy.</p> <p>Students will explore the language of the visual arts and how to express ideas in a visual format. Students will learn to identify and apply the basic elements and principles of design underlying artworks and how to analyze them.</p> <p>Students will understand how works of art are produced. They will learn traditional art making techniques as well as contemporary art processes including the use of technology and digital imaging. In addition, students will understand the role of art in civilizations, past and present, and its potential applications for the future.</p> <p>The arts are basic to a balanced and complete education for all students. The arts help students learn to deal with ambiguity, to look at problems from multiple perspectives, to engage in speculative inquiry and to understand the role of arts in civilization.</p> <p>It is the hope of the Geneva High School Art Department to provide all students opportunities for enriched lifelong growth and that all students who participate in the arts will:</p> <ul style="list-style-type: none"> • Be more aware of themselves, the natural and/or human-made environments, and the variety of cultures -- both past and present. • Be independent thinkers enriched with sensitivity, responsibility and discriminating judgment • Be self-motivated and self-disciplined in their intellectual and creative development • Be confident in expressing themselves • Cultivate his/her intrinsic desire to discover art as a life-long endeavor • Possess creative problem solving as a basic life-skill, realizing that problems may be variable and complex and may demand flexible, fresh solutions.
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<i>Course Sequence</i> (Grades 6-12)	All
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Course Framework

<p>Course Title</p> <p>Grade Level</p> <p>Semesters (1-2-3-4)</p> <p>Prerequisite</p>	<p>STUDIO I</p> <p>11,12</p> <p>1-2-3-4</p> <p>Successful completion of Art Foundations I and II and one other art course, and/or teacher approval.</p>
<p>Course Description</p>	<p>Studio I enriches and deepens the student’s awareness of his/her own artistic development as well as the importance of the world of art. Various styles, techniques and media of drawing, painting, and conceptual art works are investigated. Emphasis is placed on student awareness of the creative process as well as development of originality, craftsmanship, and personal expression. Student’s develop skills of exhibit and portfolio presentation and curate the annual student art exhibition. Weekly critiques and a comprehensive Art History unit help clarify individual aesthetic philosophies. Students develop the ability to dialogue intelligently and sensitively about art, responding to and reflecting on art works, events, and life experiences. As students apply these skills and interpret their experiences, highly personal images and works of art begin to evolve.</p>
<p>District-approved Materials and/or Resources</p>	<p>Art History series of 9 videos by <i>Clearvue/eav</i>. <u><i>Lascaux Revisited</i></u> By Crystal Video BBC video: <u>How Art Made the World</u>. Many other current art publications and DVD’s.</p>

Unit Frameworks

<p>Unit of Study: Major topics</p>	<p>Art History first semester.</p> <p>A series of conceptual visual investigations second semester.</p>	<p>Resources that will support instruction</p> <p><u>History Through Art</u> by <i>Clraevue/eav</i></p> <p>Various films and guest artists.</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<p>STATE GOAL 25: Know the language of the arts. Why This Goal Is Important: Through observation, discussion, interpretation and analysis, students learn the language of the arts. They learn to understand how others express ideas in dance, drama, music and visual art forms. In addition to acquiring knowledge essential to performance and production, students become arts consumers (e.g., attending live performances or movies, purchasing paintings or jewelry, or visiting museums) who understand the basic elements and principles underlying artworks and are able to critique them.</p> <p>A. Understand the sensory elements, organizational principles and expressive qualities of the arts.</p> <p>25.A. 1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.</p> <p>25.A.2d Visual Arts: Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.</p> <p>25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.</p> <p>25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.</p> <p>B. Understand the similarities, distinctions and connections in and among the arts.</p> <p>25.B. 1 Identify similarities in and among the arts (e.g., pattern, sequence and mood).</p> <p>25.B.2 Understand how elements and principles combine within an art form to express ideas.</p> <p>25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes.</p> <p>25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.</p> <p>25.B.5 Understand how different art forms combine to create an interdisciplinary work (e.g., musical theatre, opera or cinematography).</p>	

STATE GOAL 26: Through creating and performing, understand how works of art are produced

Why This Goal Is Important: Students acquire skills to produce and perform dance, drama, music and visual art.

They learn to use media, tools and technologies. They learn to shape ideas and emotions into sounds, images and actions. As students create and perform their own artworks and review the works of others, they become more imaginative, strengthen their problem-solving skills and learn to respond to the creativity of others. Creating and performing are at the core of the fine arts. Students also learn about the role of the artist (e.g., dancer, painter, actor, director, scriptwriter, musician).

26.A.2e Visual Arts: Describe the relationships among media, tools/technology and processes.

26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.

26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.

26.A.2f Visual Arts: Understand the artistic processes of printmaking, weaving, photography and sculpture.

26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.

26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.

26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.

26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.

STATE GOAL 27: Understand the role of the arts in civilizations, past and present.

Why This Goal Is Important: The arts are a record of civilizations, past and present. Artists are influenced by and influence the times and places in which they live and work. As students learn through the arts about people and civilizations, they learn about others and themselves. Also, students learn about careers related to this goal (e.g., animator, curator, art historian, sound technician).

27. A. Analyze how the arts function in history, society and everyday life.

27. A. 1a Identify the distinctive roles of artists and audiences.

27. A .2a Identify and describe the relationship between the arts and various environments (e.g., home, school, workplace, theatre, gallery).

27. A. 3a Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.

27. A. 4a Evaluate how consumer trends in the arts affect the types and styles of art products.

	<p>27. A .5 Analyze how careers in the arts are expanding based on new technologies and societal changes.</p> <p>27. A. 1b Identify how the arts contribute to communication, celebrations, occupations and recreation.</p> <p>27. A.2b Describe how the arts function in commercial applications (e.g., mass media and product design).</p> <p>27. A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment.</p> <p>27. A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.</p> <p>B. Understand how the arts shape and reflect history, society and everyday life.</p> <p>27.B. 1 Know how images, sounds and movement convey stories about people, places and times.</p> <p>27.B.2 Identify and describe how the arts communicate the similarities and differences among various people, places and times.</p> <p>27.B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.</p> <p>27.B.4a Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture.</p> <p>27.B.5 Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.</p> <p>27.B.4b Understand how the arts change in response to changes in society.</p>
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p>By the end of this course students will:</p> <ol style="list-style-type: none"> 1. Have the knowledge and skills to render forms, including the human form, in a variety of mediums and scale. 2. Have understanding of basic concepts and techniques of painting, drawing and sculptural form. 3. Have the understanding of content vs. subject matter. 4. Have the basic understanding of visual concepts and their creative process. 5. Have the knowledge and skills to create in-depth investigations of images utilizing their personal insights. 6. Have achieved an intelligent and competent level of visual literacy. 7. Have the ability to create a professional portfolio. 8. Have competent knowledge of Art History.

Assessments	Performance Tasks	Other Evidence
	<p>Students participate in weekly critiques and teacher/student written evaluations. Criteria based on individual project objectives and student learning level.</p> <p>Written artists statements and pop quizzes based on project objectives.</p> <p>Students present a comprehensive portfolio at the end of each semester to showcase and evaluate the development of their body of work.</p>	<p>A written commentary is included with their portfolios to self-evaluate their work over the course of each semester that is in the format of an open discussion/dialogue with both teacher and students.</p>