Visual Arts
Curriculum Review Summary
Visual Arts Curriculum Review Summary

Goal Statement

Ankeny students will develop an appreciation for art. Ankeny art students will be visually literate problem-solvers who are flexible in creative expression and skilled in interpreting art in contemporary issues, culture, and history as a result of their explorations of media and concepts.

Acceleration Plan

Ankeny K-12 art staff will differentiate instruction for all students based on the skills and understanding demonstrated by the student. Additionally, as students progress through the secondary art curriculum, they will create a portfolio. Acceleration and/or testing out will occur when the following criteria are met:

- a score of 80% or higher on a course pre-test
- a portfolio rubric score indicating advanced proficiency in all areas of the rubric
- a teacher recommendation.

Intervention Plan

Individual teachers will provide differentiated instruction for those students who are not being successful in an art course. The following list includes some of the methods that teachers and students may choose as an intervention strategy.

- Small group instruction
- Before and after school individualized instruction
- Advisory Lab at 8/9
- Wed Intervention time at 6/7
- I-Pod instructional support
- Individualized differentiation
Professional Development Plan

Elementary

The elementary art teachers met as a professional learning community on a consistent basis throughout the school year. Collaboratively, teachers studied research-based best practices to increase student learning in the area of art while also deepening their knowledge regarding content-specific topics including printmaking, weaving, bookmaking, drawing, mobiles, and art criticism, for example.

Secondary

Graduate Courses/ License Renewal Courses Offered during the 2010-2011 School Year

Web 2.0 Resources - Blogs, Wikis, and more – This course will support teachers in integrating a variety of Web 2.0 resources, including blogs and wikis, into the curriculum. With these free tools teachers can create more efficient and engaging learning. Use of Web 2.0 tools in developing effective teaching lessons has the potential to increase students' interest and improve their academic performance.

Web 2.0 Resources - Podcasts, Photos, and more - This course will support teachers in integrating additional Web 2.0 resources, including podcasts and photos into the curriculum. With these free tools teachers can create more efficient and engaging learning. Use of Web 2.0 tools in developing effective teaching lessons has the potential to increase students' interest and improve their academic performance.

Differentiation for All Learners - Online - Teachers will explore a variety of differentiation strategies that can be implemented with all students, with an emphasis on collaborative strategies, strategies for gifted and talented students, and strategies for English as a second language students.

Materials Adopted

The Visual Arts department spent time developing a K-12 art program to best meet the needs of Ankeny students. The teachers chose to purchase resources that supported Ankeny Community School District’s Visual Arts Curriculum. All teachers of a specific course will use the same resources within each unit. This flexibility allows teachers to bring in a variety of resources.
Technology Incorporation

The Visual Arts department has made a commitment to an increased integration with technology.

The elementary art department will be including several technological tools in their instruction and student activities. Some of tools include DE Streaming, websites, blogging and forum idea exchanges, video making and PowerPoint, flip cameras, and digital cameras.

Beginning in 2009-10 every 6th grade student will initiate the development of a digital portfolio. This portfolio will contain art work with artist statements for works of art created in each 6th – 12th grade course in which the student participates. Technology integration is critical to the success of the portfolio as students will be taking digital photos, scanning prints, using imaging software, and managing a personal artwork data base.

Assessment Plan

The curriculum review committee has created a District Summative Exam for each Visual Arts course. The assessment will be administered the first week of the course and again the last week of the course. This assessment will serve as the tool used to determine if a student will be considered for testing out of a specific course as well as to monitor the growth of student learning in each course.

Report Cards
The current report cards for grades K-5 will be modified to better align with the new visual arts curriculum and expectations. The grading system for grades 6-7 will be changed from the current O, S, N, U system to a graded (A, B, C, D, F) course. Students in grades 8 through 12 will continue to earn letter grades in their coursework.

Course Lineation Plan

All students will be enrolled in Visual Arts from Kindergarten through Grade 8. Art 1 must be taken prior to taking any specialized art course. Once Art 1 has been successfully completed, students may choose their individual sequence of courses with the only mandate being that a level 1 course must be successfully completed prior to taking a level 2 course. All courses beginning with Art 1 are semester courses. Art 6 through Art 8 are exploratory courses. Kindergarten through Grade 5 students attend art once a week.
New Courses Offered

**Exploratory Art 6** has been added to the curriculum in order to ensure that all students receive instruction in the visual arts each year through grade 8.

**Art 1** has been added to the curriculum as a prerequisite for all other secondary art classes. This class will replace 2D and 3D Art in grades 8 and 9 as well as Creative Design offered in grades 10 through 12.

Printmaking and Art Appreciation have been eliminated from the curriculum as stand alone courses; however key concepts and skills from these courses have been integrated throughout the curriculum.

**Course Descriptions**

**6th grade Art**
In 6th grade art, students are introduced to a variety of art mediums and techniques. As students progress through the course they are challenged in art to use their creativity and develop artistically. Students should be expected to learn about: elements and principals of design, drawing, painting, and technology. In each topic we will learn about art history, discuss techniques and develop skills that will improve art creation. Students will start a virtual portfolio at this level.

**7th grade Art**
In 7th grade Art, students will experiment with a variety of media to create visual art. The elements of art, (e.g., line, shape, space, color, value, texture, and form) are stressed in two-dimensional and/or three-dimensional work. Students will begin to apply art principles, (e.g., rhythm, movement, balance, proportion, variety, emphasis and unity) in their art expression. The development and application of basic techniques and skills are stressed. Students will express their ideas by using art as a form of communication. Students learn to respect their own ideas and artistic expressions and those of others as they analyze and evaluate works of art. Students will continue to build on their virtual portfolio.

**8th grade Art**
8th grade Art is a hands-on project based class serving as part of the 8th grade exploratory rotation. Students will work collaboratively to explore the artistic process from idea development, to plan design, to construction, and finally to presentation. The primary end product of the class will be a Monumental Sculpture.
Art I
Prerequisite: None
*Note: Art I is a prerequisite for all other art courses. This course must be successfully completed before taking any other art course.*
The focus of Art I will be exploring how the artist uses the elements and principles of design to creating balanced compositions and visually intriguing artworks. Through a series of exercises and a variety of materials, students will explore how they and artists in history have influenced how we view and respond to works of art. Art I is intended to prepare students with the essential visual vocabulary to succeed in other 2-D and 3-D course offerings.

Drawing I
Prerequisite: Successful completion of Art I
Drawing I in an introductory class exploring a variety of techniques and materials, stressing observation and rendering the observed subject accurately. Exploration will include technique, contour, and gesture drawing, shading 3-D forms, proportion and measuring, 2 and 3 point perspective, and portrait proportions. Media exploration will include pencil, ink, soft pastel, conte, and watercolor.

Drawing II
Prerequisite: Successful completion Drawing I.
Drawing II will focus on the techniques as well as process of drawing as an art form. Emphasis will be put on the process artists use to develop ideas behind the work of art and interpreting the world through drawing. Students will study drawing through group discussion, self evaluations, and individual/group critiques. Students will have extensive sketchbook assignments, home drawings and formal studio drawings that will demand intensive participation and personal initiative on the part of the student.

Photography I
Prerequisite: Successful completion of Art I
This class is an introduction to the use of the adjustable 35mm cameras, black/white film developing, and use of the darkroom to print black and white photos. Formal compositional concerns are stressed as well as producing a good print. Students will be expected to take pictures outside of school time.
Photography II
Prerequisite: Successful completion of Photography I
Photography II is intended to increase students’ understanding and skills in the area of black and white film photography. Students will explore creative and experimental photographic techniques, such as photo collage, toning, and motion and timed exposures. They will continue to practice mastery of photo composition and the understanding of the camera and darkroom procedures. Students will be expected to take all pictures outside of school time and off school grounds.
Students can receive dual credit with DMACC by successfully completing this course.
Photography II corresponds with ART 184 Principles of Photography in DMACC course guide.
Students can earn 3 college credits upon successful completion of BOTH Photography I and Photography II.

Painting I
Prerequisite: Successful completion of Art I
This course is taught to develop painting and compositional skills through practicing a variety of art historical styles. The course focuses on the use of acrylic paints on a variety of surfaces. A historical background will be integrated into the study of painting styles and techniques – through exploring formal ways of looking at and critiquing painting.

Painting II
Prerequisite: Successful completion of Painting I
This course is designed for students interested in expanding on the skills and concepts examined in Painting I. Course will include painting to create illusion of 3-d form and depth, impact of the use of brush work and color juxtaposition, collage and assemblage, landscape painting with both acrylic and watercolor, and compositional concerns. The examination of contemporary trends in painting will be included through films, individual research, and gallery visit.

Sculpture
Prerequisite: Successful completion of Art I
This course begins with the study of 3-D design as it relates to sculptural form and space. A variety of materials and techniques will be explored such as constructing, modeling, carving, and assemblage.

Pottery I
Prerequisite: Successful completion of Art I
Students in Pottery I will be introduced to basic hand-building clay techniques used to create functional and sculptural pieces of art. These techniques will be explored through the production of pinch pot vessels and bowls, relief tiles, coil containers and slab containers. A variety of surfaces and firing techniques will be explored including pit-fire, raku and mid-fire oxidation glazes and oxides. Clay production will be infused with design studies, idea development (research, drawing, model making), art criticism and art history.
Pottery II
Prerequisite: Successful completion of Pottery I
Students in Pottery II will become proficient using hand-building clay techniques used to create functional and sculptural pieces of art; students will also become proficient using a variety of surfaces and firing techniques including pit-fire, raku and mid-fire oxidation glazes and oxides. Students will be introduced to basic wheel throwing techniques used to create cylinders, bowls, jars and platters. Clay production will be infused with design studies, idea development (research, drawing, model making), art criticism and art history.

Jewelry I
Prerequisite: Successful completion of Art I
Students in Jewelry one will be introduced to the design and creation of jewelry as an art form. In this class, students will begin to build a foundation of knowledge associated with basic jewelry construction. Students will learn the fundamentals of using basic tools and techniques to create sculptural objects as well as different forms of functional and non functional jewelry. Students will work with alternative materials, learn to solder, create surface texture on metal, and create a bezel setting for a semi-precious stone.

Jewelry II
Prerequisite: Successful completion of Jewelry I.
This course deals with advanced jewelry techniques in the areas of enameling, lost wax casting, titanium anodizing, etching, wire work and the use of alternative materials and cold connections. Students in this class will work at an accelerated pace and be expected to apply acquired knowledge and skills learned in Jewelry I to the projects in Jewelry II. Students will be encouraged to be independent in the creative process of design and develop original solutions to specific design challenges resulting in functional and nonfunctional forms of jewelry.

Digital Images and Photography
Prerequisite: Successful completion of Art I
Students in Digital Images and Photography will use digital cameras, flatbed scanners and Adobe Photoshop to produce digital works of art. Students will learn about digital cameras and how they work, how to identify interesting subjects to photograph and how to create visually dynamic photographs by incorporating basic photographic compositional techniques. Students will learn how to get the most from their point-and-shoot digital cameras and will have opportunities to learn about and use digital SLR cameras. Students will use Adobe Photoshop to edit and manipulate digital images and to create digital drawings and digital paintings. Image production will be infused with software applications, design studies, idea development, art history and creativity.
**Graphic Design**

The content of this course deals with fundamental skills to incorporate art with advertising and package design. An emphasis will be placed on design, color, typography, layout, visual communication, digital imaging (Adobe Illustrator), and digital printing. Students will produce posters, logos, package designs, and other forms of printed advertisements.

**Consensus Maps**

Each course has created a consensus map that includes a monthly account of content being taught organized around units and essential questions, National Visual Arts Standards alignment, resources being used to teach the content, the common vocabulary, and technology incorporation. Throughout the 2009-2010 school year, teachers will add teaching strategies and assessments that will be included in the consensus maps.

**Power Standards**

**Kindergarten**
- Produce 6 different line types
- Independently produce shapes: circle, square, triangle, rectangle, and oval
- Demonstrate pattern in artwork

**First Grade**
- **Draw various line types to create a composition**
- Use shapes to construct a composition to build recognizable forms
- Mix primary colors to create secondary colors and apply them to a color wheel
- Demonstrate the pinch and pull technique to construct a 3D ceramic form
- Use overlapping to create depth
- Create a balanced piece of artwork

**Second Grade**
- **Create bi-lateral symmetry within artwork**
- Produce organic and geometric shapes
- Demonstrate knowledge of warm, cool, and neutral colors within artwork
- Use coil, slip and score techniques to construct a 3D ceramic form
- Weave using multiple layers and advanced patterning
- Use emphasis in artwork
Third Grade
- Accurately produce a contour line drawing
- Use bi-lateral symmetry to create a face
- Incorporate complimentary colors into a piece of artwork
- Use the slab technique to create a recognizable 3D ceramic form
- Demonstrate knowledge of foreground, middle ground, background, and horizontal line through production of a landscape
- Show movement in artwork

Fourth Grade
- Create an optical illusion
- Design artwork that shows radial symmetry
- Mix 2 tints and 2 shades to create monochromatic artwork
- Demonstrate the additive and subtractive methods to create a ceramic 3D form
- Demonstrate knowledge of positive and negative space in artwork
- Create a collage using a variety of media.

Fifth Grade
- Draw based on observations
- Produce a tessellating shape in artwork
- Mix colors to create an accurate 12 Hue Color Wheel
- Show value by drawing a still life using 3D forms
- Demonstrate 1-point perspective through a drawing
- Create implied texture in artwork

Sixth Grade
- Create a drawing using 2-point perspective
- Create a multi-media project using collage
- Manipulate a single image
- Create a relief sculpture using clay

Seventh Grade
- Create a value drawing using charcoal combine 2 digital images
- Use clay to create a hand-built project
- Apply various painting techniques using watercolors

Eighth Grade
- Create a scale drawing of an object
- Create a model/maquette
- Create a monumental sculpture
- Manipulate a digital image of a monumental sculpture
Art I
- Develop and refine visual art vocabulary
- Analyze and deconstruct a variety of visual objects and images
- Apply knowledge of the elements and principles of design, using a variety of art media, to create composed designs
- Reflect on and evaluate personal artwork through written and verbal methods

Drawing I
- Observe and accurately render an object
- Apply a variety of media and tools to render their observed world
- Demonstrate techniques to include proportional relationships, 2-point perspectives, and shading to model form

Drawing II
- Demonstrate drawing and sketching habits that foster creative thinking and conceptual development
- Use observation drawing to develop eye hand coordination
- Use various media and techniques to create drawings that communicate a personal vision, and statement of their connection to life experiences
- Apply ideas pertaining to process and content through self reflection and research of drawing styles

Painting I
- Create paintings that demonstrate the controlled use of color and brushwork to control the viewer’s response to their painting
- Apply the vocabulary necessary to understand and write responses to his/her own paintings and historically significant paintings
- Demonstrate an understanding the evolution of ideas and styles within modern painting

Painting II
- Accurately paint an observed form through the use of color, value, and brush techniques
- Experiment with the use of scale and media within painting
- Apply spatial techniques necessary to render and respond to the observed landscape

Photography I
- Control exposure by using the adjustable functions of a 35mm film camera
- Develop film, enlarge, and print a black and white photograph
- Apply an understanding of composition, design principles, and craftsmanship by creating a portfolio of photo prints
Photography II
- Demonstrate refined application of composition, development, and printing of black and white film-based photographs
- Use creative and experimental photography techniques to expand on the traditional photography print
- Demonstrate an understanding of the photography process as they apply to individually-determined subject and themes

Jewelry I
- Identify and apply art elements and design principles when designing jewelry
- Demonstrate proper technique and safe procedures when using jewelry tools and equipment
- Use self assessment during the creative making process
- Create functional and nonfunctional jewelry that is a reflection of the students' creativity

Jewelry II
- Apply advanced jewelry making techniques in the construction of functional forms of jewelry
- Apply art elements and design principles when designing jewelry based upon conceptual ideas
- Use self assessment during the creative process
- Create functional and nonfunctional jewelry that reflects jewelry making styles from past historical periods to contemporary periods

Sculpture
- Apply design principles as they relate to 3-D design aspects of sculpture
- Apply critical skills and vocabulary necessary to critique sculptural form and historical context
- Learn processes necessary to design, engineer, construct, and finish a sculpture to control viewer response