



Forward Thinking, High Achieving.

Fine Arts: K-12 Visual Arts Curriculum

Adopted June, 2011

TABLE OF CONTENTS

Fine Arts Visual Arts Curriculum Review Committee 2010-11	3
Philosophy.....	4
Mission and Vision	5
Strategies and Guiding Principles.....	7
Five Measurable District Goals	8
Professional Development and Assessment.....	8
Meeting Diverse Student Needs.....	9
Technology and Library Media	9
Indian Education For All	10
Teaching About Controversial Issues	12
Standards, Benchmarks, and Learning Targets.....	13
Montana Standards, Benchmarks and Learning Targets, K-4	13
Montana Standards, Benchmarks and Learning Targets, 5-8.....	15
Montana Standards, Benchmarks and Learning Targets, 9-12	17
<u>Grades K-5 Visual Arts</u>	
Kindergarten	19
1 st Grade	22
2 nd Grade	25
3 rd Grade.....	28
4 th Grade.....	31
5 th Grade.....	35
<u>Middle School Visual Arts</u>	
6 th Grade.....	38
7 th Grade.....	42
8 th Grade.....	46
<u>High School Visual Arts</u>	
Introduction to Art, Grades 9, 10, 11, 12	50
Ceramics, Grades 10, 11, 12	54
Ceramics 2, Grades 10, 11, 12	58
Drawing, Grades 10, 11, 12	62
Graphic Illustration, Grades 10, 11, 12.....	67
Jewelry, Grades 10, 11, 12.....	71
Media Arts 1, Grades 10, 11, 12	74
Media Arts 2, Grades 10, 11, 12	78
Painting, Grades 10, 11, 12.....	82
Printmaking, Grades 10, 11, 12	86
Sculpture, Grades 10, 11, 12.....	90
Watercolor, Grades 10, 11, 12	93
Conceptual Mixed Media, Grades 11, 12	97
Senior Studio, Grades 11, 12	101
<u>Appendices</u>	
MCPS Comprehension Strategies.....	105
Adopted Visual Arts Materials	106

Visual Arts Curriculum Review Committee 2010-11

Committee Member	Grade Level and Discipline
Howie, Monica	K-5 Visual Arts
Wallace, Vicki	6-8 Visual Arts
Hoon, Dustin	9-12 Visual Arts
Hoppe, Gwen	9-12 Visual Arts
Nielson, Tim	9-12 Visual Arts
Pauls, Marvin	9-12 Visual Arts
Combs, John	Fine Arts Supervisor

PHILOSOPHY

Fine Arts curriculum and instruction are provided to students as a means for developing creativity and expressive awareness. Through arts education, students gain powerful tools for learning artistic modes of problem-solving, which bring an array of expressive, analytical, and developmental skills to every human situation. The Arts serve to heighten our rich culture while encouraging self-realization and developing self-discipline.

The Arts play an essential part in the educational program of every student. The Arts require serious study. They cannot be learned through random or casual experiences. The Arts require regular, systematic programs of sequential study leading to clearly specified outcomes. They require a curriculum. The Arts have content consisting of skills, knowledge, and understanding. The Fine Arts are offered as part of the total education of students in Missoula County Public Schools (MCPS). They address all three of the basic domains of learning: cognitive (intellectual learning), psycho-motor (physical coordination), and affective (expressing and feeling emotion).

Experiences in the Arts provide a conceptual understanding of the basic properties of music, theatre, and visual art. In addition to extensive creative and recreative opportunities that develop a functional understanding of the arts, there should also be experiences in listening, viewing, and structural analysis. This would lead to an understanding of historical and cultural development, resulting in aesthetic appreciation.

Our purpose is to foster attitudes, understanding, skills, and enjoyment so each individual's artistic potential may be developed. In developing their potential, students will realize that lifelong participation in the Arts is a valuable part of a life fully lived.

MISSION

At Missoula County Public Schools (MCPS), our mission is to ensure that each student achieves his/her full and unique potential.

VISION

The MCPS Board of Trustees represents all citizens of the District in their stewardship of Missoula County Public Schools. To this end, the Strategic Plan includes the following vision that describes what the Board of Trustees strives to provide.

MCPS Learning Environment

MCPS is a non-judgmental, inclusive, personalized, adaptable, learning environment where individual talents are identified and explored and children are fully challenged in small learning communities with adults who care. Children are celebrated and “membership” in the school is facilitated for every child. Children have stimulating interdependent and independent learning experiences and learning is related to the outside world at all grade levels. A climate of respect exists, and rules and policies are in place, understood, and consistently applied within buildings and across the District. District high schools continue to be evaluated with movement toward a model that addresses identified issues; meets the District’s vision and goals; assures equity and challenge regarding class and program opportunities regardless of building attended; encourages active involvement of all students; facilitates the flexibility (scheduling) to accommodate the diverse needs of today’s high school students; and works collaboratively with families, teachers, and counselors to successfully transition students from “feeder” Districts.

MCPS Educators

Educators at MCPS are experts in their fields, critical thinkers, problem-solvers, and planners who are actively involved in accomplishing District goals and strategies. Educators’ enthusiasm, nurturing, and love for working with children are demonstrated by efforts to meet the needs and goals of individual children and their learning styles. MCPS educators creatively stimulate and challenge students with the result being children who discover they can do more than they ever imagined. All staff members successfully communicate and are competent in behavior management strategies. They value opportunities to work collaboratively to increase their individual depth and breadth of knowledge about learning as well as subject matter. MCPS educators mirror local diversity and work to understand the local community and its educational values and goals. Professional development is aligned with District vision and goals, curriculum, and assessment data. MCPS educators are publicly recognized for creative, successful strategies and their ability to teach.

MCPS Instruction

MCPS offers a variety of “whole child” instructional programs, practices, and literatures that are integrated rather than compartmentalized – curriculum content to content, building to building, and throughout the K-12 system. Decisions are made based on instructional goals, and best practices and processes in education are embraced. Teaching plans, aligned to learning targets, guide all classrooms. Technology is used appropriately. A number of assessment tools are used in addition to current required “testing”.

MCPS Facilities

All MCPS facilities are safe, clean and inviting; age-appropriate; in good repair; wired for technology and “wireless” for information access; handicapped accessible; family-friendly; and have space for all activities. Wherever possible, buildings are designed and operated to address societal goals such as energy conservation and recycling. At the same time, the District recognizes the importance of buildings that are historical community assets. MCPS exhibits stewardship and responsible planning regarding facilities through a facilities master plan. It works carefully with the community regarding use and disposition of school buildings and appraises the real and long term value of District assets before making decisions. The District recognizes that budget and size are not the only influencing factors regarding the opening and closing of buildings and reconfiguring attendance boundaries. Facilities are considered vehicles for public education and the District uses public services to support them.

MCPS Community

MCPS is committed to implementation of an active model for genuine community partnership and ongoing evaluation of the success of that model. Through that partnership, the District develops understanding of the needs and desires of the community regarding its public schools and charges the community with active involvement. MCPS provides access to information and facilitates two-way communication and ongoing conversations among students, educators, parents, the Board and the general public. The District’s Strategic Plan is a dynamic document and timelines and benchmarks for achieving its desired ends are shared, discussed, and monitored with the community. The District facilitates attachment and involvement and capitalizes on volunteer expertise in the community. Active involvement with stakeholders (i.e., families/parents, students, teachers, counselors, etc.) from “feeder” districts, internal and external to MCPS, results in a smooth transition for students and their families.

STRATEGIES

In support of achieving the vision and goals described in the 2007-2012 Strategic Plan, MCPS actively applies the following broad strategies:

- Use planned and sequential “building blocks” in development and delivery of curriculum from kindergarten through twelfth grade.
- Use assessment and instruction to challenge students to meet their individual potential.
- Analyze student achievement data frequently. Provide specific interventions when learning problems are identified.
- Encourage parent and adult involvement in support of academic and activity programs.
- Use school/community partnerships to better understand the needs and desires of the community regarding its public schools.

GUIDING PRINCIPLES

The MCPS Board of Trustees, elected by the community, has an obligation to safeguard the public’s trust in public education, and our decisions and actions should reflect that obligation. District dollars should be used effectively and efficiently to achieve positive results for students. The MCPS Board of Trustees bases its decisions and actions on the following set of guiding principles.

- We believe the District has a responsibility to provide students with a safe, motivating, innovative learning environment.
- We believe that all children, regardless of differences, deserve to be fully challenged and equipped to meet their individual potential.
- We believe that K-12 education should address the “whole child” and that holistic education leads to: A value for academic knowledge and competency; an appreciation for one’s broader community; a world view; and life-long love for learning.
- We believe that instructional competency and educational best practices in the classroom are critical factors in reaching individual student potential.
- We believe that physical and emotional health and wellness are important contributing factors to achieving the individual and collective goals of students and staff.
- We believe that a professional and supportive working environment is essential.
- We believe parent and adult involvement support, strengthen, and expand learning.
- We believe that a public school district has a responsibility to build community; develop partnership and cohesiveness in the community; and challenge the community to be everything it can be.

(Finalized by the MCPS Board of Trustees, August, 2007.)

FIVE MEASURABLE DISTRICT GOALS

- Achievement and graduation for all students, regardless of their circumstances and abilities.
- Refine and implement a quality supervision and evaluation program for all staff.
- Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff.
- Restructure the organization to become more efficient, effective and accountable to support the goals of the District.
- Cultivate and enhance staff, student, parent, business and community involvement.

PROFESSIONAL DEVELOPMENT

In 2008, the Missoula County Public Schools Board of Trustees approved the district goals above in order to address the needs of 21st Century learners. One of the goals focuses on professional development “to provide staff with best practices and the expertise to make a difference for all students regardless of their circumstances.”

(Superintendent, Dr. Alex Apostle’s, message August, 2008.)

Ongoing, job-embedded professional development builds a foundation of teacher excellence, a critical component to improving student achievement. Teachers must have not only an extensive knowledge of Fine Arts content, but must also possess a deep understanding of how students learn. Appropriate content and pedagogical preparation enables teachers to design lessons and implement curriculum using research proven practices and strategies in an environment where all students have an opportunity to succeed.

ASSESSMENT

Assessment means finding out what students know and are able to do. It is intended to improve teaching and learning. Information gathered through formative assessment assists teachers during instructional planning to determine students’ prior knowledge, provide feedback to students during instruction, make decisions on how to modify instruction, and identify strengths and weaknesses. In addition to written tests, students will be assessed on their performance in a variety of assignments, including visual product assessment, in-progress assessment, oral exams, level of participation, and other specific performance tasks. Teachers will also observe students over time in order to evaluate understanding of various concepts. Principles of effective assessment are as follows:

1. Treat assessment as an integral part of curriculum and instruction.
2. Direct assessments toward essential learning.
3. Set high standards for teaching and learning.
4. Clarify learning targets early.
5. Assess student performance through authentic tasks.
6. Collect multiple indicators of learning.
7. Provide ample opportunities for students to learn.

(Adapted from Walter Parker, Science in Elementary Education, Upper Saddle River, NJ: Pearson, 2005.)

MEETING DIVERSE STUDENT NEEDS

Students with diverse needs--those with unique abilities and/or disabilities--will have differentiated opportunities to achieve targets, benchmarks, and standards at rates and in manners consistent with their needs. Accommodations and modifications will be implemented to ensure that all students have the opportunity to meet established learning goals and to gain full access to the curriculum.

The needs of struggling learners will be met in a variety of ways in the classroom both through informal intervention and formally prescribed intervention, as necessary.

Gifted students and students of high ability require, at times, differentiated instruction and additional challenge beyond what the standard curriculum can provide. These provisions can include but are not limited to: more challenging content or assignments, critical and higher level thinking skills, instructional grouping, extension activities, and independent research.

TECHNOLOGY

The integration of curriculum and technology is essential to prepare today's students for participation in a viable democratic society. Therefore, the MCPS Fine Arts Curriculum Committee views technology as integral to the Fine Arts curriculum.

LIBRARY MEDIA

Teacher librarians play an essential role in curriculum implementation. They are important instructional partners and consultants in supporting and expanding existing curricula. As information specialists, teacher librarians work collaboratively with students, teachers, administrators, and parents to:

- Provide knowledge of availability and suitability of information resources to support the implementation of Montana and MCPS Standards. This is particularly relevant with the Indian Education for All Law.
- Partner in educating students, developing curricula, and integrating resources into teaching and learning.
- Serve as experts in organizing, synthesizing, and communicating information. Acquisition, organization, and dissemination of resources to support the curricular areas through the library media center are cost-effective methods for the entire school district.
- Teach and integrate literature and information skills into the curriculum. They plan and teach collaboratively based on the needs of the student.

(Adapted from ALA statements, and School Libraries Work!, Scholastic Library Publishing, c2008.)

INDIAN EDUCATION FOR ALL

Missoula County Public Schools is committed to developing for all students an understanding of American and Montana Indian people and their histories, fostering respect for their cultures. In view of the unique role of the American Indian peoples in the development of the United States and the experience of Montana tribes in particular, their history and culture will be integrated wherever appropriate in the instruction of MCPS students, in accordance with the state constitution, statutes, and curriculum standards.

ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS

1. There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
2. There is great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and this is unique to each individual. There is no generic American Indian.
3. The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has their own oral history beginning with their genesis that is as valid as written histories. These histories pre-date the “discovery” of North America.
4. Reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
 - a. That both parties to treaties were sovereign powers.
 - b. Those Indian tribes had some form of transferable title to the land.
 - c. That acquisition of Indian lands was solely a government matter not to be left to individual colonists.
5. There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods.
6. History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.
7. Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

Missoula County Public Schools

INSTRUCTION

2450

Recognition of American Indian Peoples' Culture and Heritage in the Curriculum Process

The Board fully supports Article X of the Montana Constitution and is actively committed to develop for all students an understanding of American and Montana Indian people and their histories, as well as foster respect for their respective cultures.

Because of the unique position and place in American history, the American Indian peoples' role in the development of the United States, with emphasis on the experience of the Montana Tribes, shall be included wherever appropriate in the instruction of Missoula County Public School students, in accordance with the state Constitution and state standards. Instructions concerning the historic and current roles of Indian people shall be delivered in a respectful, informative, and sensitive manner. When the social studies curriculum and other curricula are updated according to the District's curriculum cycle, the written curriculum shall reflect this policy. Staff development will be provided pertinent to curriculum implementation.

NOTE: The District has nondiscriminatory policies in effect, which may be referenced.

Legal Reference: Art. X, Sec. 1(2), Montana Constitution §§ 20-1-501, et seq.,
MCA Recognition of American Indian cultural heritage - legislative intent

10.55.603 ARM	Curriculum Development and Assessment
10.55.701 ARM	Board of Trustees
10.55.803 ARM	Learner Access

Policy History:

History of Previous File 2121:

Presented to PN&P Committee for first reading, 3/30/00

Approved First Reading, 4/11/00

Presented to PN&P Committee for second reading, 4/27/00

Revised at C&I Committee, 5/2/00

Adopted on: October 10, 2000

Adopted on: January 14, 2003 (Policy recodified in Series 2000 adoption)

TEACHING ABOUT CONTROVERSIAL ISSUES

Missoula County Public Schools

INSTRUCTION

2330

Academic Freedom

The Board recognizes and supports Academic Freedom as necessary for an environment conducive to the free exchange of ideas and learning.

Academic Freedom is the view that if teachers are to promote the growth of knowledge, they require the freedom to teach and conduct inquiry without fear of sanction or reprisals should they present an unpopular or controversial idea.

Teachers shall help students learn to objectively and respectfully examine differences of opinion, analyze and evaluate facts and their sources, and form their own reasoned judgments about the relative value of competing perspectives.

The Board directs the teaching staff to:

- Refrain from using one's classroom position to promote one's own ideology or any partisan point of view.
- Ensure that issues presented pertain to course objectives.
- Provide students opportunities to develop critical thinking: that is the ability to detect propaganda and to distinguish between fact, opinion and misinformation.
- Respect each student's right to form, choose, hold and/or change an opinion or belief.
- Create an environment in which students are free to form judgments independently.

Any person may file complaints pursuant to this policy through Board Policy 4310P, the uniform grievance procedure.

This policy may not be used to challenge educational materials themselves. Please see:
BP 2313 Dealing with Challenged Educational Resources
BP 2313P Procedure for Dealing with Challenged Educational Resources

Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees
§ 20-3-324(16) and (17), MCA Powers and duties

Policy History:

Adopted on: January 14, 2003

Revision presented to PN&P Committee on March 25, 2009

Approved on first reading: May 12, 2009

Posted for public comment until: July 22, 2009

Adopted on second reading: August 11, 2009

STANDARDS, BENCHMARKS, AND LEARNING TARGETS

Although the Missoula County Public Schools' Visual Arts curriculum was developed to assure that students meet the Montana Standards for the Arts (below) at the appropriate grade levels, MCPS Visual Arts learning targets were written based on the National Standards for the Arts, which specifically address K-12 Visual Arts education.

Montana Standards and Benchmarks for the Arts: Grades K-4

MONTANA ART STANDARD 1: Students create, perform/exhibit, and respond in the Arts. Students identify their own ideas and images based on themes, symbols, events, and personal experiences.

Benchmarks:

- 1) Students use a variety of materials and sources to experiment with an art form.
- 2) Students present their own work and works of others.
- 3) Students collaborate with others in the creative process.
- 4) Students describe how a variety of materials, techniques, and processes cause different responses.

MONTANA ART STANDARD 2: Students apply and describe the concepts, structures, and processes in the Arts.

Benchmarks:

- 1) Students apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, dominance.
- 2) Students identify and apply the techniques common to drawing, painting, sculpture, design, printmaking, and indigenous/traditional arts.
- 3) Students select a course of action using two-dimensional processes (e.g., painting, drawing, printmaking) and the three-dimensional processes (e.g., sculpture and indigenous/traditional arts).
- 4) Students identify examples of cultural, political, communication, expressive, commercial, and environmental visual arts.
- 5) Student identify examples of historical, contemporary, and traditional visual arts, including American Indian art.
- 6) Student exhibit craftsmanship, completion, and develop a body of work.

MONTANA ART STANDARD 3: Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Benchmarks:

- 1) Students use art materials, techniques, technologies, and processes to create general responses.
- 2) Students communicate meaning through the art forms from selected subject matter.
- 3) Students explore potential solutions to a given problem through the Arts.
- 4) Students create works of art with content that is consistent with media possibilities.
- 5) Students recognize and use symbol language appropriate to media used to create works of art.

MONTANA ART STANDARD 4: Students analyze characteristics and merits of their work and the work of others.

Benchmarks:

- 1) Students use vocabulary of the discipline to describe a variety of works of art.
- 2) Students describe personal works to others.
- 3) Students devise criteria for evaluation.
- 4) Students recognize a variety of different responses to specific works of art.

MONTANA ART STANDARD 5: Students understand the role of the Arts in society, diverse cultures, and historical periods.

Benchmarks:

- 1) Students recognize ways in which the Arts have both an historical and distinctive relationship to various cultures (e.g., American Indian) and media of expression.
- 2) Students identify and describe specific works of art belonging to particular cultures, times, and places.
- 3) Students recognize various reasons for creating works of art.
- 4) Students recognize common emotions, experiences, and expressions in art.
- 5) Students demonstrate appropriate audience behavior for the context and style of art presented.
- 6) Students explore their own culture as reflected through the Arts.

MONTANA ART STANDARD 6: Students make connections among the Arts, other subject areas, life, and work.

Benchmarks:

- 1) Students identify similarities and differences in the meanings of common terms/elements used in the various Arts.
- 2) Students identify interrelated elements among the Arts and other subject areas.
- 3) Students identify the role of the Arts in the world of work.
- 4) Students identify how art reflects life.

Montana Standards and Benchmarks for the Arts: Grades 5-8

MONTANA ART STANDARD 1: Students create, perform/exhibit, and respond in the Arts.
Benchmarks:

- 1) Students create a work from their own ideas and images based on themes, symbols, events, and personal experiences.
- 2) Students select a variety of materials and sources to demonstrate a specific art form.
- 3) Students prepare and/or revise works for presentation.
- 4) Students collaborate with others to make artistic choices.
- 5) Students describe and analyze artistic choices in their own work and works of others.

MONTANA ART STANDARD 2: Students apply and describe the concepts, structures, and processes in the Arts.

Benchmarks:

- 1) Students apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, dominance.
- 2) Students apply knowledge of techniques to create works (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, and indigenous/traditional arts).
- 3) Students select a course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography, computer arts) and the three-dimensional processes (e.g., sculpture and indigenous/traditional arts).
- 4) Students demonstrate and compare examples of cultural, political, communication, expressive, commercial, and environmental visual arts.
- 5) Students demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art.
- 6) Students exhibit craftsmanship, completion, and develop a body of work.

MONTANA ART STANDARD 3: Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Benchmarks:

- 1) Students use art materials, techniques, technologies, and processes to create specific responses.
- 2) Students communicate intended meaning based on their own ideas and concepts from other sources.
- 3) Students use improvisation/experimentation to determine solutions.
- 4) Students experiment and practice with a variety of media to achieve clarity of expression.
- 5) Students examine the breadth and depth of possible responses presented by media and media techniques.

MONTANA ART STANDARD 4: Students analyze characteristics and merits of their work and the work of others.

Benchmarks:

- 1) Students evaluate the quality and effectiveness of their own and other art works by applying specific criteria appropriate to the style and offer constructive suggestions for improvement.
- 2) Students describe the influence of personal experience on the interpretation of works of art.
- 3) Students develop and apply criteria for evaluating quality and effectiveness of the work of art.
- 4) Students describe and compare a variety of individual responses to works of art.

MONTANA ART STANDARD 5: Students understand the role of the Arts in society, diverse cultures, and historical periods.

Benchmarks:

- 1) Students demonstrate how history/culture and the Arts influence each other.
- 2) Students identify, describe, and analyze specific works of art as belonging to particular cultures, times, and places in the context in which they were created.
- 3) Students compare various reasons for creating works of art.
- 4) Students describe how people's emotions and experiences influence the development of specific art works.
- 5) Students demonstrate appropriate audience behavior for the context and style of art presented.
- 6) Students determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.

MONTANA ART STANDARD 6: Students make connections among the Arts, other subject areas, life, and work.

Benchmarks:

- 1) Students compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) correlate to similar events, scenes, emotions, or ideas.
- 2) Students utilize interrelated elements among the Arts and other subject areas.
- 3) Students explore vocational and avocational opportunities in the Arts.
- 4) Students identify how works of art reflect the environment in which they are created.

Montana Standards and Benchmarks for the Arts: Grades 9-12

MONTANA ART STANDARD 1: Students create, perform/exhibit, and respond in the Arts.
Benchmarks:

- 1) Students conceive and create works of art.
- 2) Students demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.
- 3) Students select or adapt the elements of a presentational style.
- 4) Students apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.
- 5) Students articulate meaning by describing and analyzing artistic choices in their own work and works of others.

MONTANA ART STANDARD 2: Students apply and describe the concepts, structures, and processes in the Arts.

Benchmarks:

- 1) Students apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, dominance.
- 2) Students apply techniques to create works (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, and indigenous/traditional arts).
- 3) Students select a course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography, computer arts, graphic design) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts).
- 4) Students demonstrate and compare examples of cultural, political, communication, expressive, commercial, and environmental visual arts.
- 5) Students demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art.
- 6) Students exhibit craftsmanship, completion, and develop a body of work.

MONTANA ART STANDARD 3: Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Benchmarks:

- 1) Students use art materials, techniques, technologies, and processes to create specific products and responses to ideas.
- 2) Students explore and practice skills to enhance communication with consistency.
- 3) Students understand and apply appropriate symbol language to maximize expression in a specific media.

MONTANA ART STANDARD 4: Students analyze characteristics and merits of their work and the work of others.

Benchmarks:

- 1) Students evaluate an art work by comparing and contrasting it to similar or exemplary works of art.

- 2) Students compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.
- 3) Students refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.
- 4) Students analyze various interpretations as a means for understanding/evaluating works of art.

MONTANA ART STANDARD 5: Students understand the role of the Arts in society, diverse cultures, and historical periods.

Benchmarks:

- 1) Students identify and describe the role of the artist in cultures and societies.
- 2) Students identify, describe, and analyze specific works of art as belonging to particular cultures, times, and places in the context in which they were created.
- 3) Students identify intentions of those creating art works, explore the implications of various purposes and justify analysis.
- 4) Students analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry.
- 5) Students demonstrate appropriate audience behavior for the context and style of art presented.
- 6) Students investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.

MONTANA ART STANDARD 6: Students make connections among the Arts, other subject areas, life, and work.

Benchmarks:

- 1) Students explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.
- 2) Students identify connect and analyze interrelated elements of the Arts and other subject areas.
- 3) Students experience the elements of art careers in a professional setting.
- 4) Students analyze how works of art reflect the environment in which they are created.

VISUAL ARTS

Kindergarten

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students know the differences between materials, techniques, and processes.

Learning Targets (Type):

- 1) I can draw shapes and lines in a variety of sizes. *(K, S)*
- 2) I can name primary colors and mix secondary colors. *(K, S)*
- 3) I can hold a paintbrush the right way, control where my paint goes, and create purposeful shapes. *(K, S)*
- 4) I can cut out shapes with scissors and glue shapes with the right amount of glue. *(K, S)*
- 5) I can recognize repeated shapes and make prints through repeated motion. *(K, S)*
- 6) I can define the three dimensions: length, width, and depth. *(K, S)*
- 7) I know that sculpture can be made with clay, paper, wood, metal, or paper mache. *(K, S)*

Benchmark 2: Students describe how different materials, techniques, and processes cause different responses.

Learning Targets (Type):

- 1) I can tell the difference between art materials. *(R)*
- 2) I can choose the best materials to show my ideas. *(R)*

Benchmark 3: Students use different media, techniques, and processes to communicate ideas, experiences, and stories.

Learning Targets (Type):

- 1) I can use images and symbols to show my ideas. *(R)*
- 2) I can choose the best art material to share my ideas. *(R)*

Benchmark 4: Students use art materials and tools in a safe and responsible manner.

Learning Targets (Type):

- 1) I can perform art activities while keeping myself and classmates safe. *(S)*
- 2) I can follow teacher's instructions on the right way to use art materials. *(S)*

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students know the differences among visual characteristics and purposes of art in order to convey ideas.

Learning Targets (Type):

- 1) I can identify and create circles, squares, rectangles, ovals, and triangles. *(K)*
- 2) I can name the primary and secondary colors. *(K)*
- 3) I can recognize and draw straight, zig-zag, and curvy lines. *(K)*

4) I can think about what artwork means by looking at it. *(K)*

Benchmark 2: Students describe how different expressive features and organizational principles cause different responses.

Learning Targets (Type):

1) I can identify and create patterns in a piece of artwork. *(K)*

2) I can describe where my eye goes first in a piece of art. *(K)*

Benchmark 3: Students use visual structures and functions of art to communicate ideas.

Learning Targets (Type):

1) I can use images and symbols to show my ideas. *(R)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students explore and understand prospective content for works of art.

Learning Targets (Type):

1) I can choose my subject by seeing examples of artwork and watching teacher demonstrations. *(K,R)*

2) I can identify the subject in a piece of artwork. *(K,R)*

3) I can begin to determine meaning in a piece of art. *(K,R)*

Benchmark 2: Students select and use subject matter, symbols, and ideas to communicate meaning.

Learning Targets (Type):

1) I can come up with more than one way to make an art project. *(R)*

2) I can solve art-making problems through trial and error. *(R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students know that the visual arts have both a history and specific relationships to various cultures, including Montana American Indian history and cultures.

Learning Targets (Type):

1) I am respectful of other people and their culture. *(K)*

Benchmark 2: Students identify specific works of art as belonging to particular cultures, times, and places, including Montana American Indian art.

Learning Targets (Type):

1) I can recognize notable artists and their styles. *(K,R)*

2) I can think about where a piece of art came from. *(K,R)*

3) I can begin to understand what the artist was thinking when making his/her artwork. *(K,R)*

Benchmark 3: Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art, including Montana American Indian art.

Learning Targets (Type):

1) I can think about where a piece of art came from. *(R)*

2) I can begin to understand what the artist may have been thinking when creating his/her artwork. *(R)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students understand there are various purposes for creating works of visual art.

Learning Targets (Type):

- 1) I know that artists make artwork for many reasons. *(K,S)*
- 2) I can be part of a discussion about various artworks. *(K,S)*

Benchmark 2: Students describe how people's experiences influence the development of specific artworks.

Learning Targets (Type):

- 1) I can look for clues about an artist's background by what their artwork looks like. *(R)*
- 2) I can start to think about where a piece of art came from. *(R)*
- 3) I can think about what an artist was thinking when creating his/her artwork. *(R)*

Benchmark 3: Students understand there are different responses to specific artworks.

Learning Targets (Type):

- 1) I can see strengths in my own artwork and in the artwork of others. *(R)*
- 2) I can express my opinion of an art piece and defend it with examples. *(R)*
- 3) I can think about my opinions on a piece of artwork and how they compare to other students ideas. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines.

Learning Targets (Type):

- 1) I know that artist can make a career in any medium of art. *(K)*
- 2) I understand that artists can make artwork in a variety of ways including music, theatre, and through dance. *(K)*

Benchmark 2: Students identify connections between the visual arts and other disciplines in the curriculum.

Learning Targets (Type):

- 1) I can use my grade level reading, writing, and math skills in my artwork. *(S)*

VISUAL ARTS

Grade 1

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students know the differences between materials, techniques, and processes.

Learning Targets (Type):

- 1) I can draw shapes and lines in a variety of sizes. *(P,S)*
- 2) I can name primary colors and mix secondary colors. *(P,S)*
- 3) I can hold a paintbrush the right way, control where my paint goes, and create purposeful shapes. *(P,S)*
- 4) I can cut out shapes with scissors and glue shapes with the correct amount of glue. *(P,S)*
- 5) I can recognize repeated shapes and make prints through repeated motion. *(P,S)*
- 6) I can carve a foam plate to make a print. *(P,S)*
- 7) I can make a clay form using the pinch-pot or slab technique. *(P,S)*
- 8) I can define the three dimensions: length, width, and depth. *(P,S)*
- 9) I know that sculpture can be made with clay, paper, wood, metal, or paper mache. *(P,S)*

Benchmark 2: Students describe how different materials, techniques, and processes cause different responses.

Learning Targets (Type):

- 1) I can tell the difference between art materials. *(R)*
- 2) I can choose the best art material to show my ideas. *(R)*

Benchmark 3: Students use different media, techniques, and processes to communicate ideas, experiences, and stories.

Learning Targets (Type):

- 1) I can use images and symbols to show my ideas. *(R)*
- 2) I can choose the best art material to share my ideas. *(R)*

Benchmark 4: Students use art materials and tools in a safe and responsible manner.

Learning Targets (Type):

- 1) I can perform art activities while keeping myself and classmates safe. *(S)*
- 2) I can follow teacher’s instructions on the right way to use art materials. *(S)*

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students know the differences among visual characteristics and purposes of art in order to convey ideas.

Learning Targets (Type):

- 1) I can identify and create circles, squares, rectangles, ovals, and triangles. *(K)*
- 2) I can name the primary and secondary colors. *(K)*

- 3) I can describe and make texture in my artwork. *(K)*
- 4) I can recognize when objects in a picture look close to me and far away. *(K)*
- 5) I can think about what artwork means by looking at it. *(K)*

Benchmark 2: Students describe how different expressive features and organizational principles cause different responses.

Learning Targets (Type):

- 1) I can identify and create patterns in a piece of artwork. *(K)*
- 2) I can describe where my eye goes first in a piece of art. *(K)*
- 3) I can explain contrast in a piece of art. *(K)*

Benchmark 3: Students use visual structures and functions of art to communicate ideas.

Learning Targets (Type):

- 1) I can use images and symbols to show my ideas. *(R)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students explore and understand prospective content for works of art.

Learning Targets (Type):

- 1) I can choose my subject by seeing examples of artwork and watching teacher demonstrations. *(R)*
- 2) I can identify the subject in a piece of artwork. *(R)*
- 3) I can begin to think about what a piece of art means. *(R)*

Benchmark 2: Students select and use subject matter, symbols, and ideas to communicate meaning.

Learning Targets (Type):

- 1) I can come up with more than one way to make an art project. *(K,R)*
- 2) I can decide which idea is best and why. *(K,R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students know that the visual arts have both a history and specific relationships to various cultures, including Montana American Indian history and cultures.

Learning Targets (Type):

- 1) I am respectful of other people and their culture. *(K)*
- 2) I can think about where a piece of art came from. *(K)*
- 3) I can begin to understand what the artist was thinking when making his/her artwork. *(K)*

Benchmark 2: Students identify specific works of art as belonging to particular cultures, times, and places, including Montana American Indian art.

Learning Targets (Type):

- 1) I can recognize notable artists and their styles. *(K)*

Benchmark 3: Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art, including Montana American Indian art.

Learning Targets (Type):

- 1) I can think about where a piece of art came from. *(R)*
- 2) I can begin to understand what the artist was thinking when making his/her artwork. *(R)*

Benchmark 4: Students recognize a variety of different responses to specific works of art.

Learning Targets (Type):

- 1) I can see strengths in my own artwork and in the artwork of others. *(R)*
- 2) I can express my opinion of an art piece and defend it with examples. *(R)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students understand there are various purposes for creating works of visual art.

Learning Targets (Type):

- 1) I know that artists make artwork for many reasons. *(K,S)*
- 2) I can take part in a discussion and critique of various artworks. *(K,S)*

Benchmark 2: Students describe how people's experiences influence the development of specific artworks.

Learning Targets (Type):

- 1) I can look for clues about an artist's background by what their artwork looks like. *(R)*
- 2) I can start to think about where a piece of art came from. *(R)*
- 3) I can think about what an artist was thinking when creating his/her artwork. *(R)*

Benchmark 3: Students understand there are different responses to specific artworks.

Learning Targets (Type):

- 1) I can recognize strengths in my own artwork and in the artwork of others. *(R)*
- 2) I can express my opinion of an art piece and defend it with examples. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines.

Learning Targets (Type):

- 1) I know that artists can make a career in any medium of art. *(K)*
- 2) I understand that artist can make artwork in a variety of ways including music, theatre, and through dance. *(K)*

Benchmark 2: Students identify connections between the visual arts and other disciplines in the curriculum.

Learning Targets (Type):

- 1) I can use my reading, writing, and math skills in my artwork. *(S)*

VISUAL ARTS

Grade 2

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students know the differences between materials, techniques, and processes.

Learning Targets (Type):

- 1) I can draw shapes and lines to make other shapes. *(P,S)*
- 2) I understand how the size of one shape relates to another. *(P,S)*
- 3) I can recognize primary colors and mix secondary colors. *(P,S)*
- 4) I can properly hold a paintbrush, control where my paint goes, and create purposeful shapes. *(P,S)*
- 5) I can cut out complicated shapes with scissors and glue shapes with the correct amount of glue. *(P,S)*
- 6) I can recognize repeated shapes and make prints through repeated motions. *(P,S)*
- 7) I can carve foam plates to make a print. *(P,S)*
- 8) I know how ink is rolled on the plate to create a print. *(P,S)*
- 9) I can build a clay form using the pinch-pot or slab technique. *(P,S)*
- 10) I know how to slip and score to join two pieces of clay together. *(P,S)*
- 11) I can define the three dimensions: length, width, and depth. *(P,S)*
- 12) I know that sculpture can be made with clay, paper, wood, metal, or paper mache. *(P,S)*

Benchmark 2: Students describe how different materials, techniques, and processes cause different responses.

Learning Targets (Type):

- 1) I can tell the difference between different art materials. *(R)*
- 2) I can choose the best materials to show my ideas. *(R)*

Benchmark 3: Students use different media, techniques, and processes to communicate ideas, experiences, and stories.

Learning Targets (Type):

- 1) I can use images and symbols to show my ideas. *(R)*
- 2) I can choose the best art material to share my ideas. *(R)*

Benchmark 4: Students use art materials and tools in a safe and responsible manner.

Learning Targets (Type):

- 1) I can perform art activities while keeping myself and classmates safe. *(S)*
- 2) I can follow teacher’s instructions on the right way to use art materials. *(S)*

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students know the differences among visual characteristics and purposes of art in order to convey ideas.

Learning Targets (Type):

- 1) I can identify and create circles, squares, rectangles, ovals, and triangles. *(K)*
- 2) I can name the primary and secondary colors. *(K)*
- 3) I can describe and make texture in my artwork. *(K)*
- 4) I can recognize when objects in a picture look close to me and far away. *(K)*
- 5) I can think about what artwork means by looking at it. *(K)*

Benchmark 2: Students describe how different expressive features and organizational principles cause different responses.

Learning Targets (Type):

- 1) I can identify and create patterns in a piece of artwork. *(K)*
- 2) I can describe where my eye goes first in a piece of art. *(K)*
- 3) I can explain contrast in a piece of art. *(K)*

Benchmark 3: Students use visual structures and functions of art to communicate ideas.

Learning Targets (Type):

- 1) I can use images and symbols to show my ideas. *(R)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students explore and understand prospective content for works of art.

Learning Targets (Type):

- 1) I can choose my subject by viewing examples of artwork and watching teacher demonstrations. *(R)*
- 2) I can identify the subject in a piece of artwork. *(R)*
- 3) I can begin to think about what a piece of art means. *(R)*

Benchmark 2: Students select and use subject matter, symbols, and ideas to communicate meaning.

Learning Targets (Type):

- 1) I can come up with more than one way to make an art project. *(K,R)*
- 2) I can decide which idea is best and why. *(K,R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students know that the visual arts have both a history and specific relationships to various cultures, including Montana American Indian history and cultures.

Learning Targets (Type):

- 1) I am respectful of other people and their culture. *(K)*
- 2) I can think about where a piece of art came from. *(K)*
- 3) I can begin to understand what the artist was thinking when making his/her artwork. *(K)*

Benchmark 2: Students identify specific works of art as belonging to particular cultures, times, and places, including Montana American Indian art.

Learning Targets (Type):

- 1) I can recognize notable artists and their styles. *(K)*

Benchmark 3: Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art, including Montana American Indian art.

Learning Targets (Type):

- 1) I can think about where a piece of art came from. *(R)*
- 2) I can begin to understand what the artist may have been thinking when creating his/her artwork. *(R)*

Benchmark 4: Students recognize a variety of different responses to specific works of art.

Learning Targets (Type):

- 1) I can think about my opinions on a piece of artwork and how they compare to other students ideas. *(R)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students understand there are various purposes for creating works of visual art.

Learning Targets (Type):

- 1) I know that artists make artwork for many reasons. *(K,S)*
- 2) I can take part in a discussion and critique of various artworks. *(K,S)*

Benchmark 2: Students describe how people's experiences influence the development of specific artworks.

Learning Targets (Type):

- 1) I can look for clues about an artist's background by what their artwork looks like. *(R)*
- 2) I can start to think about where a piece of art came from. *(R)*
- 3) I can think about what an artist was thinking when creating his/her artwork. *(R)*

Benchmark 3: Students understand there are different responses to specific artworks.

Learning Targets (Type):

- 1) I can see strengths in my own artwork and in the artwork of others. *(R)*
- 2) I can express my opinion of an art piece and defend it with examples. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines.

Learning Targets (Type):

- 1) I know that artists can make a career in any medium of art. *(K)*
- 2) I understand that artists can make art work in a variety of ways including music, theatre, and through dance. *(K)*

Benchmark 2: Students identify connections between the visual arts and other disciplines in the curriculum.

Learning Targets (Type):

- 1) I can use my reading, writing, and math skills in my artwork. *(S)*

VISUAL ARTS

Grade 3

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students know the differences between materials, techniques, and processes.

Learning Targets (Type):

- 1) I can draw shapes and lines to make other objects. (S,P)
- 2) I understand how the size of one shape relates to another. (S,P)
- 3) I can recognize primary colors and mix secondary colors. (S,P)
- 4) I can properly hold a paintbrush, control where my paint goes, and create purposeful shapes. (S,P)
- 5) I can cut out complicated shapes with scissors and glue shapes with the correct amount of glue. (S,P)
- 6) I can recognize repeated shapes and make prints through repeated motion. (S,P)
- 7) I can carve a foam plate to make a print. (S,P)
- 8) I can make a print by rolling ink on a plate and pressing it onto paper. (S,P)
- 9) I can make a clay form by using the pinch-pot or slab technique. (S,P)
- 10) I can roll a coil out of clay. (S,P)
- 11) I know how to slip and score to join two pieces of clay together. (S,P)
- 12) I can define the three-dimensions: length, width, and depth. (S,P)
- 13) I know that sculpture can be made with clay, paper, wood, metal, or paper mache. (S,P)

Benchmark 2: Students describe how different materials, techniques, and processes cause different responses.

Learning Targets (Type):

- 1) I can tell the difference between many art materials. (R)
- 2) I can choose the best materials to express my thoughts and ideas. (R)

Benchmark 3: Students use different media, techniques, and processes to communicate ideas, experiences, and stories.

Learning Targets (Type):

- 1) I can use images and symbols to show my ideas. (R)
 - 2) I can choose the best art material to share my ideas. (R)
- Benchmark 4:** Students use art materials and tools in a safe and responsible manner.

Learning Targets (Type):

- 1) I can perform art activities while keeping myself and classmates safe. (S)
- 2) I can follow teacher’s instructions on the right way to use art materials. (S)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students know the differences among visual characteristics and purposes of art in order to convey ideas.

Learning Targets (Type):

- 1) I can identify and create circles, squares, rectangles, ovals, and triangles. *(K)*
- 2) I can draw shapes and lines to make other objects. *(K)*
- 3) I can name and recognize the primary and secondary colors. *(K)*
- 4) I can recognize and create foreground, middle ground, and background in art. *(K)*
- 5) I can describe and make texture in my artwork. *(K)*
- 6) I can think about what artwork means based on what I see. *(K)*

Benchmark 2: Students describe how different expressive features and organizational principles cause different responses.

Learning Targets (Type):

- 1) I can identify and create patterns in a piece of artwork. *(K)*
- 2) I can describe where my eye goes first in a piece of art. *(K)*
- 3) I can explain contrast in a piece of art. *(K)*

Benchmark 3: Students use visual structures and functions of art to communicate ideas.

Learning Targets (Type):

- 1) I can use images and symbols to show my ideas. *(R)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students explore and understand prospective content for works of art.

Learning Targets (Type):

- 1) I can choose my subject by viewing examples of artwork and watching teacher demonstrations. *(R)*
- 2) I can identify the subject in a piece of artwork. *(R)*
- 3) I can begin to think about what a piece of art means. *(R)*

Benchmark 2: Students select and use subject matter, symbols, and ideas to communicate meaning.

Learning Targets (Type):

- 1) I can come up with more than one way to make an art project. *(K,R)*
- 2) I can decide which idea is the best and why. *(K,R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students know that the visual arts have both a history and specific relationships to various cultures, including Montana American Indian history and cultures.

Learning Targets (Type):

- 1) I am respectful of other people and their culture. *(K)*
- 2) I can think about where a piece of art came from. *(K)*
- 3) I can begin to understand what the artist may have been thinking when making his/her artwork. *(K)*

Benchmark 2: Students identify specific works of art as belonging to particular cultures, times, and places, including Montana American Indian art.

Learning Targets (Type):

1) I can recognize notable artists and their styles. *(K)*

Benchmark 3: Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art, including Montana American Indian art.

Learning Targets (Type):

1) I can think about where a piece of art came from. *(R)*

2) I can begin to understand what the artist may have been thinking when creating his/her artwork. *(R)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students understand there are various purposes for creating works of visual art.

Learning Targets (Type):

1) I know that artists make artwork for many different reasons. *(S)*

2) I can engage in a discussion and critique of various artworks. *(S)*

Benchmark 2: Students describe how people's experiences influence the development of specific artworks.

Learning Targets (Type):

1) I can look for clues about an artist's background by what their artwork looks like. *(R)*

2) I can think about where a piece of art came from. *(R)*

3) I can think about what an artist may have been thinking when creating his/her artwork. *(R)*

Benchmark 3: Students understand there are different responses to specific artworks.

Learning Targets (Type):

1) I can see strengths in my own artwork and in other students' artwork. *(R)*

2) I can express my opinion of an art piece and defend it with examples. *(R)*

3) I can think about my opinions on a piece of artwork and compare them with other students' ideas. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines.

Learning Targets (Type):

1) I know that artists can make a career in any medium of art. *(K)*

2) I understand that artists can make artwork in a variety of different ways including musically, theatrically, and through dance. *(K)*

Benchmark 2: Students identify connections between the visual arts and other disciplines in the curriculum.

Learning Targets (Type):

1) I can use my reading, writing, math, social studies and science skills in my artwork. *(S)*

VISUAL ARTS

Grade 4

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students know the differences between materials, techniques, and processes.

Learning Targets (Type):

- 1) I can draw shapes and lines to make other objects. (S,P)
- 2) I can identify and create any geometric shape. (S,P)
- 3) I can name the primary and secondary colors. (S,P)
- 4) I can describe and make texture in my artwork. (S,P)
- 5) I can recognize and create foreground, middle ground, and background in art. (S,P)
- 6) I can draw a portrait that shows my understanding of facial proportion. (S,P)
- 7) I can recognize primary colors and mix secondary colors. (S,P)
- 8) I can paint purposeful shapes as well as thin and thick lines with a paintbrush. (S,P)
- 9) I can cut out complicated shapes with scissors and layer shapes to create a collage. (S,P)
- 10) I know the correct amount of glue to use to secure paper together. (S,P)
- 11) I can carve a foam plate or create a relief plate to make a print. (S,P)
- 12) I can make a print by rolling ink on a plate and pressing it onto paper. (S,P)
- 13) I can use make a clay form using the pinch-pot or slab technique. (S,P)
- 14) I can roll a coil out of clay. (S,P)
- 15) I know how to slip and score to join two pieces of clay together. (S,P)
- 16) I can define the three dimensions: length, width, and depth. (S,P)
- 17) I know that sculpture can be made with clay, paper, wood, metal, or papier mâché. (S,P)
- 18) I understand how the size of one shape relates to another (basic proportion). (S,P)

Benchmark 2: Students describe how different materials, techniques, and processes cause different responses.

Learning Targets (Type):

- 1) I can tell the difference between many art materials. (R)
- 2) I can choose the best materials to express my thoughts and ideas. (R)

Benchmark 3: Students use different media, techniques, and processes to communicate ideas, experiences, and stories.

Learning Targets (Type):

- 1) I can use images and symbols to show my ideas. (R)
- 2) I can choose the best art material to communicate my concept. (R)

Benchmark 4: Students use art materials and tools in a safe and responsible manner.

Learning Targets (Type):

- 1) I can perform art activities while keeping myself and classmates safe. (S)

- 2) I can follow teacher's instructions on the right way to use art materials. *(S)*

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students know the differences among visual characteristics and purposes of art in order to convey ideas.

Learning Targets (Type):

- 1) I can identify and create any geometric shape. *(K)*
- 2) I can name the primary and secondary colors. *(K)*
- 3) I can describe and make texture in my artwork. *(K)*
- 4) I can recognize and create foreground, middle ground, and background in art. *(K)*
- 5) I can look for meaning in an artwork based on what I see. *(K)*

Benchmark 2: Students describe how different expressive features and organizational principles cause different responses.

Learning Targets (Type):

- 1) I can identify and create patterns in a piece of artwork. *(K)*
- 2) I can describe where my eye goes first in a piece of art. *(K)*
- 3) I can explain contrast in a piece of art. *(K)*

Benchmark 3: Students use visual structures and functions of art to communicate ideas.

Learning Targets (Type):

- 1) I can use images and symbols to show my ideas. *(R)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students explore and understand prospective content for works of art.

Learning Targets (Type):

- 2) I can choose my subject by viewing examples of artwork and watching teacher demonstrations. *(R)*
- 2) I can identify the subject in a piece of artwork. *(R)*
- 3) I can begin to determine meaning in a piece of art. *(R)*

Benchmark 2: Students select and use subject matter, symbols, and ideas to communicate meaning.

Learning Targets (Type):

- 1) I can come up with more than one way to make an art project. *(K,R)*
- 2) I can decide which idea is the best and why. *(K,R)*
- 3) I can solve art-making problems through trial and error. *(K,R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students know that the visual arts have both a history and specific relationships to various cultures, including Montana American Indian history and cultures.

Learning Targets (Type):

- 1) I am respectful of other people and their culture. *(K)*
- 2) I can think about where a piece of art came from. *(K)*

- 3) I can begin to understand what the artist may have been thinking when creating his/her artwork. *(K)*

Benchmark 2: Students identify specific works of art as belonging to particular cultures, times, and places, including Montana American Indian art.

Learning Targets (Type):

- 1) I can recognize notable artists and their styles. *(K)*

Benchmark 3: Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art, including Montana American Indian art.

Learning Targets (Type):

- 1) I can think about where a piece of art came from. *(R)*
2) I can look for clues about the artist's background in viewing their artwork. *(R)*

Benchmark 4: Students recognize a variety of different responses to specific works of art.

Learning Targets (Type):

- 1) I can consider other students opinions on a piece of artwork and compare them to my own. *(R)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students understand there are various purposes for creating works of visual art.

Learning Targets (Type):

- 1) I can think about why an artist would have made their artwork the way they did. *(R,S)*

- 2) I know that artists make artwork for many different reasons. *(R,S)*

- 3) I can engage in a discussion and critique of various artworks. *(R,S)*

Benchmark 2: Students describe how people's experiences influence the development of specific artworks.

Learning Targets (Type):

- 1) I can look for clues about an artist's background by what their artwork looks like. *(R)*

- 2) I can start to think about where a piece of art came from. *(R)*

- 3) I can begin to understand what the artist may have been thinking when creating his/her artwork. *(R)*

Benchmark 3: Students understand there are different responses to specific artworks.

Learning Targets (Type):

- 1) I can recognize strengths in my own artwork and in the artwork of others. *(R)*

- 2) I can express my opinion of an art piece and defend it with examples. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines.

Learning Targets (Type):

- 1) I know that artists can make a career in any medium of art. *(K)*

- 2) I understand that artists can make art work in a variety of ways including music,

theatre, and through dance. *(K)*

Benchmark 2: Students identify connections between the visual arts and other disciplines in the curriculum.

Learning Targets *(Type)*:

1) I can use my reading, writing, math, social studies and science skills in my artwork.

(S)

VISUAL ARTS

Grade 5

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students select media, techniques, and processes: analyze what makes them effective or not effective in communicating ideas: and reflect upon the effectiveness of their choices.

Learning Targets (Type):

- 1) I can draw shapes and lines to make other objects. (S,P)
- 2) I understand how the size of one shape relates to another (basic proportion). (S,P)
- 3) I can draw a portrait that shows my understanding of facial proportion. (S,P)
- 4) I can recognize primary colors and mix secondary colors. (S,P)
- 5) I can paint purposeful shapes as well as thin and thick lines with a paintbrush. (S,P)
- 6) I can make a painting with a clear foreground, middle-ground, and background. (S,P)
- 7) I can cut out complicated shapes with scissors and layer shapes to create a collage. (S,P)
- 8) I know the correct amount of glue to use to secure paper together. (S,P)
- 9) I can carve a foam plate or create a relief plate to make a print. (S,P)
- 10) I can make a print by rolling ink on a plate and pressing it onto paper. (S,P)
- 11) I can make a clay form using the pinch-pot or slab technique. (S,P)
- 12) I can roll a coil out of clay. (S,P)
- 13) I know how to slip and score to join two pieces of clay together. (S,P)
- 14) I can define the three dimensions: length, width, and depth. (S,P)
- 15) I know that sculpture can be made with clay, paper, wood, metal, or papier mâché. (S,P)
- 16) I can follow teacher’s instructions for the right way to use art materials. (S,P)
- 17) I can analyze ideas to determine the best solution in a creative process. (S,P)
- 18) I can generate ideas with other students. (S,P)
- 19) I can formulate art products with my peers. (S,P)
- 20) I can perform art activities while keeping myself and classmates safe. (S,P)

Benchmark 2: Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

Learning Targets (Type):

- 1) I can tell the difference between various art media. (R)
- 2) I can choose the best materials to express my thoughts and ideas. (R)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students generalize about the effects of visual structures and functions and reflect upon these effects in their work.

Learning Targets (Type):

- 1) I can identify and create any geometric shape. *(K)*
- 2) I can name the primary and secondary colors. *(K)*
- 3) I can describe and make texture in my artwork. *(K)*
- 4) I can recognize and create foreground, middle ground, and background in art. *(K)*
- 5) I can think about what artwork means based on what I see. *(K)*

Benchmark 2: Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.

Learning Targets (Type):

- 1) I can identify and create patterns in a piece of artwork. *(K)*
- 2) I can describe where my eye goes first in a piece of art. *(K)*
- 3) I can explain contrast in a piece of art. *(K)*

Benchmark 3: Students select and use the qualities of structures and functions of art to improve communication of their ideas.

Learning Targets (Type):

- 1) I can use images and symbols to show my ideas. *(R)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.

Learning Targets (Type):

- 1) I can choose my subject by viewing examples of artwork and watching teacher demonstrations. *(R)*
- 2) I can identify the subject in a piece of artwork. *(R)*
- 3) I can begin to determine meaning in a piece of art. *(R)*

Benchmark 2: Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.

Learning Targets (Type):

- 1) I can identify the subject in a piece of artwork. *(K,R)*
- 2) I can come up with more than one way to make an art project. *(K,R)*
- 3) I can decide which idea is the best and why. *(K,R)*
- 4) I can solve art-making problems through trial and error. *(K,R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students know and compare the characteristics of artworks in various eras and cultures, including Montana American Indian cultures.

Learning Targets (Type):

- 1) I am respectful of other people and their culture. *(K)*

Benchmark 2: Students describe and place a variety of art objects in historical and cultural contexts, including Montana American Indian historical and cultural contexts.

Learning Targets (Type):

- 1) I can recognize notable artists and their styles. *(K)*

Benchmark 3: Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art, including Montana American Indian art.

Learning Targets (Type):

- 1) I can think about where a piece of art came from. *(R)*
- 2) I can begin to understand what the artist may have been thinking when creating his/her artwork. *(R)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students compare multiple purposes for creating works of art.

Learning Targets (Type):

- 1) I can think about why an artist would have made their artwork the way they did. *(S)*
- 2) I know that artists make artwork for many different reasons. *(S)*
- 3) I can engage in a discussion and critique of various artworks. *(S)*

Benchmark 2: Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.

Learning Targets (Type):

- 1) I can look for clues about an artist's background by what their artwork looks like. *(S)*
- 2) I can begin to understand what the artist may have been thinking when creating his/her artwork. *(S)*

Benchmark 3: Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.

Learning Targets (Type):

- 1) I can recognize strengths in my own artwork and in the artwork of others. *(R)*
- 2) I can express my opinion of an art piece and defend it with examples. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.

Learning Targets (Type):

- 1) I know that artists can make a career in any medium of art. *(K)*
- 2) I understand that artists can make art work in a variety of ways including music, theatre, and through dance. *(K)*

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Learning Targets (Type):

- 1) I can use my reading, writing, math, social studies and science skills in my artwork. *(S)*

VISUAL ARTS

Grade 6

Unit of Credit: One Quarter

Course Overview:

In 6th grade art, students are engaged in 2-D and 3-D studio art experiences that explore a wide range of media. Both the elements and principles of design will be used to help students express artistic ideas and concepts. Individuality and imagination will be an essential part of the students' artistic output. Students also learn about aspects of art history and art from many cultures around the world. Through this course, students also gain knowledge of art and its role in society and how art can benefit an enriched future of life long learning.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students select media, techniques, and processes: analyze what makes them effective or not effective in communicating ideas: and reflect upon the effectiveness of their choices.

Learning Targets (Type):

- 1) I can apply my ideas to various drawings, paintings, printmaking and sculpture. (S)
- 2) I can describe how my ideas relate to various media in art. (K)
- 3) I can achieve clarity of expression by experimenting and practicing with a variety of media. (P)
- 4) I can choose a course of action using two-dimensional processes to create a work of art. (K)
- 5) I can choose a course of action using three-dimensional processes to create a work of art. (K)

Benchmark 2: Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

Learning Targets (Type):

- 1) I can recognize and classify the principles of art. (K)
- 2) I can demonstrate the principles of art in a variety of media. (S)
- 3) I can create various types of drawings, paintings, printmaking and sculpture. (P)
- 4) I can compare and contrast various media and processes. (R)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students generalize about the effects of visual structures and functions and reflect upon these effects in their work.

Learning Targets (Type):

- 1) I can recognize and classify the elements of art. (*K*)
- 2) I can demonstrate the elements of art in a variety of media. (*S*)

Benchmark 2: Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.

Learning Targets (Type):

- 1) I can evaluate the quality and effectiveness of my own artwork and the work of others. (*R*)
- 2) I can offer suggestions for improvement that reflect specific criteria appropriate to the style of work. (*K*)

Benchmark 3: Students select and use the qualities of structures and functions of art to improve communication of their ideas.

Learning Targets (Type):

- 1) I can build a collection of artwork that represents a range/variety of experiences. (*P*)
- 2) I can prepare and or revise works for presentation. (*P*)

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.

Learning Targets (Type):

- 1) I can express my original ideas in a work of art. (*P*)
- 2) I can demonstrate my ability to use conceptual ideas. (*S*)
- 3) I can devise multiple solutions to any given art problem. (*P*)
- 4) I can generate ideas with other students. (*R*)
- 5) I can formulate art products with my peers. (*R*)
- 6) I can demonstrate responsible behavior regarding materials and tool safety in the art room. (*S*)
- 7) I can use various forms of technology and processes to convey meanings in art. (*S*)

Benchmark 2: Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.

Learning Targets (Type):

- 1) I can analyze how artworks communicate meaning using problem solving, personal decisions and expression. (*R*)
- 2) I can identify various types of subject matter in art. (*K*)
- 3) I can differentiate components of various subject matter in art. (*R*)
- 4) I can demonstrate the use of various symbols in art. (*S*)
- 5) I can explain my use of subject matter, symbols and ideas. (*K*)

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students know and compare the characteristics of artworks in various eras and cultures, including Montana American Indian cultures.

Learning Targets (Type):

- 1) I can differentiate a variety of art objects in historical and cultural contexts. (*R*)

- 2) I can infer the purpose of art objects in historical and cultural contexts. *(R)*
- 3) I can recognize and compare the characteristics of artworks in various eras. *(K)*
- 4) I can identify and compare the characteristics of artworks in various cultures. *(K)*
- 5) I can analyze historical meanings in specific artworks through critical and aesthetic inquiry process. *(R)*
- 6) I can demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art. *(S)*
- 7) I can compare various reasons for creating works of art. *(R)*

Benchmark 2: Students describe and place a variety of art objects in historical and cultural contexts, including Montana American Indian historical and cultural contexts.

Learning Targets (Type):

NOT ADDRESSED AT THIS GRADE LEVEL.

Benchmark 3: Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art, including Montana American Indian art.

Learning Targets (Type):

- 1) I can determine and describe how a work of art shows connection to societal, cultural change or preservation, including American Indian culture and art. *(K)*
- 2) I can identify how works of art reflect the environment in which they are created. *(K)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students compare multiple purposes for creating works of art.

Learning Targets (Type):

- 1) I can compare multiple purposes for creating works of art. *(R)*
- 2) I can understand how emotion and expression are implicit in creating art. *(K)*
- 3) I can describe artistic choices in my own artwork and the artwork of others. *(K)*

Benchmark 2: Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.

Learning Targets (Type):

- 1) I can interpret contemporary meaning in specific art works through critical and aesthetic inquiry process. *(R)*
- 2) I can analyze artistic choices in my own artwork and the artwork of others. *(R)*

Benchmark 3: Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.

Learning Targets (Type):

- 1) I can apply criticism to my own artwork. *(S)*
- 2) I can demonstrate appropriate audience behavior for the context and style of art presented. *(S)*
- 3) I can exhibit my artwork that demonstrates my understanding of art concepts. *(S, P)*
- 4) I can critique and evaluate a variety of responses to my own artwork. *(R)*
- 5) I can use art materials and techniques to create specific responses. *(S)*
- 6) I can explore and examine possible responses presented by various media and media techniques. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.

Learning Targets (Type):

1) I can compare and explain how aspects of the different Arts correlate to similar events, scenes, emotions, or ideas. (*R*)

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Learning Targets (Type):

1) I can connect art with other academic curricula. (*R*)

2) I can state how art is inherent in other academic disciplines. (*K*)

3) I can name a variety of careers in the visual arts and related fields. (*K*)

4) I can investigate the variety of careers in art and related fields. (*S & R*)

5) I can generate a lifetime of learning in the arts built on my own current skills. (*P*)

6) I can have an awareness of the potential of lifetime learning in the arts. (*R*)

VISUAL ARTS

Grade 7

Unit of Credit: One Quarter

Course Overview:

In 7th grade art, students continue to develop artistic processes that use a wide range of media involving the elements and principles of design. Both 2-D and 3-D art works that promote imagination and individuality are created. Students continue to explore art from many nations, cultures, and time periods. Students also learn how art plays an important part in society and an enriched future of life long learning.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students select media, techniques, and processes: analyze what makes them effective or not effective in communicating ideas: and reflect upon the effectiveness of their choices.

Learning Targets (Type):

- 1) I can express my original ideas in a work of art. (P)
- 2) I can apply my ideas to various drawings, paintings, printmaking and sculpture. (S)
- 3) I can create various types of drawings, paintings, printmaking and sculpture. (P)
- 4) I can demonstrate my ability to use conceptual ideas. (S)
- 5) I can achieve clarity of expression by experimenting and practicing with a variety of media. (P)
- 6) I can choose a course of action using two-dimensional processes to create a work of art. (K)
- 7) I can choose a course of action using three-dimensional processes to create a work of art. (K)

Benchmark 2: Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

Learning Targets (Type):

- 1) I can describe how my ideas relate to various media in art. (K)
- 2) I can generate ideas with other students. (R)
- 3) I can formulate art products with my peers. (R)
- 4) I can demonstrate responsible behavior regarding materials and tool safety in the art room. (S)
- 5) I can exhibit my artwork that demonstrates my understanding of art concepts. (S, P)
- 6) I can demonstrate the elements of art in a variety of media. (S)
- 7) I can compare and contrast various media and processes. (R)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students generalize about the effects of visual structures and functions and reflect upon these effects in their work.

Learning Targets (Type):

- 1) I can recognize and classify the elements of art. (K)
- 2) I can recognize and classify the principles of art. (K)

Benchmark 2: Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.

Learning Targets (Type):

- 1) I can demonstrate the principles of art in a variety of media. (S)
- 2) I can evaluate the quality and effectiveness of my own artwork and the work of others. (R)
- 3) I can offer suggestions for improvement that reflect specific criteria appropriate to the style of work. (K)

Benchmark 3: Students select and use the qualities of structures and functions of art to improve communication of their ideas.

Learning Targets (Type):

- 1) I can build a collection of artwork that represents a range/variety of experiences. (P)
- 2) I can prepare and or revise works for presentation. (P)

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.

Learning Targets (Type):

- 1) I can use various forms of technology and processes to convey meanings in art. (S)

Benchmark 2: Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.

Learning Targets (Type):

- 1) I can explain my use of subject matter, symbols and ideas. (K)
- 2) I can demonstrate the use of various symbols in art. (S)
- 3) I can identify various types of subject matter in art. (K)
- 4) I can differentiate components of various subject matter in art. (R)
- 3) I can analyze how artworks communicate meaning using problem solving, personal decisions and expression. (R)
- 4) I can devise multiple solutions to any given art problem. (P)

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students know and compare the characteristics of artworks in various eras and cultures, including Montana American Indian cultures.

Learning Targets (Type):

- 1) I can recognize and compare the characteristics of artworks in various eras. (K)

- 2) I can identify and compare the characteristics of artworks in various cultures. (K)
- 3) I can demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art. (S)
- 4) I can compare various reasons for creating works of art. (R)

Benchmark 2: Students describe and place a variety of art objects in historical and cultural contexts, including Montana American Indian historical and cultural contexts.

Learning Targets (Type):

- 1) I can infer the purpose of art objects in historical and cultural contexts. (R)

Benchmark 3: Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art, including Montana American Indian art.

Learning Targets (Type):

- 1) I can critique and evaluate a variety of responses to my own artwork. (R)
- 2) I can determine and describe how a work of art shows connection to societal, cultural change or preservation, including American Indian culture and art. (K)
- 3) I can identify how works of art reflect the environment in which they are created. (K)

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students compare multiple purposes for creating works of art.

Learning Targets (Type):

- 1) I can compare multiple purposes for creating works of art. (R)
- 2) I can describe artistic choices in my own artwork and the artwork of others. (K)

Benchmark 2: Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.

Learning Targets (Type):

- 1) I can interpret contemporary meaning in specific art works through critical and aesthetic inquiry process. (R)
- 2) I can analyze historical meanings in specific artworks through critical and aesthetic inquiry process. (R)
- 3) I can differentiate a variety of art objects in historical and cultural contexts. (R)
- 4) I can analyze artistic choices in my own artwork and the artwork of others. (R)

Benchmark 3: Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.

Learning Targets (Type):

- 1) I can demonstrate appropriate audience behavior for the context and style of art presented. (S)
- 2) I can understand how emotion and expression are implicit in creating art. (K)
- 3) I can apply criticism to my own artwork. (S)
- 4) I can use art materials and techniques to create specific responses. (S)
- 5) I can explore and examine possible responses presented by various media and media techniques. (R)

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.

Learning Targets (Type):

- 1) I can compare and explain how aspects of the different Arts correlate to similar events, scenes, emotions, or ideas. (*R*)

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Learning Targets (Type):

- 1) I can connect art with other academic curricula. (*R*)
- 2) I can state how art is inherent in other academic disciplines. (*K*)
- 3) I can name a variety of careers in the visual arts and related fields. (*K*)
- 4) I can investigate the variety of careers in art and related fields. (*S & R*)
- 5) I can generate a lifetime of learning in the arts built on my own current skills. (*P*)
- 6) I can have an awareness of the potential of lifetime learning in the arts. (*R*)

VISUAL ARTS

Grade 8

Unit of Credit: One Quarter

Course Overview:

In 8th grade art, students engage in many 2-D and 3-D studio art experiences that continue to explore the elements and principles of design using a wide range of media. Through the development of individuality and imagination, students create artistic products that express unique concepts. The study of art history and art styles from many cultures and nations continues. Students gain awareness of how art is a part of many different career options, society, and their future.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students select media, techniques, and processes: analyze what makes them effective or not effective in communicating ideas: and reflect upon the effectiveness of their choices.

Learning Targets (Type):

- 1) I can express my original ideas in a work of art. (P)
- 2) I can create various types of drawings, paintings, printmaking and sculpture. (P)
- 3) I can apply my ideas to various drawings, paintings, printmaking and sculpture. (S)
- 4) I can describe how my ideas relate to various media in art. (K)
- 5) I can demonstrate the use of various symbols in art. (S)
- 6) I can exhibit my artwork that demonstrates my understanding of art concepts.
(S, P)
- 7) I can achieve clarity of expression by experimenting and practicing with a variety of media. (P)
- 8) I can choose a course of action using two-dimensional processes to create a work of art. (K)
- 9) I can choose a course of action using three-dimensional processes to create a work of art. (K)

Benchmark 2: Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

Learning Targets (Type):

- 1) I can compare and contrast various media and processes. (R)
- 2) I can recognize and classify the elements of art. (K)
- 3) I can demonstrate the elements of art in a variety of media. (S)
- 4) I can recognize and classify the principles of art. (K)
- 5) I can demonstrate the principles of art in a variety of media. (S)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students generalize about the effects of visual structures and functions and reflect upon these effects in their work.

Learning Targets (Type):

NOT ADDRESSED AT THIS GRADE LEVEL.

Benchmark 2: Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.

Learning Targets (Type):

- 1) I can evaluate the quality and effectiveness of my own artwork and the work of others. *(R)*
- 2) I can offer suggestions for improvement that reflect specific criteria appropriate to the style of work. *(K)*

Benchmark 3: Students select and use the qualities of structures and functions of art to improve communication of their ideas.

Learning Targets (Type):

- 1) I can build a collection of artwork that represents a range/variety of experiences. *(P)*
- 2) I can prepare and or revise works for presentation. *(P)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.

Learning Targets (Type):

- 1) I can demonstrate my ability to use conceptual ideas. *(S)*
- 2) I can identify various types of subject matter in art. *(K)*
- 3) I can generate ideas with other students. *(R)*
- 4) I can formulate art products with my peers. *(R)*
- 5) I can demonstrate responsible behavior regarding materials and tool safety in the art room. *(S)*
- 6) I can use various forms of technology and processes to convey meanings in arts. *(S)*

Benchmark 2: Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.

Learning Targets (Type):

- 1) I can explain my use of subject matter, symbols and ideas. *(K)*
- 2) I can devise multiple solutions to any given art problem. *(P)*
- 3) I can analyze how artworks communicate meaning using problem solving, personal decisions and expression. *(R)*
- 4) I can differentiate components of various subject matter in art. *(R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students know and compare the characteristics of artworks in various eras and cultures, including Montana American Indian cultures.

Learning Targets (Type):

- 1) I can demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art. *(S)*
- 2) I can compare various reasons for creating works of art. *(R)*

Benchmark 2: Students describe and place a variety of art objects in historical and cultural contexts, including Montana American Indian historical and cultural contexts.

Learning Targets (Type):

- 1) I can differentiate a variety of art objects in historical and cultural contexts. *(R)*

Benchmark 3: Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art, including Montana American Indian art.

Learning Targets (Type):

- 1) I can determine and describe how a work of art shows connection to societal, cultural change or preservation, including American Indian culture and art. *(K)*
- 2) I can identify how works of art reflect the environment in which they are created. *(K)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students compare multiple purposes for creating works of art.

Learning Targets (Type):

- 1) I can compare multiple purposes for creating works of art. *(R)*
- 2) I can describe artistic choices in my own artwork and the artwork of others. *(K)*

Benchmark 2: Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.

Learning Targets (Type):

- 1) I can interpret contemporary meaning in specific art works through critical and aesthetic inquiry process. *(R)*
- 2) I can recognize and compare the characteristics of artworks in various eras. *(K)*
- 3) I can identify and compare the characteristics of artworks in various cultures. *(K)*
- 4) I can analyze historical meanings in specific artworks through critical and aesthetic inquiry process. *(R)*
- 5) I can infer the purpose of art objects in historical and cultural contexts. *(R)*
- 6) I can analyze artistic choices in my own artwork and the artwork of others. *(R)*

Benchmark 3: Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.

Learning Targets (Type):

- 1) I can demonstrate appropriate audience behavior for the context and style of art presented. *(S)*
- 2) I can understand how emotion and expression are implicit in creating art. *(K)*
- 3) I can critique and evaluate a variety of responses to my own artwork. *(R)*
- 4) I can apply criticism to my own artwork. *(S)*
- 5) I can use art materials and techniques to create specific responses. *(S)*
- 6) I can explore and examine possible responses presented by various media and media techniques. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.

Learning Targets (Type):

- 1) I can compare and explain how aspects of the different Arts correlate to similar events, scenes, emotions, or ideas. (*R*)

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Learning Targets (Type):

- 1) I can connect art with other academic curricula. (*R*)
- 2) I can state how art is inherent in other academic disciplines. (*K*)
- 3) I can name a variety of careers in the visual arts and related fields. (*K*)
- 4) I can investigate the variety of careers in art and related fields. (*S & R*)
- 5) I can generate a lifetime of learning in the arts built on my own current skills. (*P*)
- 6) I can have an awareness of the potential of lifetime learning in the arts. (*R*)

INTRODUCTION TO ART

Grades 9, 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: First semester is a prerequisite for second semester.

Course Overview:

Introduction to Art is designed to acquaint the student with the basic techniques and methods of art. Students recognize and use the elements of art, principles of design, media exploration, development of a portfolio, and history of art. Students receive sequential yearlong instruction in various media applications.

Units of Study:

- Drawing
- Painting
- History/criticism
- Sculpture
- Ceramics
- Printmaking
- Computer-assisted technology
- Mixed media
- Color theory
- Elements of art
- Principles of design
- Composition theory
- Materials and tools
- Production techniques

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can experience media (e.g., drawing, painting, sculptural, collage, etc.). (S)
- 2) I can explore techniques. (K, S)
- 3) I can successfully analyze and synthesize information into a product. (R,P)

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can brainstorm an idea for a project and either develop a plan to complete it or ask for help in developing a plan. *(K,R)*

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can use the language specific to the visual arts in conversation and constructive criticism. *(K,S)*
- 2) I can work with the concepts of visual arts to make art. *(S)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can explain how a piece of art is constructed. *(K,R)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I can use my knowledge of concepts in the visual arts to create art. *(K,S)*
- 2) I can incorporate my ideas and feelings in a visual artwork.
- 3) I can trace the process I used to make a work of art, including my mistakes and creative decisions.
- 4) I can keep all of my work in a folder.

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can thoughtfully compare and contrast visual components in a piece of art. *(R)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can choose subjects that are important to me and my ideas. *(K,S)*
- 2) I can use different styles to convey different ideas. *(K,S)*
- 3) I can express different feelings in different works. *(K,S)*
- 4) I can associate my ideas with a style to enhance a work of art. *(R)*
- 5) I can follow directions and still be creative with my project. *(K)*
- 6) I can identify symbols that enhance my work. *(K)*
- 7) I can incorporate symbols to add meaning to my work. *(K,S)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

- 1) I can tell others why I like artwork using references from the past and present. *(S,R)*
- 2) I can identify art from different cultures. *(K)*
- 3) I can study the art of American Indian artists. *(S,K)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

- 2) I can identify selected periods or styles of art and explain how I integrated the ideas or imagery from them into my art. *(K,R)*
- 3) I can explain how the visual arts are important in a selected historical and culture period of my choosing. *(K,R)*
- 4) I can discuss how artwork is a product of the environment in which it is created. *(K,R)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian 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.

Learning Targets (Type):

- 1) I can see many different reasons for creating art. *(R)*
- 2) I can explain how various cultures affect my expression. *(K)*
- 3) I can use other people's artwork to inform my own. *(K,R)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can begin to explain why I make art. *(R)*

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can explain the meaning of my art as it relates to culture. *(R)*
- 2) With research, I can tell the difference between styles from various places and times. *(R)*
- 3) I can research different movements of art. *(S)*
- 4) I can place movements in order on a timeline using references. *(K)*
- 5) I can explain how modern art developed based on the prior movements. *(K)*
- 6) I can identify designs and ideas from various times and places. *(K)*
- 7) I can describe why famous art works from around the world are significant. *(K,R)*
- 8) I can see how ideas from the past and different cultures influence artwork. *(R)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can talk about my art and what it means to me. *(S, K)*

- 2) I can listen to what others say about their work. *(S)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

- 1) I can compare and contrast different types of art. *(R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

- 1) I can explain how art ideas show-up in other classes. *(K,R)*
- 2) I notice how ideas from other subjects are used in art. *(K,R)*
- 3) I can see how art is used in business. *(K,R)*
- 4) I can research jobs that require art skills in their day-to-day execution. *(K,R)*
- 5) I can identify how creativity forms new ideas in all fields. *(K,R)*
- 6) I can see the application of art in future career opportunities. *(K,R)*

CERAMICS

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:

Ceramics is designed to introduce clay methods and techniques to students through the use of hand-building and wheel-throwing. Students produce a variety of ceramic pieces. Students receive an historical and cultural overview of ceramics.

Units of Study:

- Clays
- Hand-building
- Wheel-throwing

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can use different techniques to create useful works and sculptural works out of clay. (S,P)
- 2) I can use glaze techniques that function with the finished clay piece. (K,S,P)
- 3) I can use the materials safely. (S,K)
- 4) I can work well with others in the ceramics studio environment. (S,R)
- 5) I can develop a body of completed works made of clay. (K,S,P)

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can use the elements and principals of art and design in my ceramic pieces. (K,R,S)
- 2) I can plan my ceramics artworks. (K,S,R)
- 3) I can express myself and communicate meaning to others with different clays, glazes and combinations of techniques. (S,R,P)
- 4) I can use form and surface together to create a ceramic work of art. (S,R,P)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can express myself and communicate meaning to others through different clays, glazes and combinations of techniques. *(S,R,P)*
- 2) I can use form and surface together to create a work of art. *(S,R,P)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can express my ideas and opinions about the work of others. *(S,R)*
- 2) I can see what makes a ceramics art piece successful. *(S,R)*
- 3) I can see what makes my own work successful. *(S,R,P)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I can use the elements of design in my ceramics. *(K,S,R,P)*
- 2) I can use the principles of design in my ceramics. *(K,S,R,P)*
- 3) I can make choices to plan my work based on certain challenges. *(S,P)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can make connections between styles of ceramics. *(K,R)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can use symbols and ideas in my ceramics pieces. *(S,P)*
- 2) I can use different ideas to create ceramics pieces. *(S,P)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

- 1) I can identify ceramics from different times in history. *(K,R)*
- 2) I can identify ceramics from different cultures. *(K,R)*
- 3) I can see how a ceramics piece is connected to its time, culture and purpose. *(K,R)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

- 1) I can compare ceramics from different cultures, times and places. *(K,R,S)*

- 2) I can explore why an art object was created in a particular culture, time and place.
(K,S,R)

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian 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.

Learning Targets (Type):

- 1) I can see the connection between a time, place or culture and a ceramic art object.
(K,R)
- 2) I can create objects of art related to my own time, place, and culture. (S,P)

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can see why others create a particular artwork. (K,R)
- 2) I can think through why I create my own artwork. (K,R)

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can see how an artwork was created. (K,R)
- 2) I can see how an artwork connects to a time in history or to a culture. (K,R)

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can describe how others respond to my artwork. (S,R)
- 2) I can describe how others respond to the artwork of others. (S,R)

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

- 1) I can see connections between important parts of creating ceramic artworks and creating other types of art. (K,R)
- 2) I can see connections between analyzing drawings and analyzing other types of art.
(K,R)

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

- 1) I can compare ceramic artworks from a certain time in history to other disciplines.
(K,R)

2) I can see the application of ceramics in future career opportunities. (K,R)

CERAMICS 2

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Ceramics

Course Overview:

Ceramics 2 is designed to continue students' exploration of clay methods and techniques at advanced levels. Through the use of hand-building, slabs, and wheel-throwing, students produce a variety of ceramic ware. Students receive an historical overview of ceramics.

Units of Study:

- Clays
- Glazes
- Historical and Cultural Background of ceramics
- Hand-building
- Wheel-throwing

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I will continue my development of different techniques to create useful works and sculptural works out of clay. (S,P)
- 2) I can use glaze techniques that function with the finished clay piece. (K,S,P)
- 3) I can use the materials safely. (S,K)
- 4) I will develop a body of completed works and present them in a professional manner. (K,S,P)

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can work independently to plan and create ceramics artworks. (K,S,R,P)
- 2) I can apply the elements and principals of art and design in my ceramic pieces. (K,R,S)
- 3) I can express myself and communicate meaning to others with different clays, glazes and combinations of techniques. (S,R,P)
- 4) I can use form and surface together to create a ceramic work of art. (S,R,P)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can use my knowledge of structures and functions to judge and apply the use of different clays, glazes and combinations of techniques. *(S,K,R,P)*
- 2) I can create a combination of form and surface to make more complicated works of art. *(S,R,P)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can articulate my ideas and opinions about the work of others. *(S,R)*
- 2) I can identify what makes a ceramics art piece successful. *(S,R)*
- 3) I can evaluate what makes my own work successful. *(S,R,P)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I will implement the elements of design in my ceramics. *(K,S,R,P)*
- 2) I will implement the principles of design in my ceramics. *(K,S,R,P)*
- 3) I can plan and create more complex pieces based on advanced challenges. *(S,R,P)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can compare and contrast different styles of ceramics seen throughout history and in various cultures. *(K,R)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can use symbols to identify ideas through my ceramics pieces that demonstrate my knowledge of contemporary cultures. *(S,P)*
- 2) I can use different ideas to create ceramics pieces. *(S,P)*
- 3) I can transfer my artist knowledge to solve problems. *(K,R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

- 1) I can identify ceramics from different times in history. *(K,R)*
- 2) I can identify ceramics from different cultures. *(K,R)*
- 3) I can see how a ceramics piece is connected to its time, culture and purpose. *(K,R)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

- 1) I can compare ceramics from different cultures, times and places. *(K,R,S)*
- 2) I can explore why an art object was created in a particular culture, time and place. *(K,S,R)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian 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.

Learning Targets (Type):

- 1) I can understand the connection between a time, place or culture and a ceramic art object. *(K,R)*
- 2) I can create objects of art related to my own time, place, and culture. *(S,P)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can understand why others create a particular artwork. *(K,R)*
- 2) I can think through why I create my own artwork, independently. *(K,R)*

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can evaluate **how an artwork was created**. *(K,R)*
- 2) I can understand how an artwork connects to a time in history or to a culture. *(K,R)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can analyze how others respond to my artwork. *(S,R)*
- 2) I can analyze how people respond to the artwork of others. *(S,R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

- 1) I can understand connections between important parts of creating ceramic artworks and creating other types of art. *(K,R)*
- 2) I can make connections between ceramics and other types of art. *(K,R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

1) I can compare ceramic artworks from a certain time in history to other disciplines .
(K,R)

2) I can understand the application of ceramics in future career opportunities. (K,R)

DRAWING

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:

Drawing is an advanced art class that continues to develop skills and concepts introduced in Introduction to Art. Students receive an historical, cultural, and contemporary overview of drawing techniques and the study of art masters and movements.

Units of Study:

- Advanced perspective
- Figure drawing
- Still life
- Self-expression
- Historical, cultural, and contemporary overview
- Advanced grid work
- Aerial perspective (through the use of value, size relationships, placement, and emphasis relating to the picture plane.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can understand the meanings of the following terms: background, middle-ground, foreground, space, form, value, texture, perspective. *(K)*
- 2) I can create the illusion of space using changes in color (bright – dull), value (dark - light), size (large – small), placement (low – high), more versus less detail, and overlapping objects. *(S)*
- 3) I can create the illusion of space using one, two, and three point perspective. *(S)*
- 4) I can draw using a variety of tools such as pencil, charcoal, oil and chalk pastel, pen and ink, marker. *(S)*
- 5) I can use a variety of drawing techniques such as gesture, contour, observational, conceptual, etc. *(S)*
- 6) I can plan a drawing. *(S)*
- 7) I can work with others to create artworks. *(S)*
- 8) I can create a portfolio of my drawings. *(S,P)*

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can use the right tool for the desired visual effect. *(S)*
- 2) I can understand the function of the tools that I am employing. *(K,S)*
- 3) I can use a light source, highlights, mid-tones, core shadows, and linear perspective to create the illusion of a third dimension. *(S,P)*
- 4) I can use colored pencils, pen and ink, charcoal, pastel, and pencil in order to achieve desired visual effects. *(S,P)*
- 5) I can cross hatch, stipple, scumble, and blend, *(S)*
- 6) I can work in a collaborative learning environment while offering and taking constructive criticism. *(S)*
- 7) I can exhibit a body of work and keep a portfolio for my Drawing class. *(S,P)*
- 8) I can express my ideas, thoughts, and feelings with my drawings. *(S,P)*

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type)

- 1) I can decide if an artwork is successful in its purpose. *(R)*
- 2) I can explain why I believe that an artwork is successful. *(R)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can see how the elements and principles work in a drawing. *(K)*
- 2) I can see the way rules of composition are used in a drawing. *(K,R)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I can plan for the design and creation of visual works. *(S)*
- 2) I can organize and exhibit my artwork. *(S,P)*
- 3) I can use line, shape, form, color, texture, value, and space (the elements of art) in my drawings and see them in other drawings as well. *(S,P)*
- 4) I can use balance, rhythm, pattern, emphasis, movement, variety, contrast, and unity (the principles of design) in my drawings and see them in other drawings as well. *(S,P)*
- 5) I can solve drawing problems using the elements, principles and rules of composition that have been set out by my drawing teacher. *(S,P)*
- 6) I can solve drawing problems that I encounter as I am working. *(S)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can make connections between styles of drawings. *(R)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can use the elements of design as a language in order to communicate concepts of visual art. *(K,R)*
- 2) I can use the principles of design as a vocabulary in order to communicate concepts of visual art. *(K,R)*
- 3) I can analyze how drawings communicate meaning through a process of multiple problem solving, involving intellectual, emotional, conceptual, personal, decisions, and expressions. *(R)*
- 4) I can use different subjects and ideas in my drawings. *(R,S)*
- 5) I can use different symbols in my drawings. *(R,S,P)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

- 1) I can identify works of art through the continuum of history while developing value judgments based on aesthetics.
- 2) I can identify drawings from different times in history. *(K)*
- 3) I can identify drawings from different cultures. *(K)*
- 4) I can see how a drawing is connected to its time, culture, and purpose. *(K,R)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

- 1) I can empathize with other students and artists while they share their artwork. *(R,S)*
- 2) I can compare drawings from different cultures, times, and places. *(K,R)*
- 3) I can explore why a drawing was created in a particular culture, time, and place. *(K,R,S)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian 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.

Learning Targets (Type):

- 1) I can articulate my feelings and understanding about a work of art offered by myself, a peer, or another. *(K,R,S)*
- 2) I can recognize the elements of drawing in a work of art. *(K)*
- 3) I can define aesthetics and critically analyze the content and context of artworks. *(K,R)*
- 4) I can recognize when to share comments and constructive criticism and when to listen for important information regarding the arts. *(R,S)*

- 5) I can see the connection between a time, place, or culture and a drawing. *(R)*
- 6) I can create drawings related to my own time, place, and culture. *(P)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can see why others create a particular drawing. *(R)*
- 2) I can think through why I create my own drawing. *(R,S)*

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can analyze a work of art while placing it in its historical context. *(R)*
- 2) I can see how a drawing was created. *(K,R)*
- 3) I can see how a drawing is connected to a time in history or to a culture. *(K,R)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can discuss the merits and contributions of historical artists and their work using aesthetics. *(K,R)*
- 2) I can describe how others respond to my drawings. *(R)*
- 3) I can describe how others respond to the drawings of others. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

- 1) I can use an instructional book to find information. *(K,S)*
- 2) I can see connections between the important parts of creating drawings and creating other types of art. *(R)*
- 3) I can see connections between analyzing drawings and analyzing other types of art. *(R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

- 1) I can draw on my experiences in other areas of interest in order to maximize my productions. *(R,S)*
- 2) I can recognize the potential that the Arts offer in the pursuit of a meaningful life. *(K,R)*
- 3) I can realize and share the value of the arts with contemporaries while I grow throughout my life. *(R)*
- 4) I can compare drawings from a certain time in history to other disciplines. *(R)*

5) I can see the application of drawing in future career opportunities. *(K,R)*

GRAPHIC ILLUSTRATION

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:

In this course students explore the techniques, history, and concepts of graphic illustration. Learning how the power of visual expression interacts with facets of society widens the occupational perspective of students. Students constrained by the requirements of commercial means often generate unique solutions to specific visual problems. Students apply the elements and principles of design and multi-media techniques to assignments that include the use of graphic tools for personal and commercial applications.

Units of Study:

- Illustration techniques
- Graphic design techniques
- Conceptual Development
- Historical and Cultural Connections

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can choose appropriate media, techniques and processes to express a range of ideas. (R,P)

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can express my ideas through graphic media. (P)
- 2) I can outline the steps and procedures for a successful graphic media project. (K,S,R)
- 3) I can present my work in a professional manner. (S,K)
- 4) I can collaborate with classmates to make a work of art. (S)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can demonstrate the ability to analyze how graphic arts can communicate meaning through a process of problem solving involving emotional, conceptual, and personal decisions. (R,S)

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can critique a piece of art work.(K, R)
- 2) I can evaluate the effectiveness of artworks in terms of the principles of design and composition. (K, R)

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I can apply line, shape, value, texture, space, and color to my work. (S,P,K)
- 2) I can apply emphasis, movement, balance, unity, rhythm, contrast, and variety to make my work more interesting. (S,P,K)
- 3) I can apply composition rules(R,P)

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can create meaning in my work by incorporating symbols and stories. (R)
- 2) I can relate and reflect on historical and cultural works in my own and others' efforts. (K,R)

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can translate my own empathy into a work of graphic art. (R)
- 2) I can research symbols and use them in my work to deepen the meaning. (K,R)
- 3) I can recognize the use of symbols and their meaning in my work. (K,R)

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

- 1) I can identify major styles and periods in the history of graphic arts. (K)
- 2) I can identify the influence of styles and periods of graphic arts on culture. (K)
- 3) I can utilize the techniques of different styles in my art when appropriate. (K,R,S)
- 4) I can identify the historical and cultural context of a variety of graphic art including Montana American Indian works of art. (K)

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

- 1) I can understand the differences and similarities between my work and the work of other cultures, times, and places, including that of Montana American Indians. *(K)*
- 2) I can describe the function and explore the meaning of specific graphic art pieces from a variety of cultures including Native American. *(K)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian 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.

Learning Targets (Type):

- 1) I can evaluate interesting graphic artwork, describe, and justify my opinions. *(K,R)*
- 2) I can analyze works of graphic art in relation to one another in terms of history, aesthetics and culture and use that information to enhance my own graphic art productions. *(K, R)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can identify the purpose of graphic art and discuss the implications in our society. *(S,K,R)*
- 2) I can compare my graphic work with the work of my classmates. *(R)*

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can identify how graphic artworks are created and compare graphic artworks from different places, individuals, genres, and times. *(K,R)*
- 2) I can analyze works from different cultures and times. *(R)*
- 3) I can describe the meanings of graphic art work, by analyzing how the work is created and how it relates to the place, culture and time that it was created. *(K,R)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can research styles from different times, places, and individuals, which I can adapt for use in my work. *(S)*
- 2) I can evaluate the different interpretations of graphic arts and design. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

1) I can compare media and techniques from different formats. *(K,R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

1) I know about careers in graphic arts. *(K)*

2) I can trace the development of graphic arts through history while noting the trends in both style and technological development. *(K)*

3) I can infer how graphic arts have affected society and make predictions about the future influence. *(R)*

4) I can see the application of graphic arts in future career opportunities. *(K,R)*

5) I can compare characteristics of visual arts within a particular historical period or style with the ideas, issues, or themes in other art disciplines, the humanities or sciences. *(K,R)*

JEWELRY

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:

Jewelry presents the opportunity for students to work with a variety of materials and techniques. Students receive an historical and cultural overview of jewelry.

Units of Study:

- Jewelry materials
- Jewelry techniques

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can design jewelry using different methods. (K,S)
- 2) I can explore techniques. (S)
- 3) I can analyze and synthesize information into a project. (R,P)

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can use a variety of jewelry techniques to create project. (S)
- 2) I can incorporate my ideas and feelings in a visual artwork. (K,R)
- 3) I can make jewelry in many styles. (S,P)
- 4) I can work with my classmates to complete a project. (K,R)
- 5) I can contribute effective effort while jointly leading, following, and compromising with my group. (K,R)
- 6) I can use tools to make jewelry safely. (K,S)
- 7) I can keep my work in a portfolio. (K,S)
- 9) I can identify the elements and principles of art in my work. (K,R)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can work with the concepts of jewelry making to create a project. *(K,R)*
- 2) I can apply the principles of design to make jewelry interesting. *(K,R)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can use language specific to jewelry in conversation and critiques. *(K,R)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I can brainstorm an idea and figure out one or two ways to complete it. *(K,R,P)*
- 2) I can trace the process I use to make a work of art, including my mistakes and creative decisions. *(K,R)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can choose subjects that are important to me and my ideas. *(K,R)*
- 2) I can incorporate symbols to add meaning. *(K,R)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can identify symbols that enhance my work. *(K,R)*
- 2) I can research and incorporate symbols in my work. *(S,R)*
- 3) I can thoughtfully compare and contrast visual components in a piece of jewelry. *(K,R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

- 1) I can tell others why I like jewelry using references from past and present. *(K,R)*
- 2) I can identify jewelry from different cultures. *(K,R)*
- 3) I can study jewelry from Native American artists. *(S,K)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

- 1) I can identify selected periods and styles of jewelry and explain how I integrated those ideas in my work. *(K,R)*
- 2) I can discuss how jewelry is a product of the environment in which it is created. *K,R)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian 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.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can analyze and interpret responses to my work. *(K,R)*
- 2) I can explain why I make jewelry. *(K,R)*
- 3) I can explain the technical attributes of my work. *(K)*

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can compare jewelry from different times, places, and cultures. *(K,R)*
- 2) I can explain the meaning of my art as it relates to culture. *(K,R)*
- 3) I can research different movements in jewelry. *(K,R)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

- 1) I can relate what I make to another discipline. *(K,R)*
- 2) I can compare and contrast different types of jewelry. *(K,R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

- 1) I can translate the ideas I learned in Jewelry to other subjects. *(K,R)*
- 2) I can see how jewelry ideas are used in other disciplines. *(K,R)*
- 3) I can see how a career can be found in jewelry. *(K,R)*
- 4) I can notice how ideas from other disciplines are used in jewelry. *(K,R)*
- 5) I can see the application of jewelry in future career opportunities. *(K,R)*

MEDIA ARTS 1

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art or Consent of Instructor

Course Overview:

Media Arts 1 presents the opportunity for the students to work with specialized techniques used in the fields graphic design and media arts. Students apply the elements and principles of design to assignments that include the use digital tools for personal and commercial applications. Students create artwork for a variety of assignments, receive an historical overview of graphic and media arts, and analyze their art and the work of others. Media arts can include photography and photo manipulation, videography and editing, interactive media, game design, installation, motion graphics, and digital graphic illustration.

Units of Study:

- Illustration techniques as applied to media arts
- Graphic design techniques
- Media design techniques
- Multimedia techniques
- Conceptual Development
- Historical and Cultural Connections

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can choose appropriate media, techniques and processes to express a range of ideas. (R,P)

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can express my ideas through digital media. (P)
- 2) I can capture images and sound and manipulate them using software. (S,P)
- 3) I can outline the steps and procedures for a successful media arts project. (K,S,R)
- 4) I can organize a photo/video or other media production events. (K,S,R,P)

- 5) I can demonstrate my understanding of the techniques for producing superior photography, videography, and other new media works of art. *(S,P)*
- 6) I can present my work in a professional manner. *(S,K)*
- 7) I can collaborate with classmates to make a work of art. *(S)*

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can apply line, shape, value, texture, space, and color to my work. *(S,P,K)*
- 2) I can apply emphasis, movement, balance, unity, rhythm, contrast, and variety to make my work more interesting. *(S,P,K)*
- 3) I can apply the elements of motion and time to my media artworks when appropriate. *(S,P)*
- 4) I can integrate sound into my media art projects when appropriate. *(S, P)*
- 5) I can demonstrate the ability to analyze how media arts can communicate meaning through a process of problem solving involving emotional, conceptual, and personal decisions. *(R,S)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can critique a piece of art work. *(K, R)*
- 2) I can evaluate the effectiveness of artworks in terms of the principles of design and composition *(K, R)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I can apply line, shape, value, texture, space, and color to my work. *(S,P,K)*
- 2) I can apply emphasis, movement, balance, unity, rhythm, contrast, and variety to make my work more interesting. *(S,P,K)*
- 3) I can manipulate the elements of motion and time to support my media artworks when appropriate. *(R,S)*
- 4) I can integrate sound into my media art projects when appropriate. *(S, P)*
- 5) I can apply composition rules *(R,P)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can create meaning in my work by incorporating symbols and stories. *(R)*
- 2) I can relate and reflect on historical and cultural works in my own and others' efforts. *(K,R)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can translate my own empathy into a work of art. (R)
- 2) I can research symbols and use them in my work to deepen the meaning. (K,R)
- 3) I can recognize the use of symbols and their meaning in my work. (K,R)

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

- 1) I can identify major styles and periods in the history of media arts. (K)
- 2) I can identify the influence of styles and periods of media arts on culture. (K)
- 3) I can utilize the techniques of different styles in my art when appropriate. (K,R,S)
- 4) I can identify the historical and cultural context of a variety of media art including Montana American Indian works of art. (K)

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

- 1) I can understand the differences and similarities between my work and the work of other cultures, times, and places, including that of Montana American Indians. (K)
- 2) I can describe the function and explore the meaning of specific media art pieces from a variety of cultures including Native American. (K)

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian 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.

Learning Targets (Type):

- 1) I can tell why I think media pieces are interesting. (K,R)
- 2) I can evaluate interesting artwork, describe, and justify my opinions. (K,R)
- 3) I can analyze works of art in relation to one another in terms of history, aesthetics and culture and use that information to enhance my own art productions. (K, R)

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can identify the purpose of artworks and discuss the implications in our society. (S,K,R)
- 2) I can compare my work with the work of my classmates. (R)

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can identify how artworks are created and compare media artworks from different places, individuals, genres, and times. *(K,R)*
- 2) I can analyze works from different cultures and times. *(R)*
- 3) I can describe the meanings of art work, including digital art, by analyzing how the work is created and how it relates to the place, culture and time that it was created. *(K,R)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can research styles from different times, places, and individuals, which I can adapt for use in my work. *(S)*
- 2) I can evaluate the different interpretations of media arts and design. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

- 1) I can compare media and techniques from different formats. *(K,R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

- 1) I know about media arts careers. *(K)*
- 2) I can trace the development of media arts through history while noting the trends in both style and technological development. *(K)*
- 3) I can infer how graphic arts have affected society and make predictions about the future influence. *(R)*
- 4) I can see the application of media arts in future career opportunities. *(K,R)*
- 5) I can compare characteristics of visual arts within a particular historical period or style with the ideas, issues, or themes in other art disciplines, the humanities or sciences. *(K,R)*

MEDIA ARTS 2

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Media Arts 1 or Consent of Instructor

Course Overview:

Media Arts 2 continues the opportunity for the students to work with specialized techniques used in the field of media arts. Students apply the elements and principles of design to assignments that include the use digital tools for personal and commercial applications. Students create advanced artwork for a variety of assignments, receive an historical overview of media arts, and analyze their art and the work of others. Media Arts 2 can include photography and photo manipulation, videography and editing, interactive media, game design, installation, motion graphics, and digital graphic illustration.

Units of Study:

- Media design techniques
- Multimedia techniques
- Conceptual Development
- Historical and Cultural Connections
- Presentation

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can choose appropriate media, techniques and processes to express a breadth of ideas. (R,P)

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can express my ideas through digital media. (P)
- 2) I can capture images and sound and manipulate them using software. (S,P)
- 3) I can execute the steps and procedures for a successful media arts project. (K,S,R)
- 4) I can organize a complex photo/video or other media production events. (K,S,R,P)
- 5) I can demonstrate my understanding of the techniques for producing superior photography, videography, and other new media works of art. (S,P)
- 6) I can present my work in a professional manner. (S,K)

- 7) I can collaborate with classmates to make a work of art. (S)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can demonstrate the ability to analyze how media arts can communicate meaning through a process of problem solving involving emotional, conceptual, and personal decisions. (R,S)

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can critique a piece of work. (K,R)
2) I can evaluate the effectiveness of artworks in terms of the principles of design and composition. (K, R)

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I can apply the elements of art and design to my media artwork. (S,P,K)
2) I can apply the elements of motion and time to my media artworks when appropriate. (S,P)
3) I can integrate sound into my media art projects when appropriate. (S, P)
4) I can apply composition rules(R,P)

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can create meaning in my work by incorporating symbols and stories. (R)
2) I can evaluate historical and cultural works and apply the concepts in my own artwork. (K,R)

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can use symbols to identify ideas through my media artworks that demonstrate my knowledge of contemporary cultures. (S,P)
2) I can use different ideas to create media art pieces. (S,P)
3) I can transfer my artist knowledge to solve non-art problems. (K,R)

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

- 1) I can identify major styles and periods in the history of media arts. *(K)*
- 2) I can identify the influence of styles and periods of media arts on culture. *(K)*
- 3) I can utilize the techniques of different styles in my art when appropriate. *(K,R,S)*
- 4) I can identify the historical and cultural context of a variety of media art including Montana American Indian works of art. *(K)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

- 1) I can understand the differences and similarities between my work and the work of other cultures, times, and places, including that of Montana American Indians. *(K)*
- 2) I can describe the function and explore the meaning of specific media art pieces from a variety of cultures including Native American. *(K)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian 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.

Learning Targets (Type):

- 1) I can evaluate interesting artwork, describe, and justify my opinions. *(K,R)*
- 2) I can analyze works of art in relation to one another in terms of history, aesthetics and culture and use that information to enhance my own art productions. *(K, R)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can identify the purpose of media artworks and discuss the implications in our society. *(S,K,R)*
- 2) I can compare my media artwork with the work of my classmates. *(R)*

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can identify how artworks are created and compare media artworks from different places, individuals, genres, and times. *(K,R)*
- 2) I can analyze works from different cultures and times. *(R)*
- 3) I can describe the meanings of art work, including digital art, by analyzing how the work is created and how it relates to the place, culture and time that it was created. *(K,R)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can research styles from different times, places, and individuals, which I can adapt for use in my work. *(S)*

- 2) I can evaluate the different interpretations of media arts and design. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

- 1) I can compare media and techniques from different formats. *(K,R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

- 1) I know about media arts careers. *(K)*
- 2) I can trace the development of media arts through history while noting the trends in both style and technological development. *(K)*
- 3) I can infer how media arts have impacted society and make predictions about the future influence. *(R)*
- 4) I can see the application of media arts in future career opportunities. *(K,R)*
- 5) I can compare characteristics of visual arts within a particular historical period or style with the ideas, issues, or themes in other art disciplines, the humanities or sciences. *(K,R)*

PAINTING

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:

Painting is an advanced art class designed to develop student's techniques using oil, tempera, acrylic, and mixed media painting. Through the use of color theory, tools, and mixing techniques students paint in a variety of styles. Students receive an overview of contemporary and historical art masters and movements.

Units of Study:

- Ala Prima
- Impasto
- Grisaille
- Oil
- Acrylics
- Gouache
- Tempera
- Contemporary and historical overview
- Painting techniques
- Color theory
- Compositional theory

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can point to color theory and concepts put forth in "Intro to Art" as a basis for choosing and implementing media. *(R)*
- 2) I can "sight" and draw from life. *(S)*
- 3) I can use compositional techniques i.e. rule of thirds, balance, emphasis etc. in order to undergo a painting. *(K)*
- 4) I can identify elements of art and principles of design that apply to my work. *(K)*
- 5) I can exercise the following skill sets: under painting, monochrome coloration, grisaille, alla prima, washes, staining, glazing, mixing values, dry brushing, blending etc. *(S)*
- 6) I can use supports and brushes that are appropriate for the task at hand. *(P)*

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can choose media, techniques and processes that best serve my art, and the communication of my ideas. *(R)*
- 2) I can under paint in monochrome. *(S)*

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can draw on fundamental concepts, in order to stimulate discussion about my work, and the work of others. *(R)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can use principles of design and elements of art in the construction of paintings and the implementation of critical analysis. *(R)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I can make paintings in a systematic and planed way using compositional knowledge. *(P)*

Benchmark 4: Students demonstrate and compare examples of cultural, political, communication, expressive, commercial, and environmental visual arts.

Learning Targets (Type):

- 1) I can synthesize the knowledge of human artistic examples past and present into an expression. *(R)*

Benchmark 5: Students demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art.

Learning Targets (Type):

- 1) I can use human artistic examples in conversation and through the creative process. *(K,R)*

Benchmark 6: Students exhibit craftsmanship, completion, and develop a body of work.

Learning Targets (Type):

- 1) I can point to a body of work that shows my experience through painting and the visual arts. *(P)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can speak to the differences, similarities, and idiosyncrasies among art works. *(K)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can draw on my own personal experience while including my own work in the process of understanding artwork. *(R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

- 1) I can use information as a basis for understanding the conceptual content within a work of art. *(K,R)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

- 1) I can use information as a basis for appreciating the context, within which a work of art is made. *(K,R)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian 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.

Learning Targets (Type):

- 1) I can compare and contrast the content and context of artworks based on a historical, cultural, and aesthetic framework. *(R)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can consider the purpose in works of art by comparing them to my own work. *(R)*

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can consider the meaning of a work of art. *(R)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can use a constructive critical process for confronting artwork, while articulating what it means. *(P)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

1) I can describe how the physical aspect of painting relates to a finished product. *(R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

1) I can describe how artwork relates to the time within which it is made. *(K,R)*

2) I can see the application of painting in future career opportunities. *(K,R)*

PRINTMAKING

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:

Printmaking class is an advanced art class designed to develop student artwork using intaglio, relief, and serigraph printmaking applications. Students receive an historical, cultural, and contemporary overview of printmaking. They create a body of work using a variety of styles and printmaking techniques.

Units of Study:

- Intaglio
- Relief
- Serigraph

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can create printed images in multiple editions using various printmaking processes. (S)
- 2) I can demonstrate the use of appropriate terms relating to printmaking. (K)
- 3) I can utilize different printmaking techniques. (S)
- 4) I can demonstrate the ability to handle art materials in a safe and responsible manner. (S)
- 5) I can collaborate with others in the creative process. (R)
- 6) I can develop a body of work. (S)
- 7) I can print an edition of relief prints. (S)
- 8) I can print an edition of serigraph prints. (S)
- 9) I can print collagraph prints in black and color. (S)

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can explain what a serigraph relief print is. (K)
- 2) I can explain what an intaglio print is. (K)
- 3) I can explain what an edition is. (K)

- 4) I can make a relief plate and pull prints from it. *(S)*
- 5) I can make an intaglio plate and pull prints from it. *(S)*
- 6) I can print serigraph images. *(S)*
- 7) I can print images with other students. *(S)*
- 8) I can trade prints with other students. *(S)*
- 9) I can have 30-40 prints of five different printmaking processes to include in my portfolio. *(S)*
- 10) I can use exacto knives without cutting myself or others. *(K)*
- 11) I can clean up my work area and the sinks so no one realizes I worked in the room *(K)*

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can demonstrate an understanding of the elements of art related to printmaking. *(K)*
- 2) I can demonstrate an understanding of the principles of design related to printmaking. *(K)*
- 3) I can demonstrate the ability to analyze how printmaking communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, expressive, and personal decisions. *(R)*
- 4) I can demonstrate the ability to plan artwork. *(R)*
- 5) I can create texture with collagraph. *(S)*
- 6) I can create value range with line. *(S)*
- 7) I can create negative spaces into recognizable shapes. *(S)*
- 8) I can use line to create value with a drypoint plate. *(S)*
- 9) I can create an image with texture in a collagraph plate. *(S)*
- 10) I can create a three color image that will be printed with silkscreen. *(S)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can use movement, rhythm, balance to create various images with different messages in printed media. *(S)*
- 2) I can create images using each of the principles of design, using various printmaking techniques. *(S)*
- 3) I can explain how I use the principles in each printed image. *(R)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

1) I can demonstrate an awareness of style periods. *(K)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

1) I can select subject matter incorporating appropriate symbols and ideas. *(R)*

2) I can create various thumbnail designs to develop my image ideas. *(S)*

3) I can use visual resources to garner ideas from other printmakers. *(S,R)*

4) I can translate my ideas into imagery via thumbnail drawings. *(S)*

5) I can choose images to portray my ideas that can be comfortably explained to a four-year-old and an eighty-four-year-old. *(S,R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

1) I can compare the characteristics of printmaking in various eras and cultures. *(R)*

2) I can analyze, describe, and place a variety of printmaking in historical and cultural contexts. *(K,R)*

3) I can research the history of printmaking and pick out a style of printmaking that I like. *(S,R)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

1) I can research how printmaking has been used in different cultures throughout history. *(S)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian 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.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

1) I can identify and analyze exemplary historic and contemporary prints through a critical and aesthetic inquiry process. *(R)*

- 2) I can participate thoughtfully in a class critique of prints. *(R)*
- 3) I can formulate my opinion of my own and other students' work. *(R)*
- 4) I can think about and articulate my opinion about prints. *(S,R)*

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can describe and compare a variety of individual responses to my own prints and the works of others. *(R)*
- 2) I can critique the quality of my work compared to the work of other students. *(S,R)*
- 3) I can make an image that makes a social statement. *(S,R)*
- 4) I can research printmakers and how they use their work to influence culture. *(S)*
- 5) I can display my work in a visually pleasant way. *(K,S)*
- 6) I can research how various cultures use printmaking. *(K,S)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can present and exhibit my work. *(S)*
- 2) I can demonstrate appropriate audience behavior for the context and style of art presented. *(S)*
- 3) I can express my opinion of other people's work politely. *(S,R)*
- 4) I can tell what prints I like and why. *(S,R)*
- 5) I can use research tools to find artists who make prints I think are powerful. *(S,R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

- 1) I can demonstrate an awareness of careers in printmaking and other visual arts. *(K)*
- 2) I can demonstrate an awareness of the potential of lifetime learning in the arts. *(R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

- 1) I can identify and analyze exemplary historic and contemporary prints through a critical and aesthetic inquiry process. *(K,R)*
- 2) I can describe and compare a variety of individual responses to my own printed work related to other subject content areas. *(R)*
- 3) I can connect the culture outside of school to what I make in school. *(R)*
- 4) I can tell where printed media is seen in the world. *(K)*
- 5) I can research jobs that use printmaking. *(K,S)*
- 6) I can see the application of printmaking in future career opportunities. *(K,R)*

SCULPTURE

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:

Sculpture presents advanced opportunities for students to work with a variety of sculptural techniques and materials. Students will receive an historical and cultural overview of sculpture.

Units of Study:

- Additive media (clay, found object, plaster, wire, etc.)
- Subtractive media (soap stone, clay, etc.)
- Mixed media (assemblage, etc.)
- Art history
- Exhibiting artwork
- Visiting places in community associated with art

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can use various media to create three dimensional works. (S,P)
- 2) I can create many sculptures in different ways. (P)

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can use tools to create sculpture. (S)
- 2) I can understand the use of different processes to create sculpture. (R,S)
- 3) I can finish a piece of three dimensional art for viewing. (S,P)
- 4) I can use tools and materials safely. (K,R,S)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

1) I can show how color, form, texture, value, line, shape and space work in my art. *(S,P)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

1) I can show how to emphasize movement, balance, unity, rhythm, pattern, variety, and contrast. *(K,S,P)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

1) I can plan out all the steps needed to make a piece of artwork. *(K,R)*

2) I can figure out the meaning in a piece of work. *(R)*

3) I can figure out the way a piece of work was made. *(R)*

4) I can interpret what the artist was trying to express. *(K,R,S)*

5) I can appreciate the ideas and symbols an artist put into the work. *(K,R)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

1) I can thoughtfully compare and contrast visual components in a piece of art. *(R)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

1) I can recognize different styles. *(K,R)*

2) I can use symbols to express my ideas in an artwork. *(K,S,R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

1) I can critique my own work. *(K,S,R)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

1) I can use the concepts of artists from other cultures, times, and places to develop ideas in my art. *(S,R)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian 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.

Learning Targets (Type):

1) I can understand the artwork of other cultures and respond to it in my own work.

(S,R)

- 2) I can appreciate art from different times and styles. (K,R)

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can look at the art of others and understand their intentions. (R,K)

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can compare sculptures from different times and places. (K,R)

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can appreciate the cultural influence in a sculpture. (K)
- 2) I can present my work. (S,P)
- 3) I can be polite when others present their work. (S)
- 4) I can consider other points of view about a work of art. (R)

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

- 1) I can formulate questions about artwork from other times and art disciplines. (K,S,R)

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

- 1) I can connect the things said about my art to ideas in other disciplines. (R)
- 2) I can identify where sculpture is connected to other fields of study. (K,R)
- 3) I can discuss my art goals for the next 5 years. (K,S,R)
- 4) I can see the application of sculpture in future career opportunities. (K,R)

WATERCOLOR

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:

Watercolor is designed to present watercolor methods and techniques to students at various levels. Students receive an overview of the history of watercolor.

Units of Study:

- Color theory
- History overview
- Techniques
- Materials and tools
- Compositional theory
- Sketchbooks and field journals

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can execute a wash and apply both dry brush and sponge techniques. (S)
- 2) I can create areas of reserve on my painting. (S)
- 3) I can translate what I see into strokes of paint. (S)
- 4) I can understand the color mixing in the palette and on the painting. (K,S)
- 5) I can identify and use the elements and principles of design. (K,R,S)

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can see how the use of a wash can create a sky quickly. (S,P)
- 2) I can adapt brush strokes to mimic images of objects like trees and bushes. (S,P)
- 3) I can mix and match brush strokes to create complex paintings from a set of fundamental techniques. (S,P)
- 4) I can see how developing a picture from the background forward reduces work later in the process. (S,P)
- 5) I can create a watercolor painting. (P)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can analyze the techniques used to create a piece of work. *(K,R)*
- 2) I can defend my work. *(R)*
- 3) I can explain the purpose, which started my work. *(R,S)*
- 4) I can use the elements and principles of art to create a work of art. *(S,P)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can judge whether the patterns and process I used to create my work made a positive difference. *(R)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I can apply the elements of art to effect the development of my artwork. *(S,P)*
- 2) I can apply the principles of design to effect the development of my artwork. *(S,P)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can talk about the visual difference between my work, contemporary examples, and historical masterworks. *(K,R)*
- 2) I can evaluate how time and function have affected ideas about an artwork. *(K,R)*
- 3) I can trace some of the markers of culture through the style of an artwork. *(K,R)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can incorporate symbols in my work to expand on the ideas, which began the artistic process. *(K,R)*
- 2) I can combine subject matter to achieve new insights. *(R,S,P)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

- 1) I can tell the difference between artworks from different cultures. *(K,R)*
- 2) I can tell the difference between artworks from different time periods. *(K)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

- 1) I can describe the function of specific art objects based on the time, culture, and place for which they were created. *(K,R)*
- 2) I can ascribe a meaning to a work of art based on both the symbols and environment in which it was developed. *(K,R)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian 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.

Learning Targets (Type):

- 1) I can explain the relationship between works based on time, culture, and place. *(K,R)*
- 2) I can trace the aesthetic development of works and motifs over time through the culture of the origin. *(K,R)*
- 3) I can use the analysis of art works to enhance my own work. *(K,R)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can identify the intentions of an artist. *(R)*
- 2) I can explore the implications of an artist's purpose on the work and society. *(RR)*
- 3) I can justify the purpose of a work of art. *(R)*

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can use the historical and cultural environment as well as how an object was created to divine a meaning for the work. *(K,R)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can identify multiple possible meanings for an artwork. *(R)*
- 2) I can evaluate the possible meanings for one that I think is most plausible. *(R)*
- 3) I can support my interpretation of meaning with specific reasons. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

- 1) I can compare visual art to music, dance, video, and theater. *(K,R)*

- 2) I can adjust my analysis of similarities and differences of other kinds of art to suit my work. *(K,R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

- 1) I can notice the patterns of visual arts over time and compare them to ideas in other subjects. *(K,R)*
- 2) I can trace the effects of historical ideas on art. *(K,R,S)*
- 3) I can trace the effects of art on the history of ideas. *(K,R)*
- 4) I can see the application of sculpture in future career opportunities. *(K,R)*

CONCEPTUAL MIXED MEDIA

GRADES 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art, One additional semester art class, and consent of instructor

Course Overview:

Conceptual Mixed Media is a class for the seriously focused, thinking, experimental person. Approaches art with idea and experimentation as the primary focus. Students must be willing to play without a preconceived ideal of the outcome. We are focused on art making as most contemporary artists are; having a vision, able to process their intentions, and willing to work with any and all available process to see it to fruition.

Units of Study:

- Post-modern art
- Contemporary media and processes
- Exploration of mixed media
- Collage
- Video
- Painting
- Drawing
- Sculpture
- Web info
- The unknown
- Writing an artist statement
- In-depth examination of a specific style in art
- Exhibiting artwork
- Visiting places in the community associated with art

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can mix medias, unafraid of the outcomes, yet with enough focus to remember how the results were achieved so they can be repeated. (K,S,R,P)

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can portray my ideas about imagery through various mixed media. *(S,P)*

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can communicate my intentions articulately using art terminology. *(K,S,R)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can assess the use of elements and principles in the artwork of other people to develop an understanding of how that makes the work stronger. *(K)*
- 2) I can apply art making techniques and compositional skills to the creation of my work. *(S,R,P)*
- 3) I can apply and change techniques and skills during the creation of my work. *(R,S)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I can remember what makes my artwork successful and I will learn to “think on my feet.” *(R,S)*
- 2) I can identify compositional concepts in the creation of my artwork. *(K,S,R,P)*
- 3) I can research contemporary artists and discover why they do what they do. *(K,S,R)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can talk about my work in relation to published artists. *(K,S,R)*
- 2) I can assess my own work with a critical mind that honestly acknowledges my successes and failures. *(R,S)*
- 3) I can accept both successes and failures and will remember them so that they can be applied again. *(S,R,P)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can communicate an understanding of what symbols mean in daily life. *(K,S,R)*
- 2) I can communicate ideas presented in the creation of my artwork. *(K,S,R,P)*
- 3) I can apply appropriate symbols in my work to express my ideas. *(K,S,R,P)*
- 4) I can assess the world around me and how art impacts our world. *(S,R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

- 1) I can begin to place artworks into an historical time frame. *(K,R)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

- 1) I can determine the importance of an artwork in relation to the culture it was made. *(K,R)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian 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.

Learning Targets (Type):

- 1) I can develop an understanding of how an artwork relates to the time period it was made. *(K,R)*
- 2) I can deduce how the culture surrounding an artwork influences what was made and what it means. *(K,S)*
- 3) I can apply historical and cultural understandings to the creation of my own work. *(K,R,S)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can effectively communicate my ideas and interpretations of artwork. *(S,R)*

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can begin to place when an artwork was made in history. *(K,R)*
- 2) I can find meaning to artwork as it relates to the time period it was made. *(K,R)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can actively listen to others explain their theories. *(S,R)*
- 2) I will develop an understanding of their thoughts even if I disagree with them. *(S,R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

- 1) I can relate the creation of art to other areas of study. *(K,R)*
- 2) I can explain how art is used in conjunction with other disciplines to create a more interconnected understanding of the world. *(K,S,R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

- 1) I can connect the creation of artwork to the culture in which it was created. *(K,S,P)*
- 2) I can see the application of conceptual mixed media in future career opportunities.
(K,R)

SENIOR STUDIO

Grades 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art, Two Additional Art Classes, and Consent of Instructor

Course Overview:

Senior Studio is designed to provide serious art students with an opportunity to pursue in-depth studies in different types of artistic problem-solving using a variety of media, research, documentation, assessment, and evaluation. Students will work in advanced and maximum levels through the progression of this course.

Units of Study:

- Student-selected media
- Organizing a professional portfolio for post-secondary opportunities
- Writing a resume geared toward the arts
- Writing an artist statement
- Strengthening weak areas in visual art
- In-depth examination of a specific style in art
- Studying the history of art
- Exhibiting artwork
- Visiting places in the community associated with art

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can create an artwork in the media of my choice. (S,P)
- 2) I have sufficient understanding of the technical properties of media. (K,S)

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can communicate my ideas through the media of my choice. (R,S,P)
- 2) I can choose a different media to portray a different idea. (K,R,P)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can apply the elements and principles of design to the construction of my artwork. *(S,P)*
- 2) I can explain how I use the elements and principles of design to increase the power of my artwork. *(K,R)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can assess the use of elements and principles in the artwork of other people to develop an understanding of how that makes the work stronger. *(K)*
- 2) I can apply art making techniques and compositional skills to the creation of my work. *(S,R,P)*
- 3) I can apply and change techniques and skills during the creation of my work. *(R,S)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I can identify the elements or principles I need to strengthen the creation of a piece of my artwork. *(K,R)*
- 2) I can identify compositional concepts in the creation of my artwork. *(K,S,R,P)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can talk about my work in relation to published artists. *(K,S,R)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can communicate an understanding of what symbols mean in daily life. *(K,S,R)*
- 2) I can communicate ideas presented in the creation of my artwork. *(K,S,R,P)*
- 3) I can apply appropriate symbols in my work to express my ideas. *(K,S,R,P)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

- 1) I can begin to place artworks into an historical time frame. *(K,R)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

- 1) I can determine the importance of an artwork in relation to the culture it was made in. (K,R)

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian 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.

Learning Targets (Type):

- 1) I can develop an understanding of how an artwork relates to the time period it which it was made. (K,R)
- 2) I can deduce how the culture surrounding an artwork influences what was made and what it means. (K,S)
- 3) I can apply historical and cultural understandings to the creation of my own work. (K,R,S)

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can effectively communicate my ideas and interpretations of artwork. (S,R)

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can begin to place when an artwork was made in history. (K,R)
- 2) I can find meaning to artwork as it relates to the time period it was made. (K,R)

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can actively listen to others explain their theories. (S,R)
- 2) I will develop an understanding of their thoughts even if I disagree with them. (S,R)

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

- 1) I can relate the creation of art to other areas of study. (K,R)
- 2) I can explain how art is used in conjunction with other disciplines to create a more interconnected understanding of the world. (K,S,R)

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

- 1) I can connect the creation of artwork to the culture in which it was created. (K,S,P)

▶ APPENDICES ◀

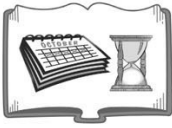
APPENDIX I
APPENDIX II

MCPS Comprehension Strategies
Adopted Visual Arts Materials, K-12

APPENDIX I

Comprehension Strategies

Proficient readers use these strategies before, during and after reading:



Activate Background Knowledge

- What do you already know about this topic?
- What connections(schema) can you make to your life, the world or other things you have read?



Ask Questions

- What do you want to know about this topic?
- What questions come up as you read?



Infer

- What background knowledge and explicit information from the text are you using to make meaning?
- What questions come up as you read?



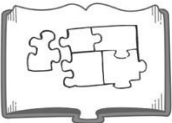
Determine Importance

- What words, sentences, ideas, and themes are especially important?
- What is the big picture, the main idea?



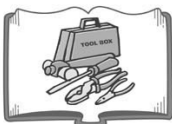
Make Mental Images

- What images come to mind as you read?



Synthesize

- What inferences and key concepts are you putting together to deepen your understanding?



Monitor Comprehension

- Where does your comprehension break down?
- What causes the difficulty?
- How can you fix it?

- ✓ Reread ✓ Read ahead ✓ Use Context Clues
- ✓ Restate ✓ Research ✓ Check Pictures & Graphics
- ✓ Use Decoding Strategies (Sound it out)



APPENDIX II

ADOPTED VISUAL ARTS MATERIALS

Middle/High School Art	Discovering Drawing	Davis Publications	2000	0871922819
Middle/High School Art	Drawing Assessment Program (Teacher's Guide + 5 Charts)	Davis Publications	2005	0871927098
Introduction to Art	Discovering Art History, 4 th Ed.	Davis Publications	2007	0871927195
Printmaking	Experience Printmaking, 1 st Ed.	Davis Publications	2010	
Printmaking	The Visual Experience, 3 rd Ed.	Davis Publications	2004	087192627X

MISSOULA
COUNTY PUBLIC SCHOOLS

**Department of Teaching & Learning
Administration Building
215 S. 6th Street W.
Missoula, MT 59801
406-728-2400 Fax 406-542-4009
www.mcps.k12.mt.us**