

Subject Area: Art

Grade Level: Studio Art

Mission Statement: It is the mission of the Elba Central School District to actualize the phrase “Elba Equals Educational Excellence for Everyone.” We are committed to providing both quality and equity. Every student will have the opportunity to develop to the best of his/her ability.

Elba Standards: In addition to the knowledge and basic skills they need in order to participate in society, graduates of Elba Central School will develop:

1. Empowering skills: decision making, goal setting, creative thinking and problem solving abilities;
2. Communication and social interaction skills;
3. Technological literacy;
4. Total wellness (social, physical, emotional health and self-esteem);
5. The values necessary to participate in society.

As a result of achieving these outcomes, our students will embrace lifelong learning.

New York State Standards: 1) **Creating, Performing and Participating in the Arts.** 2) **Knowing and using Art Materials and Resources.** 3) **Responding to and Analyzing Works of Art.** 4) **Understanding the Cultural Contributions of the Arts.**

National Standards: 1) **Understanding and applying media, techniques, and processes.** 2) **Using knowledge of structures and functions.** 4) **Understanding the visual arts in relation to history and cultures.**

Performance Indicators:

Students

- 1A: Demonstrate basic skills in cutting, pasting, using clay and using a paintbrush.
- 1B: Learn to name visual elements (such as shapes, textures and colors) through multi-sensory experiences.
- 1C: Make works of art incorporating selected visual elements.
- 1D: Create Works of art based on their personal experiences as well as their imagination.
- 1E: Work on a class work of art such as a mural or class book..
- 1F: Are guided to reflect upon what their art looks like, how they used the medium (such as paint or crayon)
- 2A: Draw images of people and things that become increasingly more specific.
- 2B: Make simple three-dimensional works of art using additive and or subtractive techniques.
- 2C: Explore the characteristics of selected mediums and describe what they feel like when using them. Name those they like the best.
- 2D: Use a draw or paint software program to make simple graphic shapes.
- 2E: Listen to and discuss the presentation of a museum docent.

3A: Learn about the features of selected works of art, such as the subject matter and overall feeling of the work.

3B: Learn about art elements (such as shape, line, color, texture, color) that are found in works of art and what they might express in a work of art.

4A: Look at and discuss a variety of two-dimensional and three-dimensional art works from different cultures and learn that art tells us something about those people.

4B: Make a work of art based on an image or design that they see in a work of art from another period or another culture.

Assessment Rubric:

0 = No effort, student seems totally unconcerned about the task at hand.

1 = Student shows a basic level of understanding to the material being taught.

2 = Student on the right track, teacher feels that more is expected.

3 = Achieved by many students, student is developing and applying skills learned.

4 = The best a student can possibly do, has achieved mastery of material learned.

Assessment:	Acceptable Performance Level
Completed art projects.	3.0-4.0 Average on completed work.
2 pieces of artwork for the May Art Show.	3.0-4.0 Average on report card (90-100 grade point average for two six week terms)

Scope: Studio in Art students will explore art elements and principles over a forty week span in units of Line, Color, Form, Movement and Textures. They will use a variety of art media as well as learning about the art, artists, styles and techniques throughout history. Students will also gain experience in using a wide variety of art media in the creation of their own artwork.

CONTENT SEQUENCE (40 Weeks)	PERFORMANCE INDICATORS (INTERMEDIATE)	METHOD OF ASSESSMENT	ACHIEVED PERFORMANCE LEVELS
Surrealist Designs <i>Dali</i>	1B, 1C, 2A, 2C, 3A, 3B 4A, 4B	Rubric	3-Proficient
Cubist Figures <i>Picasso/Braque</i>	1A, 1B, 1C, 1D, 2A, 3A, 3B,4B	Rubric	3-Proficient
Pen & Ink Creatures <i>Greek/Roman Art</i>	1B, 1C, 1D, 2A, 3A, 3B, 4B	Rubric	3-Proficient
Self Portrait Drawing <i>Rembrandt</i>	1B, 1F, 2A, 2C, 3B, 4B	Rubric	3-Proficient
Painted Portraits <i>Renoir</i>	1A, 1B, 1C, 1F, 2B, 2C, 3B	Rubric	3 Proficient
Gargoyles <i>Sculpture</i>	1A, 1B, 1C, 1D, 2A, 2C, 3B, 4B	Rubric	3-Proficient
Linoleum print making <i>Munch/Durer</i>	1A, 1B, 1C, 2B, 2C, 4A	Rubric	3-Proficient
CD Cover Design <i>Illustration</i>	1B, 1C, 1D, 2D, 3A	Rubric	3-Proficient
Op Art Design <i>Vaserley</i>	1A, 1B, 1C, 2B, 3B, 4A	Rubric	3-Proficient
Landscape Painting Watercolor <i>Homer</i>	1A, 1B, 2A, 2C, 3B, 4B	Rubric	3-Proficient
Still Life Drawing	1B, 1C, 1F, 2A, 4B	Rubric	3-Proficient
Clock Design	1A, 1B, 1C, 1D, 1F,2B, 3A, 3B, 4A		3-Proficient
Caricature	1C, 1D, 1F, 2A, 3B	Rubric	3-Proficient
Silk Screen Printing <i>Warhol</i>	1B, 1C, 1D, 2D, 3B, 4B	Rubric	3-Proficient

Methodology: Best Practices. Examples of student work at the 7-8 grade level from past art shows.

At the start of each project, the students are shown an exemplar of work completed in the past. This work was usually completed by former students, although at times teacher products are also shown. Since art is a visual subject, this shows the students what is expected so that they can model their own work towards these ends. It also helps to show what good craftsmanship looks like and how the particular medium was used.

After a visual example is shown, the class will often brainstorm various approaches to finding an idea. References are usually required such as photographs or objects to study. These can then be retrieved at this time. A brief demonstration of how to handle the media to be used is then incorporated.

