

Renton School District

K-12 Visual Arts Curriculum

Adopted by the Board of Directors June 1999

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A PHILOSOPHY OF EDUCATION FOR THE RENTON PUBLIC SCHOOLS

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

RENTON SCHOOL DISTRICT NO. 403 GENERAL INSTRUCTIONAL GOALS :

Policy 6010

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes--emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to--gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

***EVALUATION:** The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.*

RENTON SCHOOL DISTRICT STRATEGIC PLAN: MISSION AND BELIEFS

The mission of the Renton School District, a partnership of families, community, and employees, is to instill in each student, knowledge, skills, responsibility, and inspiration to become a life-long learner and a successful contributor to a changing, more technologically advanced and diverse society by ensuring academic achievement, mutual respect, and positive self-esteem.

We believe...

- student needs come first.
- all people have worth.
- all people can learn.
- all people have an equal right to quality education.
- education is key to the future.
- people need to experience the excitement of learning as a life-long process.
- education includes academic, social, emotional, physical and character development.
- diversity is valuable.
- each student is unique and deserves resources to match his/her needs.
- people learn in different ways which require varied teaching styles.
- talent and creativity exist in each person and can be developed.
- students can develop responsibility and accountability.
- it is important to measure and evaluate achievement.
- learning increases when basic needs are met.

- people with high self-esteem are better able to learn.
- people benefit when acknowledged for their accomplishments.
- an individual's full potential is attainable when perceived limitations are eliminated.
- shared decision making and responsibility lead to increased commitment and accountability.
- it is the responsibility of the community to actively participate in the education of children.
- extra-curricular activities are important.
- neighborhood schools are desirable for all students.
- continuous evaluation and refinement of goals and processes are necessary for educational excellence.
- family involvement and advocacy for students is crucial to academic success.
- students learn best in a safe environment.
- students benefit from positive peer support and collaboration.
- staff collaboration improves teaching and learning.
- a quality education encompasses disciplines that foster development of the whole person.

HISTORY OF PROGRAM DEVELOPMENT

The K-12 Art Curriculum writing committee was formed during the 1996-97 school year and began the task of reviewing and revising the previous art curriculum to align to the Washington State Essential Academic Learning Requirements (EALR's) for the Arts. The goal was to develop a single document spanning the K-12 grade range so teachers could easily see the articulation of art instruction from level to level.

The current guide was written over a two-year period. In this guide, the committee considered Renton's art curriculum guides from 1979, 1980 and 1982, current examples of curriculum frameworks and resources, and the Washington State EALR's for the Arts. This guide represents the committee's efforts to reflect the essential learnings and benchmarks in a concise format which is useful to classroom teachers in selecting and designing projects for their students.

Presentations of the proposed curriculum guide were made and feedback solicited from a broader group of teachers before progressing through the committee cycle for adoption. The guide was submitted to the Art Articulation Committee, Citizens' Advisory Committee for Instruction, District General Instruction Committee, and finally, to the Board of Directors in 1998.

VISUAL ARTS K-12 PROGRAM GOALS

In keeping with the Washington State Essential Academic Learning Requirements in the arts, the Renton School District visual arts program is committed to the intellectual, social, personal and aesthetic development of all students. The arts provide a unique context for developing creative thinking and problem-solving skills, understanding of cultures, personal skills such as self-motivation, perseverance and craftsmanship, and insights into personal perceptions and those of others.

To ensure the success of students in achieving the essential learnings, our visual arts program must:

- provide experiences that will lead students to value visual art in their lives and develop an understanding of the importance of art in all cultures, history and societies.
- develop the students' ability to recognize and appreciate visual and tactile beauty in the world around them.
- provide exposure to all kinds of visual arts.
- provide opportunities to participate in artistic activities which encourage self-expression and communication.
- provide opportunities for artistic creativity utilizing a variety of arts materials, techniques and technologies.

- expose students to world art masters and major works.
- provide students with a useful art vocabulary.
- integrate the arts across the curriculum.
- develop critical thinking skills to make reasoned judgments and solve problems.
- provide a safe learning environment which respects individual artistic expression, learning styles and skill levels.
- maintain a learning environment which fosters safe use of tools and materials.
- present career choices in the arts.
- provide opportunities which enable students to develop their own individual tastes and a life long appreciation of the arts.
- instill the desire in students to continue creating art throughout their lives.

Washington State ESSENTIAL ACADEMIC LEARNING REQUIREMENTS IN THE ARTS

1. The student acquires the knowledge and skills necessary to create, to perform, and to respond effectively to the arts.

To meet this standard, the student will:

- 1.1 understand and apply arts concepts and vocabulary to communicate ideas
- 1.2 organize arts elements into artistic compositions
- 1.3 use and develop arts skills and techniques to solve problems and express ideas
- 1.4 use skills of craftsmanship to produce quality work
- 1.5 create, present, and evaluate artworks using visual arts, music, drama, and dance

2. The student applies the creative process with arts knowledge and skills to reason and solve problems.

To meet this standard, the student will:

- 2.1 use the senses to gather and process information
- 2.2 generate and analyze solutions to problems using creativity and imagination
- 2.3 use arts criteria to consider the effectiveness of personal work and that of others

3. The student uses at least one of the art forms (visual arts, music, drama, and/or dance) to communicate ideas and feelings.

To meet this standard, the student will:

- 3.1 use image, sound, action, and movement through the arts to express individual ideas for a specific purpose
- 3.2 reflect and respond critically to the use of the arts in all forms of communication

3.3 use combinations of art forms to communicate in multimedia formats

4. The student understands how the arts connect to other subject areas, life, and work.

To meet this standard, the student will:

- 4.1 use arts skills and knowledge in other subject areas
- 4.2 apply ideas and skills developed in the arts to daily life
- 4.3 demonstrate an ability to use artistic knowledge in personal and community decision making
- 4.4 recognize the influence of the arts in shaping and reflecting cultures and history
- 4.5 incorporate arts knowledge and skills into the workplace

ESSENTIAL LEARNING COMPONENTS FOR VISUAL ARTS

The following essential learning components have been designed to correlate with the Washington State Essential Academic Learning Requirements (EALR's) for the arts as they pertain to visual arts. Music, dance, and drama are addressed in separate curriculum guides. The numbers in parentheses denote the state EALR and corresponding component addressed by the essential learning.

Knowledge and Skills

Students will know and be able to:

- demonstrate understanding of art concepts and vocabulary. (EALR 1.1)
- identify world art masters and major works. (EALR 1.1)
- create artistic compositions using skills and techniques to solve problems, express ideas and produce and evaluate quality work. (EALR's 1.2, 1.3, & 1.4)

Artistic Process

Students will know and be able to:

- use the senses to solve problems using creativity and imagination. (EALR's 2.1 & 2.2)
- use art criteria to consider the effectiveness of personal work and that of others. (EALR 2.3)
- respect the artistic process and expression of others. (EALR 2.3)

Communication

Students will know and be able to:

- express ideas and feelings through art. (EALR 3.1)
- design and create art to serve a specific purpose. (EALR 3.1)
- respond to art aesthetically, intellectually and emotionally. (EALR 3.2)
- reflect and respond critically to the impact of images in communication. (EALR 3.2)
- use combinations of art forms to communicate in multimedia formats. (EALR 3.3)

Integration and Career Connections

Students will know and be able to:

- apply art skills and knowledge in other subject areas. (EALR 4.1)
- integrate art ideas and skills in daily life. (EALR 4.2)
- use an artistic approach in personal and community decision making. (EALR 4.3)
- understand the influence of the arts in shaping and reflecting cultures and history. (EALR 4.4)
- incorporate arts knowledge and skills in the workplace. (EALR 4.5)
- identify career choices in the arts. (EALR 4.5)

ESSENTIAL LEARNINGS AND BENCHMARKS for VISUAL ARTS INTRODUCTION

□

The Renton School District Essential Learnings and Benchmarks were created with two purposes in mind:

- to draw a clear alignment of the Renton Visual Arts Curriculum with state Essential Academic Learning Requirements, and
- to augment state essential learnings to reflect district level priorities for visual arts.

The chart is designed with the Washington Essential Academic Learning Requirement at the top of each section, followed by a table in much the same format as the state essential learnings document. The leftmost column (REF) refers to the state level essential learning component being addressed.

The second column contains the essential learning components which are the expected outcomes for students participating in visual arts through the high school level. Some of these are identical to state level components. Some are adapted to focus on visual arts. Some are original and reflect district level priorities for visual arts.

The benchmark columns represent elementary, middle and high school checkpoints on the way to the achievement of the essential learnings. These are the knowledge, skills and behaviors to be expected as a result of visual arts instruction. Assessment procedures are discussed later in this guide.

Finally, a Scope and Sequence chart is provided to support the visual arts educator in selecting appropriate activities to teach the essential learnings.

ESSENTIAL LEARNINGS AND BENCHMARKS for VISUAL ARTS

Washington Essential Academic Learning Requirement 1:

The student acquires the knowledge and skills necessary to create, to perform, and to respond effectively to the arts.

To meet this standard, the student will:

REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>1.1</p>	<p>demonstrate understanding of art concepts and vocabulary</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>understand and apply arts concepts and vocabulary to communicate ideas.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>identify world art masters and major works</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Use art terms and concepts in compositions.</p> <ul style="list-style-type: none"> • See Scope & Sequence, page 28. <p><input type="checkbox"/></p> <p>Understand and apply common concepts in all the arts: elements, composition, technique, medium, craftsmanship, function, style, and presentation.</p> <p>Identify world art masters and major works from many cultures and time periods.</p> <p>"Apprentice" to an art master; demonstrate techniques learned by studying works of great masters and applying the techniques in original work.</p>	<p>Elaborate on the use of art terms and concepts to provide greater focus in compositions.</p> <ul style="list-style-type: none"> • See Scope & Sequence, page 29. <p>Understand and apply common concepts in all the arts: elements, composition, technique, medium, craftsmanship, function, style, and presentation.</p> <p>Identify world art masters and major works from many cultures and time periods.</p> <p>"Apprentice" to an art master; demonstrate techniques learned by studying works of great masters and applying the techniques in original work.</p>	<p>Elaborate on the use of art terms and concepts to provide greater focus in compositions.</p> <ul style="list-style-type: none"> • See Scope & Sequence, page 31. <p>Understand and apply common concepts in all the arts: elements, composition, technique, medium, craftsmanship, function, style, and presentation.</p> <p>Identify world art masters and major works from many cultures and time periods.</p> <p>"Apprentice" to an art master; demonstrate techniques learned by studying works of great masters and applying the techniques in original work.</p>

REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1.2	organize art elements into artistic compositions <input type="checkbox"/>	Arrange art elements to create a composition.	Organize art elements to develop a composition. Alter the composition to change its impact. Create compositions using a minimum of three of the following media: <ul style="list-style-type: none"> • textiles • chalk, charcoal, pastels, ink, paints, crayon, conte, graphite • papier maché • clay, wax, metals, wood, glass, plastic • photography , video, computer graphics • mixed media 	Purposefully organize art elements for a specific application. <input type="checkbox"/> Create compositions using a minimum of three of the following media: <ul style="list-style-type: none"> • textiles • chalk, charcoal, pastels, ink, paints, crayon, conte, graphite • papier maché • clay, wax, metals, wood, glass, plastic • photography , video, computer graphics • mixed media

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<p>concepts and principles to describe and analyze work.</p> <p>Use scoring guides developed prior to construction to evaluate work.</p>		
REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1.3	<p>create artistic compositions using skills and techniques to solve problems, express ideas, and produce and evaluate quality work</p>	<p>Use the tools and materials of art to explore art concepts and skills.</p> <p>Demonstrate questioning skills to define problems which can be solved through composition.</p>	<p>Purposefully select artistic tools and materials to solve problems.</p> <p>Demonstrate basic art techniques through compositions. For example, be aware of structure, form, and conventions. Practice with teacher guidance and direction.</p>	<p>Use artistic tools and materials to effectively express ideas.</p> <input type="checkbox"/> <p>Assess and refine technique to improve personal works.</p>
<input type="checkbox"/> <input type="checkbox"/> 1.4	<p>use skills of craftsmanship to produce quality work</p> <input type="checkbox"/>	<p>Recognize and articulate what makes a quality work of art in terms of its composition, context, technique, creativity, immediacy, and problem-solving.</p>	<p>Articulate and demonstrate standards of craftsmanship in terms of self-discipline, persistence, technical skills, and care.</p>	<p>Develop habits of craftsmanship to produce quality work.</p> <ul style="list-style-type: none"> • persistence • self-discipline • technical skills
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1.5	<p>create, present, and evaluate artworks using visual arts.</p>	<p>Create artwork in all of its forms for an audience, using the arts process:</p> <ul style="list-style-type: none"> • perceiving • understanding 	<p>Select an effective means to express ideas for a critical audience, and develop strategies to review and revise work.</p>	<p>Use art skills to produce work integrating past experiences.</p> <input type="checkbox"/>

		<ul style="list-style-type: none"> • developing skills • responding • creating • evaluating <p>Present artwork to others.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <p>Present artwork with confidence and poise in the presence of other people.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <p>Use creative and interpretive skills to perform individually or collaboratively in a formal setting.</p>
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REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1.5		As an audience, demonstrate an understanding and appreciation of the artist's intent. Use art vocabulary to describe and analyze artworks in terms of its content and ability to evoke feelings.	As an audience, demonstrate an understanding and appreciation of the artist's intent. <input type="checkbox"/> Use art concepts and principles to interpret and evaluate artworks.	As an audience, demonstrate an understanding and appreciation of the artist's intent. <input type="checkbox"/> Use art concepts and principles to interpret and evaluate artworks.

Washington Essential Academic Learning Requirement 2:

The student applies the creative process with arts knowledge and skills to reason and solve problems.

To meet this standard, the student will:

REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
<input type="checkbox"/> <input type="checkbox"/> 2.1	use the senses to gather and process information use the senses to solve problems using creativity and imagination	Use all the senses to recognize sound, image, action, line, and movement in the environment.	Use senses to connect symbols to those things they represent.	Use all the senses to integrate environmental information.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2.2	generate and analyze solutions to problems using creativity and imagination <input type="checkbox"/>	Use a process approach to solve artistic problems: <ul style="list-style-type: none"> • identify the problem • brainstorm, visualize • explore media and techniques • create, evaluate, revise • present • analyze, evaluate Explore works of art for ideas.	Use a process approach to solve artistic problems: <ul style="list-style-type: none"> • identify the problem • brainstorm, visualize • explore media and techniques • create, evaluate, revise • present • analyze, evaluate Select works of art for ideas.	Identify, analyze, and solve a problem in an expressive and imaginative way. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Analyze a range of artworks to connect personal work to the larger arts community.

REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	use art criteria to consider the effective-ness of personal work and that of others <input type="checkbox"/> <input type="checkbox"/>	Use criteria to describe an artwork in terms of techniques, composition, process, and the degree to which it solves a problem or communicates artistic ideas.	Examine and critique artwork in terms of techniques, composition, process, and the degree to which it solves a problem or communicates artistic ideas.	Develop and apply criteria to evaluate personal works and works of others. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.3	respect the artistic process and expression of others	Demonstrate empathy for artists and the artistic process. Use art criteria and vocabulary to constructively evaluate the artistic process and products of self and others.	Demonstrate empathy for artists and the artistic process. Use art criteria and vocabulary to constructively evaluate the artistic process and products of self and others.	Demonstrate a respect for the artist and the artistic process of others.

Washington Essential Academic Learning Requirement 3:

The student uses at least one of the art forms (visual arts, music, drama, and/or dance) to communicate ideas and feelings.

To meet this standard, the student will:

REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3.1	<p>use image, sound, action, and movement through the arts to express individual ideas for a specific purpose</p> <p>express ideas and feelings through art</p> <p>design and create art to serve a specific purpose</p>	<p>Identify art concepts and use personal experiences to communicate an idea for a variety of functions such as illustration, design, expression of culture, and advertising.</p>	<p>Use visual arts for a variety of functions:</p> <ul style="list-style-type: none"> • personal expression • illustration • expression of culture • to inspire • to inform • advertising • decorating 	<p>Use art to communicate and express feelings for a variety of functions and audiences. For example: create and present a senior project, design a video, and, organize and advertise a school/ community intercultural festival.</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3.2	<p>reflect and respond critically to the use of the arts in all forms of communication</p> <p>respond to art aesthet-ically, intellectually and emotionally</p> <p>reflect and respond critically to the impact of images in communication</p>	<p>Identify art concepts in a variety of settings and react to ideas, feelings, and meanings found in images.</p>	<p>Analyze the meaning, personal relevance, and aesthetic quality of a media message. For example, recognize the persuasive qualities of a commercial such as the symbolic use of color, images, and music.</p>	<p>Evaluate the effectiveness and aesthetic quality of the use of the media and formulate an informed response. For example, reply to the ad campaign of a political figure, or address how body image is used in advertising.</p>

REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
□ 3.3	use combinations of art forms to communicate in multimedia formats	Creatively combine art forms to express ideas and demonstrate understanding.	Locate and acquire information from a variety of sources. Organize and synthesize it to communicate ideas and create artworks.	Select and combine graphics, audio, moving images, and text. Select appropriate technologies to create, organize, and communicate ideas and feelings.

Washington Essential Academic Learning Requirement 4:

The student understands how the arts connect to other subject areas, life, and work.

To meet this standard, the student will:

REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
□ 4.1	apply art skills and knowledge in other subject areas	Create projects or multimedia presentations which demonstrate the ability to connect the arts and other subjects. □	Create and evaluate projects or multimedia presentations which demonstrate the ability to connect the arts and other subjects.	Apply and evaluate artistic processes to both enhance and demonstrate learning in other subjects.
□ □ 4.2	apply ideas and skills developed in the arts to daily life integrate art ideas and skills in daily life	Use art to reflect and respond to daily life. □ □ □	Use art skills and vocabulary to analyze and make informed decisions in daily life. For example: <ul style="list-style-type: none"> ● consumer choices ● entertainment choices ● media choices 	Demonstrate how artistic knowledge impacts decisions and supports changes in daily activities and events.

<input type="checkbox"/> <input type="checkbox"/> 4.3	use an artistic approach in personal and community decision-making	Identify art elements in the natural and designed world.	Use sensory information and aesthetic understanding to examine the natural and designed world and its impact on the community. For example: the shape, line, pattern of a tree, the action of body language, the graphics in a commercial.	Demonstrate an understanding of the relationship between the arts and the community. Use artistic criteria in decision making.
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REF	COMPONENT	BENCHMARK 1	BENCHMARK 2	BENCHMARK 3
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4.4	recognize and understand the influence of the arts in shaping and reflecting cultures and history	Identify examples of the arts in a variety of contexts within a culture <ul style="list-style-type: none"> • art for art’s sake • ceremonial • utilitarian • decorative • political • entertainment • family, public, cultural 	Consider how a work of art grew out of its time and place, was shaped by its time and place, and how it may have had an effect on its culture.	Understand how cultural and historical changes are reflected in art, i.e., war, advances in technology, literature, religion, entertainment. Understand how technological advances change the way cultures express and interpret meaning.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4.5	incorporate arts knowledge and skills into the workplace	Develop and apply creative thinking skills such as fluency, flexibility, originality, and elaboration in a variety of settings. Collaborate to implement a project using defined criteria.	Explore a range of work and careers using art and creative thinking skills. Collaborate to design and produce a project that takes into account individual strengths and interests.	Use art skills, creative thinking and knowledge to present ideas, inform, persuade, or design products. Collaborate to design and produce a project that takes into account individual strengths and interests.

<input type="checkbox"/> <input type="checkbox"/> identify career choices in the arts	Explore a range of careers in the arts.	Explore a range of careers in the arts.	Explore a range of careers in the arts and job shadow someone in an art related career.
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VISUAL ARTS SCOPE AND SEQUENCE

Elementary

Note: This scope and sequence details the artistic knowledge and skills in EALR 1. Teachers should refer to EALR’s 2 - 4 and the benchmarks regarding artistic process, communication, integration and career connections which must be a part of the total learning experience in art.

ELEMENTS OF THE ART PROGRAM	K	1	2	3	4	5
Line						
Recognize and create horizontal, vertical, diagonal, straight, curved, jagged, thick, and thin lines.	I	I	E	E	E	E
Use lines to create outside contour, then inside contours.	I	I	I	I	E	E
Identify line in the natural and designed world.	I	E	E	E	E	E
Color						
Recognize the expressive qualities of color.	I	I	I	E	E	E
Recognize and create a color wheel, primary, secondary, and tertiary colors.	I	I	I	E	E	E
Recognize and create warm/cool, complementary/	I	I	I	E	E	E

analogous colors.						
Recognize and create tints, tones, and shades.			I	I	E	E
Recognize and create value of color. (intensity, saturation, gradation)				I	I	I
Recognize and create transparent, translucent, and opaque colors.					I	I
Identify color in the natural and designed world.	I	E	E	E	E	E
Texture (visual and tactile)						
Recognize and create smooth, rough, coarse, raised, gloss, and matte surfaces.	I	I	E	E	E	E
Identify texture in the natural and designed world.	I	E	E	E	E	E
Pattern						
Recognize and create simple to complex patterns.	I	I	E	E	E	E
Identify patterns in the natural and designed world.	I	E	E	E	E	E

Shape and Form						
Recognize and create 2-D shapes and 3-D forms.	I	I	I	E	E	E
Recognize and create positive and negative space.	I	I	I	I	I	E
Recognize and create symmetrical and asymmetrical shapes and forms.			I	I	E	E
Recognize and create geometric and free form shapes and forms.	I	I	E	E	E	E
Recognize and create one point perspective. (horizon)						I
Recognize and create spatial relationships. (near/far, big/small)	I	I	E	E	E	E
Identify shape and form in the natural and designed world.	I	E	E	E	E	E
Art Masters (related to social studies)						
Recognize and discuss works of Western artists from a variety of historical periods.	I	I	I	I	I	I
Recognize and discuss works of non-Western artists and cultures.	I	I	I	I	I	I

Practice techniques observed in famous artworks.	I	I	I	I	I	I
Art Related Careers						
Explore a range of careers in the arts.	I	I	I	E	E	E

VISUAL ARTS SCOPE AND SEQUENCE

Middle School

Note: This scope and sequence details the artistic knowledge and skills in EALR 1. Teachers should refer to EALR's 2 - 4 and the benchmarks regarding artistic process, communication, integration and career connections which must be a part of the total learning experience in art.

ELEMENTS OF THE ART PROGRAM	6	7	8
Line			
Recognize and create horizontal, vertical, diagonal, straight, curved, jagged, thick, and thin lines.	I	E	E
Recognize the emotional impact of line.	I	E	E
Use lines to create outside contour, then inside contours.	I	E	E
Identify line in the natural and designed world.	I	E	E
Identify how master artists use line.	I	E	E
Explore the use of line in multiple media.	I	E	E

Color			
Recognize the expressive qualities of color.	I	E	E
Recognize and create a color wheel, primary, secondary, and tertiary colors.	I	E	E
Recognize and create warm/cool, complementary/ analogous colors.	I	E	E
Recognize and create tints, tones, and shades.	I	E	E
Recognize and create value of color. (intensity, saturation, gradation)	I	E	E
Recognize and create transparent, translucent, and opaque colors.	I	E	E
Identify color in the natural and designed world.	I	E	E
Identify how master artists and different schools of art use color.	I	E	E
Texture (visual and tactile)			
Recognize and create smooth, rough, coarse, raised, gloss, and matte surfaces.	I	E	E

Identify texture in the natural and designed world.	I	E	E
Explore texture and surface in multiple media.	I	E	E
Create and interpret textures in 2-D and 3-D works.	I	E	E
Identify how master artists and different schools of art use texture.	I	E	E
Pattern			
Recognize and create simple to complex patterns.	I	E	E
Identify patterns in the natural and designed world.	I	E	E
Understand how pattern builds a composition.	I	E	E
Understand how pattern enriches surfaces.	I	E	E
Explore pattern in multiple media.	I	E	E
Recognize how different cultures use pattern and create samples.	I	E	E
Identify how master artists and different schools of art use pattern.	I	E	E

Shape and Form			
Recognize and create 2-D shapes and 3-D forms.	I	E	E
Recognize and create positive and negative space.	I	E	E
Recognize and create symmetrical and asymmetrical shapes and forms.	I	E	E
Recognize and create geometric and free form shapes and forms.	I	E	E
Recognize and create one point perspective. (horizon)	I	E	E
ELEMENTS OF THE ART PROGRAM	6	7	8
Recognize and create spatial relationships. (near / far, big / small)	I	E	E
Identify shape and form in the natural and designed world.	I	E	E
Recognize the expressive qualities of shape and form.	I	E	E
Use shape and form to organize compositional space.	I	E	E
Identify how master artists and different schools of art use shape and form.	I	E	E

Art Masters			
Recognize and discuss works of Western artists from a variety of historical periods	I	E	E
Recognize and discuss works of non-Western artists and cultures	I	E	E
Practice techniques observed in famous artworks	I	E	E
Principles of Art			
Recognize balance, emphasis, harmony, movement, rhythm/repetition, variety, proportion, and gradation.	I	E	E
Create unified compositions which embody the principles of art.	I	E	E
Identify how master artists and different schools of art employ the principles of art.	I	E	E
Art Related Careers			
Explore a range of careers in the arts.	I	E	E
Create artworks which could be used in a work setting.	I	E	E
Develop artworks using graphics, multimedia, video, and	I	E	E

computer software.

VISUAL ARTS SCOPE AND SEQUENCE**High School**

Note: This scope and sequence details the artistic knowledge and skills in EALR 1. Teachers should refer to EALR's 2 - 4 and the benchmarks regarding artistic process, communication, integration and career connections which must be a part of the total learning experience in art.

This list pertains to the following art courses:

- Introductory Art
- Advanced Art
- Painting 1 & 2
- Pottery and Sculpture 1 & 2

ELEMENTS OF THE ART PROGRAM	9	10	11	12
Line				
Recognize and create horizontal, vertical, diagonal, straight, curved, jagged, thick, and thin lines.	I	E	E	E
Recognize the emotional impact of line.	I	E	E	E
Use lines to create outside contour, then inside contours.	I	E	E	E
Identify line in the natural and designed world.	I	E	E	E
Identify how master artists use line.	I	E	E	E
Explore the use of line in multiple media.	I	E	E	E
Color				

Recognize the expressive qualities of color.	I	E	E	E
Recognize and create a color wheel, primary, secondary, and tertiary colors.	I	E	E	E
Recognize and create warm/cool, complementary/ analogous colors.	I	E	E	E
Recognize and create tints, tones, and shades.	I	E	E	E
Recognize and create value of color. (intensity, saturation, gradation)	I	E	E	E
Recognize and create transparent, translucent, and opaque colors.	I	E	E	E
Identify color in the natural and designed world.	I	E	E	E
Identify how master artists and different schools of art use color.	I	E	E	E
Texture (visual and tactile)				
Recognize and create smooth, rough, coarse, raised, gloss, and matte surfaces.	I	E	E	E
Identify texture in the natural and designed world.	I	E	E	E

Explore texture and surface in multiple media.	I	E	E	E
Create and interpret textures in 2-D and 3-D works.	I	E	E	E
Identify how master artists and different schools of art use texture.	I	E	E	E
Pattern				
Recognize and create simple to complex patterns.	I	E	E	E
Identify patterns in the natural and designed world.	I	E	E	E
Understand how pattern builds a composition.	I	E	E	E
Understand how pattern enriches surfaces.	I	E	E	E
Explore pattern in multiple media.	I	E	E	E
Recognize how different cultures use pattern and create samples.	I	E	E	E
Identify how master artists and different schools of art use pattern.	I	E	E	E

ELEMENTS OF THE ART PROGRAM	9	10	11	12
Shape and Form				
Recognize and create 2-D shapes and 3-D forms.	I	E	E	E
Recognize and create positive and negative space.	I	E	E	E
Recognize and create symmetrical and asymmetrical shapes and forms.	I	E	E	E
Recognize and create geometric and free form shapes and forms.	I	E	E	E
Recognize and create one point perspective. (horizon)	I	E	E	E
Recognize and create spatial relationships. (near / far, big / small)	I	E	E	E
Identify shape and form in the natural and designed world.	I	E	E	E
Recognize the expressive qualities of shape and form.	I	E	E	E
Use shape and form to organize compositional space.	I	E	E	E
Identify how master artists and different schools of art use shape and form.	I	E	E	E

Art Masters				
Recognize and discuss works of Western artists from a variety of historical periods	I	E	E	E
Recognize and discuss works of non-Western artists and cultures	I	E	E	E
Practice techniques observed in famous artworks	I	E	E	E
Principles of Art				
Recognize balance, emphasis, harmony, movement, rhythm/repetition, variety, proportion, and gradation.	I	E	E	E
Create unified compositions which embody the principles of art.	I	E	E	E
Identify how master artists and different schools of art employ the principles of art.	I	E	E	E
Art Related Careers				
Explore a range of careers in the arts.	I	E	E	E
Create artworks which could be used in a work setting.	I	E	E	E
Develop artworks using graphics, multimedia, video, and	I	E	E	E

computer software.				
Develop a portfolio for college and careers.	I	E	E	E

INSTRUCTIONAL RESOURCES

Basic Materials

Elementary teacher resources:

The Fourth R: A Visual Arts Curriculum Handbook, Anacortes School District publication
Artmarks, Levels 1-4, Edmonds School District and Mercer Island School District publication

Artmarks, Levels 5-7, Edmonds School District and Mercer Island School District publication

Complementary Materials

A variety of resource materials such as art slides, prints, CD-ROMs, books, and videodiscs will be provided by the district and placed in schools or the district professional library for circulation.

Art Supplies

Schools are responsible for providing basic supplies which support a wide variety of art projects and experiences as described in this guide. At the secondary level, the cost of art supplies may be supplemented by art fees paid by students, but basic materials must be available for students who are unable to pay.

ASSESSMENT PROCEDURES

Elementary classroom teachers and secondary art teachers have the responsibility to assess student progress toward the benchmarks presented earlier in this guide. Elementary teachers should focus on Benchmark 1. Middle school teachers should focus on Benchmark 2, and high school teachers focus on Benchmark 3.

A variety of assessment techniques should be used to accommodate different student learning styles. Grading in art should be based on clearly defined criteria for projects and should emphasize the student's individual growth in artistic knowledge, skills, and ability to integrate the artistic process into daily life.

Examples of assessment strategies include:

- Portfolios
- Self Assessment
- Use of Scoring Guides
- Documentation of Personal Growth
- Daily Marks for Quality Work