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ABSTRACT

This course of study was developed for intermediate and junior high students in the Defiance (Ohio) public schools who are talented and gifted in the visual arts, providing for an in-depth and sequential development of skills and concepts. The program's philosophy stresses that, while the products of the arts are important, a need exists to emphasize the learning process as satisfying in and of itself. It focuses on sensitizing the whole person to the arts and to developing the imagination. Options in meeting the needs of gifted students in visual arts include accelerated educational experiences in cluster groups within regular classrooms or in enriched classrooms serving gifted children. A scope and sequence chart for grades 5 through 8 lists program and subject objectives for several components of a visual arts course of study, covering drawing, graphic design, painting, photography, printmaking, and sculpture. Within each component, objectives focus on enabling students to: (1) become aware of ways society expresses values and beliefs in art and responds to art; (2) develop their abilities to respond to works of art; (3) understand how artists express themselves; and (4) understand how art critics and historians respond to art. Methods of evaluating student progress are noted. (JDD)

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ED 364 021

Defiance City and County Schools

Course of Study Talented and Gifted

Visual Arts

Grades Five through Eight

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TABLE OF CONTENTS

Introduction.....	1
Program Philosophy.....	2
Program Goals.....	3
District Philosophies.....	4
Implementation & Process Model.....	6
Grades Five through Eight:	
"Drawing".....	8
"Graphic Design".....	15
"Painting".....	22
"Photography".....	30
"Printmaking".....	36
"Sculpture".....	41
Evaluation.....	47

INTRODUCTION

This Black Swamp Arts Scene Course of Study was developed for students who are talented and gifted in the visual and/or performing arts. It provides for an in-depth and sequential development of the skills and concepts involved within the arts discipline at hand. This growth will be greatly enhanced by regular use of the widely accepted teaching methods known to be suitable for talented and gifted students.

This course of study is not intended to be a prescribed route which all students must follow. Rather, it is meant to be a framework for learning the content included herein. It is assumed that the individual teacher will deliver specific learning prescriptions with flexibility and sensitivity to the mental and/or emotional needs of gifted learners. Neither the teacher nor the student is expected to use it in its entirety or in one specific sequence.

COMMITTEE MEMBERS

Gwendolyn A. Boylan
Jo Ann Jennings
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PROGRAM PHILOSOPHY

The value of the visual and performing arts to society is the opportunity which exists to develop a literacy, a means whereby the individuals which make up the society are free to both experience and express humanity. While the products of the arts are important, a need exists to emphasize the learning process as satisfying in and of itself. The skills of both performance and production are essential. Included in the affective range of a person's nature are the attributes of caring, appreciation and acceptance of individual differences. Promotion of an environment which encourages self-esteem is not only desirable but required.

Our focus is, then, on sensitizing the whole person to the arts and to developing the imagination. As the arts cross cultural and societal boundaries, traditional subject matter is integrated. Common threads of knowledge and understanding connect diverse fields of study through arts programming. Thus, to provide opportunities for individuals to formulate questions, problems and goals related to life becomes our highest priority in the school environment.

PROGRAM GOALS

- A. To provide enriched settings which encourage open-ended learning
- B. To facilitate the development of a positive self-concept
- C. To nurture, accept and strengthen creative behaviors
- D. To increase the vital skills of problem solving
- E. To gain an understanding of and facility with the communication through the arts
- F. To groom students to be leaders by encouraging initiative and independence
- G. To develop an understanding and appreciation of social cooperation and responsibility
- H. To gain an understanding of school experiences as they relate to planning for future careers
- I. To build enthusiasm for life-long learning
- J. To increase understanding of "change" as a natural and manageable phenomenon
- K. To be hopeful, joyous and capable in meeting the challenges in the future

DEFIANCE CITY SCHOOL DISTRICT PROGRAM PHILOSOPHY

1.1 General Philosophy of Education for Defiance City Schools

Education in the Defiance City Schools is based on the recognition of the dignity and worth of each individual, without discrimination on the basis of color, national origin, race, sex, religion, handicap or age. To this end, therefore, the Defiance City Schools believe:

- A. That the primary mission of public education involves three tasks: first, to develop in each student the ability to communicate and to be communicated with; second, to acquaint the student with those facts, ideologies, and techniques upon which modern cultures have been built; and third, to foster in each student the desire to arrive at independent conclusions after an openminded consideration of all available information.
- B. That the school has equal responsibility with the home, church, and community to point up and reinforce those moral, spiritual and patriotic values upon which our own culture has been built.
- C. That the school can best fulfill this shared responsibility on an incidental basis rather than in formal classes designed specifically for this purpose, since every class presents many opportunities to effectively reinforce our own mores.
- D. That life in a technological world requires continual and rapid readjustment and careful re-evaluation, but we believe that these necessary changes can best be made from a firm base if established human values.

1.2 Goals of Education for Defiance City Schools

- A. To be continually aware of the educational needs of all members of the community and, insofar as financially possible, provide the means of fulfilling those needs.
- B. To provide remedial work in the basics, particularly reading, for those students whose achievement is considerably lower than their grade placement.
- C. To provide program in which each student may progress at his/her own rate and to the limit of his/her own abilities.
- D. To provide a program which has stability and continuity, and at the same time, is amenable to experimentation and change.
- E. To provide each student with competent assistance and advice in choosing a vocational goal.
- F. To provide each student with experiences, examples and instruction which will assist and encourage the student to:
 - 1. Live in harmony with others.
 - 2. Recognize that all rights have responsibilities.
 - 3. Recognize his/her own worth as an individual.
 - 4. Develop self-discipline.
 - 5. Adapt to inevitable social, environmental or vocational changes.
 - 6. Develop satisfying uses for his/her leisure time.
 - 7. Avoid economic pitfalls as a consumer.
 - 8. Develop an appreciation of the fine arts.
 - 9. Recognize the needs for continuous learning and self-improvement.
 - 10. Become a responsible citizen.
 - 11. Strive for economic independence.

DEFIANCE COUNTY SCHOOL DISTRICT PROGRAM PHILOSOPHY

With the development of the whole person as the ultimate objective of the public school system in the United States, and in Defiance County in particular, the County Board of Education believes that education should provide the intellectual, moral, social and physical opportunity that will instill critical thinking, integrity of character, emotional balance, curiosity, and appreciation for and of our society within each individual. These provisions should enable the educational processes to develop within individuals: initiative, self-reliance, ability to work with others, and a desire to seek the truth. Furthermore, education should develop within the individuals: a respect for authority, respect for other individuals, respect for the home, and a profound interest in the welfare of their own and their fellowman's moral and ethical behavior.

To attain these goals it is the responsibility of the school to provide the necessary training to develop basic skills. The school must help students develop attitudes so that desired intellectual, moral, social, and physical concepts will be attained. To do this, the curriculum must provide not only factual information, and a creative environment, but opportunities for students to apply acquired skills and concepts in ways that will be meaningful to them.

To teach the basic skills, develop creative attitudes, concepts, and judgements, the curriculum must be broad enough to provide the needs for both terminal education and education beyond the secondary level. To do this, subject matter, teaching techniques and methods must differ to meet the ability and interests of each student.

In order to approach these goals, the school must have educators whose interests coincide with these objectives. A professional educator must be one who is willing to gain knowledge and to maintain a profound interest in schools and students. The educator must be abreast of the latest methods and techniques of instruction through further reading and advanced study. He must then accept and apply techniques which help improve the educational environment. Cooperative efforts of all school districts must continue to be fostered to provide the best possible educational opportunities for the children of the three local school districts as well as the Defiance City and Hicksville Exempted Village Schools.

Finally, in order to obtain the support of the community, the philosophy of education must be interpreted to the citizens so that they understand what the school is attempting to accomplish for their children. The public school system cannot reach its objectives until the public is committed to supporting schools.

BLACK SWAMP ARTS SCENE
DEFIANCE CITY & COUNTY SCHOOLS

Visual Arts
Course of Study for Talented and Gifted

Implementation of Process Model

Educational Program

The following supportive services and experiences are some ways to serve students gifted in the visual and performing arts as part of the regular educational program. Black Swamp Arts Scene provides pre-, post-school, or Saturday options as well as regularly scheduled arts classes to satisfy the required number of minutes per week.

As stated in the Rule for School Foundation Units for Gifted Children (3301-51-15) E.2.1.e: Program eligibility shall reflect the criteria defined by the state rule determining eligibility. The gifted child shall receive a minimum of five hours per week of instructional services as defined in paragraph E.2.c. of the rule.

Black Swamp Arts Scene recognizes the following options:

1. Accelerated educational experiences:
 - a. Advanced subject matter programs which may include the following:
 - 1) Visual arts topic seminars, honors courses, or residencies
 - 2) Independent study and research
 - 3) Visual arts experiences, including theory or appreciation
 - 4) Mentorships, internships, and other intensive work with experts in a given field of study
 - 5) Concurrent enrollment at another school or training agency
 - b. Guidance services might include the following:
 - 1) Personal/social awareness and adjustment
 - 2) Academic planning and performance
 - 3) Vocational and career awareness, investigation, and planning

Black Swamp Arts Scene
Defiance City & County Schools

Visual Arts
Course of Study for Talented and Gifted
Implementation of Process Model

2. Organizational option:

- a. Cluster grouping shall provide for full-time placement of two or more gifted children identified in accordance with state standards in the regular educational classroom. The classroom teacher will extend, replace, and/or supplement the regular school program by providing appropriate special instruction for the gifted child during the regular school day.
- b. Enriched art classroom shall serve gifted children identified in accordance with state standards on a part-time basis, and shall provide instructional services different from those normally provided in the regular classroom. The children shall have the opportunity to work at their level of ability and in their area of interest and to interact with other gifted children for at least part of the regular school day.

Black Swamp Arts Scene

Defiance City & County Schools

Course of Study for Talented and Gifted
Grades Five through Eight Visual Arts
"Drawing"

Key to Scope and Sequence Charts

- A. The program objective will be listed and will be coded with a number designation
- B. Subject objectives will be listed and will be coded with the number corresponding to the program objective and a point zero number and letter designating the sub-objectives.
- C. Skill level for program objectives:
 - I = Introduce
 - D = Develop
 - T = Test for Mastery
 - R = Reinforce/Maintain

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Drawing"

I = Introduce; D = Develop; T = Test;

R = Reinforce/Maintain

- | | 5 | 6 | 7 | 8 |
|--|---|-----|-----|-----|
| 1. To enable students to become aware of ways society expresses values and beliefs in art | I | DTR | DTR | DTR |
| 1.1 The learner will discover ideas for art in personal experiences | | | | |
| 1.1.a The learner will discover ideas for drawing from manmade and natural sources | | | | |
| 1.1.b The learner will discover ideas for drawing from emotions and fantasy | | | | |
| 1.2 The learner will transform ideas to create art | | | | |
| 1.2.a The learner will use drawings as a visual language | | | | |
| 1.2.b The learner will recognize and utilize the basic concepts of drawing | | | | |
| 1.2.c The learner will explore and utilize basic principles of design through their drawings | | | | |
| 1.2.d The learner will utilize their knowledge of the working of color, texture, value, line, and shape in visual statements | | | | |
| 1.3 The learner will work with media to make art | | | | |
| 1.3.a The learner will successfully, skillfully, and safely manipulate artists' materials | | | | |

Scope and Sequence

Talented and Gifted Visual Arts Grades Five through Eight, "Drawing"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

	5	6	7	8
1.3.b The learner will be introduced to a variety of drawing media (pencil, pen and ink, pastels, crayon, collage, scratchboard, markers)				
1.3.c The learner will select from various drawing media according to their expressive qualities				
2. To enable students to develop their abilities to respond to works of art	I	DTR	DTR	DTR
2.1 The learner will perceive and describe works of art				
2.1.a The learner will describe drawings using a design vocabulary				
2.1.b The learner will identify media, styles, and techniques used in drawing				
3. To enable students to develop their abilities to respond to works of art	I	DTR	DTR	DTR
3.1 The learner will interpret works of art				
3.1.a The learner will attempt to perceive the artists' statements in their personal, social and historical context				
3.1.b The learner will verbalize about the subtleties of compositional and design elements in drawing				
3.2 The learner will judge works of art				
3.2.a The learner will value personal expression in their own drawings and those of others				

Scope and Sequence

Talented and Gifted
Visual Arts Grades Five through Eight, "Drawing"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

	5	6	7	8
3.2.b The learner will judge drawings according to their technical, compositional and expressive qualities				
4. To enable students to understand how artists express themselves	I	DTR	DTR	DTR
4.1 The learner will learn how artists discover ideas for art in personal experiences				
4.1.a The learner will observe, share and interact with artists specializing in various drawing disciplines				
4.1.b The learner will observe and read accounts of artists' works, concerns, and working processes				
4.2 The learner will learn how artists transform ideas to create art				
4.2.a The learner will view drawings (e.g., editorial cartoons) dealing with similar themes				
4.2.b The learner will recognize how artists use elements and principles of design to make drawings				
4.3 The learner will learn how artists work with media to create art				
4.3.a The learner will observe and talk with professional artists about their use of drawing media				

Scope and Sequence

Talented and Gifted
Visual Arts Grades Five through Eight, "Drawing"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

	5	6	7	8
5. To enable students to understand how art critics and historians respond to art	I	DTR	DTR	DTR
5.1 The learner will know how art critics and historians perceive and describe works of art				
5.1.a The learner will understand the role which art critics and historians have ascribed to drawing throughout history				
5.1.b The learner will understand how art critics and historians use design concepts in their perception and description of drawing				
6. To enable students to become aware of ways society expresses values and beliefs in art	I	DTR	DTR	DTR
6.1 The learner will become aware of how society expresses values and beliefs in visual form				
6.1.a The learner will discuss and interpret marks which societies have left on their walls (pictographs, hieroglyphics, graffiti, etc.)				
6.2 The learner will become aware of how society expresses changes in values and beliefs in visual forms				
6.2.a The learner will become aware of how society expresses changes in values and beliefs through its support of evolving drawing styles				
6.2.b The learner will identify changes in the ways people use drawings				

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Drawing"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

5 6 7 8

- | | | | | | |
|-------|--|---|-----|-----|-----|
| 6.3 | The learner will become aware of how society works with its technologies to make visual forms | | | | |
| 6.3.a | The learner will explore new drawing media made available through technology | | | | |
| 6.3.b | The learner will understand how drawn images change as new materials are introduced | | | | |
| 7. | To enable students to become aware of ways society responds to art | I | DTR | DTR | DTR |
| 7.1 | The learner will become aware of how society perceives and recognizes visual images | | | | |
| 7.1.a | The learner will gain understanding of how the same drawing seen by different societies will be perceived differently because of divergent frames of reference | | | | |
| 7.1.b | The learner will learn that members of different societies vary their conception of composition, line, shape, color, and texture in a drawn image | | | | |
| 8. | To enable students to become aware of ways society responds to art | I | DTR | DTR | DTR |
| 8.1 | The learner will become aware of how society interprets visual images | | | | |
| 8.1.a | The learner will learn that different people find a variety of meanings in the same drawing | | | | |

Scope and Sequence

Talented and Gifted
Visual Arts Grades Five through Eight, "Drawing"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

5 6 7 8

- 8.2 The learner will become aware of how society judges visual images
 - 8.2.a The learner will learn that society judges drawings in a variety of ways
- 8.3 The learner will become aware of careers in art
 - 8.3.a The learner will identify and investigate occupational opportunities for people skilled in drawing

Black Swamp Arts Scene

Defiance City & County Schools

Course of Study for Talented and Gifted
Grades Five through Eight Visual Arts
"Graphic Design"

Key to Scope and Sequence Charts

- A. The program objective will be listed and will be coded with a number designation.
- B. Subject objectives will be listed and will be coded with the number corresponding to the program objective and a point zero number and letter designating the sub-objectives.
- C. Skill level for program objectives:
 - I = Introduce
 - D = Develop
 - T = Test for Mastery
 - R = Reinforce/Maintain

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Graphic Design"

I = Introduce; D = Develop; T = Test;

R = Reinforce/Maintain

- | | 5 | 6 | 7 | 8 |
|---|---|-----|-----|-----|
| 1. To enable students to become aware of ways society expresses values and beliefs in art | I | DTR | DTR | DTR |
| 1.1 The learner will discover ideas for art in personal experiences | | | | |
| 1.1.a The learner will discover ideas from manmade and natural sources | | | | |
| 1.1.b The learner will discover ideas from emotions and fantasy | | | | |
| 1.1.c The learner will discover design ideas from other arts--forms of movement and dance, music, and poetry | | | | |
| 1.2 The learner will transform ideas to create art | | | | |
| 1.2.a The learner will use design as a visual language | | | | |
| 1.2.b The learner will recognize and utilize the basic workings of line, shape, color, form, and texture in design compositions | | | | |
| 1.2.c The learner will utilize knowledge of the workings of movement in a visual design | | | | |
| 1.2.d The learner will utilize knowledge of the workings of balance in a visual design | | | | |
| 1.2.e The learner will utilize knowledge of the workings of pattern in a visual design | | | | |

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Graphic Design"

I = Introduce; D = Develop; T = Test;

R = Reinforce/Maintain

5 6 7 8

- 1.2.f The learner will utilize knowledge of the workings of value and contrast in a visual design
 - 1.2.g The learner will exchange knowledge of the power and subtlety of color in graphic design
 - 1.3 The learner will work with media to make art
 - 1.3.a The learner will successfully, skillfully, and safely manipulate designers' materials and equipment including some of the following: acrylic, air-brush, colored papers, gouache, markers, pens, stencil knives, silkscreen, tempera, etc.
 - 2. To enable students to develop their abilities to respond to works of art
 - 2.1 The learner will perceive and describe works of art
 - 2.1.a The learner will describe a graphics composition using design vocabulary
 - 2.2 The learner will interpret works of art
 - 2.2.a The learner will demonstrate the ability to personally conceptualize and relate experiences in response to graphic designs and other works of art
 - 2.2.b The learner will attempt to perceive the designer's goals in a particular work of art
- I DTR DTR DTR

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Graphic Design"

I = Introduce; D = Develop; T = Test;

R = Reinforce/Maintain

5 6 7 8

- 2.2.c The learner will verbalize about the designer's usage of the elements and principles of design in a visual statement
 - 2.3 The learner will judge works of art
 - 2.3.a The learner will value personal expression in their own graphic work and that of others
 - 2.3.b The learner will judge graphic designs according to the predetermined criteria for design and expression
 - 3. To enable students to understand how artists express themselves
 - 3.1 The learner will learn how artists discover ideas for art in personal experiences
 - 3.1.a The learner will observe, share and interact with designers from a variety of fields and respond to their work
 - 3.1.b The learner will observe and read accounts of designers' work, and working processes
 - 3.2 The learner will learn how artists transform ideas to create art
 - 3.2.a The learner will recognize the importance of the relationship between form and function in transforming ideas into graphic designs
- I DTR DTR DTR

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Graphic Design"

I = Introduce; D = Develop; T = Test;

R = Reinforce/Maintain

	5	6	7	8
3.3 The learner will know how artists work with media to create art				
3.3.a The learner will observe and talk with professional designers about their use of media				
4. To enable students to understand how art critics and historians respond to art	I	DTR	DTR	DTR
4.1 The learner will learn how art critics and historians perceive and describe works of art				
4.1.a The learner will understand the role which art critics and historians play in the field of graphic design				
4.1.b The learner will understand how art critics and historians use design concepts to perceive and describe works of art				
4.2 The learner will learn how art critics and historians interpret works of art				
4.2.a The learner will understand how art critics and historians use design concepts to interpret graphic design				
5. To enable students to become aware of ways society expresses values and beliefs in art	I	DTR	DTR	DTR
5.1 The learner becomes aware of how society expresses values and beliefs in visual form				
5.1.a The learner will be exposed to graphic designs from their culture as well as others				

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Graphic Design"

I = Introduce; D = Develop; T = Test;

R = Reinforce/Maintain

5 6 7 8

- 5.1.b The learner will discuss and interpret visual symbols of society
 - 5.2 The learner will become aware of how society expresses changes in values and beliefs in visual forms
 - 5.2.a The learner will identify changes in the ways people use graphic design
 - 5.3 The learner will become aware of how society works with its technologies to make visual forms
 - 5.3.a The learner will explore new media made available through technology
 - 5.3.b The learner will understand how graphic design changes as new materials are introduced
 - 6. To enable students to become aware of ways society responds to art
 - 6.1 The learner will become aware of how society perceives and recognizes visual images
 - 6.1.a The learner will understand how the same graphic design may be perceived differently by various societies because of divergent frames of reference
- I DTR DTR DTR

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Graphic Design"

I = Introduce; D = Develop; T = Test;

R = Reinforce/Maintain

5 6 7 8

- 6.2 The learner will become aware of how society interprets visual images
 - 6.2.a The learner will learn that different societies interpret the same or similar graphic design in different ways
- 6.3 The learner will become aware of how society judges visual images
 - 6.3.a The learner will learn that society judges graphic designs in a variety of ways
- 6.4 The learner will become aware of careers in art
 - 6.4.a The learner will identify and investigate occupational opportunities for people skilled in graphic design

Black Swamp Arts Scene
Defiance City & County Schools
Course of Study for Talented and Gifted
Grades Five through Eight Visual Arts
"Painting"

Key to Scope and Sequence Charts

- A. The program objective will be listed and will be coded with a number designation.
- B. Subject objectives will be listed and will be coded with the number corresponding to the program objective and a point zero number and letter designating the sub-objectives.
- C. Skill level for program objectives:
 - I = Introduce
 - D = Develop
 - T = Test for Mastery
 - R = Reinforce/Maintain

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Painting"

I = Introduce; D = Develop; T = Test;

R = Reinforce/Maintain

- | | 5 | 6 | 7 | 8 |
|---|---|-----|-----|-----|
| 1. To enable students to become aware of ways society expresses values and beliefs in art | I | DTR | DTR | DTR |
| 1.1 The learner will discover ideas for art in personal experiences | | | | |
| 1.1.a The learner will discover and develop ideas for painting by examining natural and human sources in one's own environment | | | | |
| 1.1.b The learner will recall past experiences, feelings, dreams, beliefs, and concerns as sources of expression for painting | | | | |
| 1.2 The learner will transform ideas to create art | | | | |
| 1.2.a The learner will recognize and utilize basic concepts of composition | | | | |
| 1.2.b The learner will experiment with pictorial elements and principles to arrive at different painterly solutions and effects | | | | |
| 1.2.c The learner will utilize planning and spontaneous methods of working to achieve difference in modes of expression | | | | |
| 1.2.d The learner will experiment with variations on a theme | | | | |

Scope and Sequence

Talented and Gifted
Visual Arts Grades Five through Eight, "Painting"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

5 6 7 8

- 1.2.e The learner will exercise the prerogative to exaggerate, distort, simplify, and rearrange parts of their paintings to enhance expressive qualities
 - 1.2.f The learner will allow chance occurrences to provide a mode for painting
 - 1.2.g The learner will utilize knowledge of color theory in development of expression
 - 1.2.h The learner will utilize texture in the development of paintings
2. To enable students to become aware of ways society expresses values and beliefs I DTR DTR DTR
- 2.1 The learner will work with media to make art
 - 2.1.a The learner will successfully, skillfully, and safely manipulate artists' materials, tools, and equipment
 - 2.1.b The learner will compare visual qualities of different materials and tools
 - 2.1.c The learner will select appropriate materials for expression of a particular idea or feeling
 - 2.1.d The learner will gain skill in manipulating paint to create specific and desired effects

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Painting"

I = Introduce; D = Develop; T = Test;

R = Reinforce/Maintain

	5	6	7	8
3. To enable students to develop their abilities to respond to works of art	I	DTR	DTR	DTR
3.1 The learner will perceive and describe works of art				
3.1.a The learner will describe painting in the design vernacular				
3.1.b The learner will identify such characteristics as media, subject and techniques in painting				
3.1.c The learner will discern general period characteristics through the subject and style of painting				
3.2 The learner will interpret works of art				
3.2.a The learner will attribute meanings to the visual cues in painting (e.g., subject, media, and design)				
3.2.b The learner will verbalize about the application of basic design principles of painting				
3.3 The learner will judge works of art				
3.3.a The learner will value personal expression in their own paintings and those of others				
3.3.b The learner will judge paintings according to their technical, compositional and expressive qualities				

Scope and Sequence

Talented and Gifted Visual Arts Grades Five through Eight, "Painting"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

- | | 5 | 6 | 7 | 8 |
|---|---|-----|-----|-----|
| 4. To enable students to understand how artists express themselves | I | DTR | DTR | DTR |
| 4.1 The learner will learn how artists discover ideas for art in personal experiences | | | | |
| 4.1.a The learner will observe, share and interact with artists specializing in various painting disciplines | | | | |
| 4.1.b The learner will observe and read accounts of artists' work, concerns, and working processes | | | | |
| 4.2 The learner will learn how artists transform ideas to create art | | | | |
| 4.2.a The learner will compare different painterly interpretations of the same theme | | | | |
| 4.2.b The learner will observe how particular painting styles simplify, exaggerate and rearrange subject matter | | | | |
| 4.2.c The learner will study cultural and ethnic forces which influence the transformation of ideas in painting | | | | |
| 5. To enable students to understand how art critics and historians respond to art | I | DTR | DTR | DTR |
| 5.1 The learner will learn how art critics and historians perceive and describe works of art | | | | |

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Painting"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

5 6 7 8

- 5.1.a The learner will learn how art critics and historians use design concepts in their perceptions and descriptions of painting
- 5.1.b The learner will recognize that commentaries by art critics and historians vary when describing the same paintings
- 5.2 The learner will know how art critics and historians judge works of art
 - 5.2.a The learner will identify existing and new criteria used by art critics and historians in evaluating paintings
- 6. To enable students to become aware of ways society expresses values and beliefs in art
 - 6.1 The learner becomes aware of how society expresses values and beliefs in visual form
 - 6.1.a The learner will investigate various painterly solutions to social concerns
 - 6.1.b The learner will become aware of how mass media influences our reaction to paintings
 - 6.2 The learner will become aware of how society expresses changes in values and beliefs in visual forms

I DTR DTR DTR

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Painting"

I = Introduce; D = Develop; T = Test;

R = Reinforce/Maintain

5 6 7 8

- 6.2.a The learner will perceive how style and content changes in painting indicate social shifts in values and beliefs
 - 6.2.b The learner will learn that paintings being collected reflect changes that are occurring in society
 - 6.3 The learner will become aware of how society works with its technologies to make visual forms
 - 6.3.a The learner will learn that modern technology has an impact on the function and design of painting
 - 7. To enable students to become aware of ways society responds to art
 - 7.1 The learner will become aware of how society perceives and recognizes visual images
 - 7.1.a The learner will understand how the same painting seen by different societies will be perceived differently because of divergent frames of reference
 - 7.2 The learner will become aware of how society interprets visual images
 - 7.2.a The learner will learn that different societies interpret the same or similar paintings in different ways
 - 7.2.b The learner will learn that reactions to painting depend on individual backgrounds and experiences
- I DTR DTR DTR

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Painting"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

5 6 7 8

- 7.3 The learner will become aware of how society judges visual images
 - 7.3.a The learner will know that society judges paintings in a variety of ways
 - 7.3.b The learner will learn that society has preferences in subjects, themes, and styles in paintings
- 7.4 The learner will become aware of careers in art
 - 7.4.a The learner will identify and investigate occupational opportunities for people skilled in painting

Black Swamp Arts Scene

Defiance City & County Schools

Course of Study for Talented and Gifted
Grades Five through Eight Visual Arts
"Photography"

Key to Scope and Sequence Charts

- A. The program objective will be listed and will be coded with a number designation.
- B. Subject objectives will be listed and will be coded with the number corresponding to the program objective and a point zero number and letter designating the sub-objectives.
- C. Skill level for program objectives:
 - I = Introduce
 - D = Develop
 - T = Test for Mastery
 - R = Reinforce/Maintain

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Photography"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

	5	6	7	8
1. To enable students to become aware of ways society expresses values and beliefs in art	I	DTR	DTR	DTR
1.1 The learner will discover ideas for art in personal experiences				
1.1.a The learner will discover ideas from natural and human sources in one's own environment				
1.1.b The learner will discover ideas from emotions and fantasy				
1.1.c The learner will learn ways of seeing with the camera as an extension of the eye to limit, expand, or select what the viewer sees				
1.1.d The learner will know that most subjects for photography fit into one of four basic groups: thing, person, place, or happening				
1.2 The learner will transform ideas to create art				
1.2.a The learner will learn ways in which elements and principles of design are applied to the composition of photography				
1.2.b The learner will experiment with design principles in creating a photograph (e.g., photogram, rayogram, solarization)				
1.3 The learner will work with media to make art				

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Photography"

I = Introduce; D = Develop; T = Test;

R = Reinforce/Maintain

	5	6	7	8
1.3.a The learner will learn proper use of and care for camera parts and accessories (e.g., change lenses, use lens cap, filters, light meters, tripods)				
1.3.b The learner will learn proper use of and care for darkroom enlargers and accessories				
1.3.c The learner will demonstrate knowledge of darkroom environment				
2. To enable students to become aware of ways society expresses values and beliefs in art	I	DTR	DTR	DTR
2.1 The learner will work with media to make art				
2.1.a The learner will demonstrate procedures used to process film and to make positive prints from negatives				
2.1.b The learner will experiment with camera techniques and equipment for desired images and effects				
3. To enable students to develop their abilities to respond to works of art	I	DTR	DTR	DTR
3.1 The learner will perceive and describe works of art				
3.1.a The learner will learn the meanings of photography terms (e.g., f-stop, depth of field, exposure times)				
3.1.b The learner will discuss and evaluate a photographic composition using elements of design				

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Photography"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

5 6 7 8

- 3.1.c The learner will demonstrate the ability to personally conceptualize and relate experiences in response to their photography
- 3.2 The learner will interpret works of art
 - 3.2.a The learner will respond to the many sources and uses of photography
- 3.3 The learner will judge works of art
 - 3.3.a The learner will learn to value personal expression in their own photography and the photographs of others
 - 3.3.b The learner will critique their own photography and those of others according to their technical and aesthetic qualities
- 4. To enable students to understand how artists express themselves
 - 4.1 The learner will learn how artists discover ideas for art in personal experiences
 - 4.1.a The learner will observe, share and interact with photographers and respond to their work
 - 4.1.b The learner will research visual and written materials to gain understanding of photographers' approaches to finding ideas
 - 4.2 The learner will learn how artists transform ideas to create art

I DTR DTR DTR

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Photography"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

	5	6	7	8
4.2.a The learner will observe and interact with photographers and their individual techniques				
4.2.b The learner will research, discuss, and share artists' photographic work and working processes				
5. To enable students to understand how art critics and historians respond to art	I	DTR	DTR	DTR
5.1 The learner will learn how art critics and historians perceive and describe works of art				
5.1.a The learner will become knowledgeable of important figures, events and periods that contributed to the development of photography as an art form				
6. To enable students to become aware of ways society expresses values and beliefs in art	I	DTR	DTR	DTR
6.1 The learner becomes aware of how society expresses values and beliefs in visual forms				
6.1.a The learner will become aware of how mass media influences our acceptance of visual images in photography				
6.1.b The learner will know ways in which photography is used commercially in printed media (e.g., magazines, books, billboards, posters)				
6.2 The learner will become aware of how society works with its technologies to make visual forms				

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Photography"

I = Introduce; D = Develop; T = Test;

R = Reinforce/Maintain

5 6 7 8

- 6.2.a The learner will learn how new developments in photography are utilized in communication
 - 6.2.b The learner will explore new media made available by technology discoveries in photography
 - 6.2.c The learner will learn how new developments in photography are utilized in commercial communication
7. To enable students to become aware of ways society responds to art
- I DTR DTR DTR
- 7.1 The learner will become aware of how society perceives and recognizes visual forms
 - 7.1.a The learner will prepare, mount, and display their photographic images
 - 7.2 The learner will become aware of careers in art
 - 7.2.a The learner will identify and investigate occupational opportunities in photography

Black Swamp Arts Scene

Defiance City & County Schools

Course of Study for Talented and Gifted
Grades Five through Eight Visual Arts
"Printmaking"

Key to Scope and Sequence Charts

- A. The program objective will be listed and will be coded with a number designation.
- B. Subject objectives will be listed and will be coded with the number corresponding to the program objective and a point zero number and letter designating the sub-objective.
- C. Skill level for program objectives:
 - I = Introduce
 - D = Develop
 - T = Test for Mastery
 - R = Reinforce/Maintain

Scope and Sequence

Talented and Gifted Visual Arts Grades Five through Eight, "Printmaking"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

5 6 7 8

- | | | | | | |
|-------|---|---|-----|-----|-----|
| 1. | To enable students to become aware of ways society expresses values and beliefs in art | I | DTR | DTR | DTR |
| 1.1 | The learner will discover ideas for art in personal experiences | | | | |
| 1.1.a | The learner will discover the significance of printmaking as a creative art form | | | | |
| 1.1.b | The learner will discover the variety of printing methods that can create an artistic statement | | | | |
| 1.1.c | The learner will discover that ideas for printmaking can come from manmade and natural sources as well as from emotions and fantasy | | | | |
| 1.2 | The learner will transform ideas to create art | | | | |
| 1.2.a | The learner will utilize knowledge of drawing and design in developing a printed statement | | | | |
| 1.2.b | The learner will utilize understanding of color and texture in developing a printed statement | | | | |
| 1.2.c | The learner will utilize understanding of repetition and overlap in creating a printed statement | | | | |
| 1.2.d | The learner will understand the difference between the four basic printing processes of: | | | | |

Scope and Sequence

Talented and Gifted
Visual Arts Grades Five through Eight, "Printmaking"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

5 6 7 8

- 1.2.d.1 Relief: involving printing from raised surfaces as in linoleum, wood block, and calligraphy
- 1.2.d.2 Intaglio: involving printing from recessed areas as in etching and engraving
- 1.2.d.3 Planography: involving printing from a flat surface as in lithography and monoprinting
- 1.2.d.4 Serigraphy: involving printing through a surface as in silk screen and stencil

1.3 The learner will work with media to make art

- 1.3.a The learner will learn to respect and properly care for printmakers' tools and materials
- 1.3.b The learner will successfully, skillfully, and safely manipulate artists' materials
- 1.3.c The learner will select from various printing processes according to their expressive qualities

2. To enable students to develop their abilities to respond to works of art

I DTR DTR DTR

2.1 The learner will perceive and describe works of art

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Printmaking"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

5 6 7 8

- 2.1.a The learner will learn to identify the unique qualities of different printmaking techniques
 - 2.1.b The learner will use printmaking vocabulary in describing different printmaking techniques
 - 2.2 The learner will interpret works of art
 - 2.2.a The learner will verbalize (using printmaking vocabulary) their personal impressions about different types of print
 - 2.2.b The learner will respond to how the artist selected and used concepts of design in the print
 - 2.2.c The learner will respond to how the artist selected the printing technique in relation to the artistic statement being made
 - 2.3 The learner will judge works of art
 - 2.3.a The learner will judge prints according to predetermined criteria for the specific type of print
 - 3. To enable students to understand how artists express themselves
 - 3.1 The learner will know how artists transform ideas to create art
 - 3.1.a The learner will ask printmakers about their idea sources
 - 3.2 The learner will know how artists work with media to create art
- I DTR DTR DTR

Scope and Sequence

Talented and Gifted
Visual Arts Grades Five through Eight, "Printmaking"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

5 6 7 8

- 3.2.a The learner will ask printmakers about improvisation, modification, and refinement within a specific kind of printmaking
 - 3.2.b The learner will observe and read accounts of artists' work, concerns, and working processes
 - 4. To enable students to become aware of ways society expresses values and beliefs in art
 - 4.1 The learner will become aware of how society expresses changes in values and beliefs in visual forms
 - 4.1.a The learner will understand the importance of printmaking as a vital art form throughout history
 - 5. To enable students to become aware of ways society responds to art
 - 5.1 The learner will become aware of careers in art
 - 5.1.a The learner will identify and investigate printmaking occupational opportunities
- I DTR DTR DTR
- I DTR DTR DTR

Black Swamp Arts Scene

Defiance City & County Schools

Course of Study for Talented and Gifted
Grades Five through Eight Visual Arts
"Sculpture"

Key to Scope and Sequence Charts

- A. The program objective will be listed and will be coded with a number designation.
- B. Subject objectives will be listed and will be coded with the number corresponding to the program objective and a point zero number and letter designating the sub-objectives.
- C. Skill level for program objectives:
 - I = Introduce
 - D = Develop
 - T = Test for Mastery
 - R = Reinforce/Maintain

Scope and Sequence

Talented and Gifted Visual Arts Grades Five through Eight, "Sculpture"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

	5	6	7	8
1. To enable students to become aware of ways society expresses values and beliefs in art	I	DTR	DTR	DTR
1.1 The learner will discover ideas for art in personal experiences				
1.1.a The learner will discover ideas from natural and human sources in one's own environment				
1.1.b The learner will discover ideas from emotions and fantasy				
1.2 The learner will transform ideas to create art				
1.2.a The learner will recognize and utilize basic concepts of composition				
1.2.b The learner will utilize knowledge of concave and convex to create forms				
1.2.c The learner will utilize mass and space as basic elements of organization				
1.2.e The learner will utilize knowledge of texture to enhance form				
1.2.f The learner will utilize knowledge of additive and subtractive techniques to create form and space				

Scope and Sequence

Talented and Gifted
Visual Arts Grades Five through Eight, "Sculpture"

I = Introduce; D = Develop; T = Test;
R = Reinforce/Maintain

5 6 7 8

- 1.3 The learner will work with media to make art
 - 1.3.a The learner will successfully, skillfully, and safely manipulate three-dimensional materials and equipment

- 2. To enable students to develop their abilities to respond to works of art
 - 2.1 The learner will perceive and describe works of art
 - 2.1.a The learner will describe a form using design vocabulary
 - 2.1.b The learner will demonstrate the ability to personally conceptualize and relate experiences in response to works of art
 - 2.2 The learner will interpret works of art
 - 2.2.a The learner will verbalize about the basic concepts of mass, form, space, texture, and organization
 - 2.2.b The learner will respond to how artists use and select concepts of design to make their visual and tactile statements
 - 2.3 The learner will judge works of art
 - 2.3.a The learner will value personal expression in their own sculpture and the sculptures of others
 - 2.3.b The learner will judge works of art according to predetermined criteria for design and expression

I DTR DTR DTR

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Sculpture"

I = Introduce; D = Develop; T = Test;

R = Reinforce/Maintain

- | | 5 | 6 | 7 | 8 |
|---|---|-----|-----|-----|
| 3. To enable students to understand how artists express themselves | I | DTR | DTR | DTR |
| 3.1 The learner will learn how artists discover ideas for art in personal experiences | | | | |
| 3.1.a The learner will observe, share and interact with sculptors and respond to their work | | | | |
| 3.1.b The learner will observe and read accounts of artists' works, concerns, and working processes | | | | |
| 3.2 The learner will learn how artists transform ideas to create art | | | | |
| 3.2.a The learner will recognize how sculptors use mass, space, texture, and organization to make a visual and tactile statement | | | | |
| 4. To enable students to understand how art critics and historians respond to art | I | DTR | DTR | DTR |
| 4.1 The learner will learn how art critics and historians perceive and describe works of art | | | | |
| 4.1.a The learner will understand how art critics and historians use design concepts in their perceptions and descriptions of sculpture | | | | |
| 5. To enable students to become aware of ways society expresses values and beliefs in art | I | DTR | DTR | DTR |
| 5.1 The learner will become aware of how society expresses values and beliefs in visual form | | | | |

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Sculpture"

I = Introduce; D = Develop; T = Test;

R = Reinforce/Maintain

5 6 7 8

- 5.1.a The learner will be exposed to sculptural forms from their culture as well as others
- 5.1.b The learner will discuss and interpret visual symbols of society
- 5.1.c The learner will identify sculptural forms which transmit different beliefs and concerns of people
- 5.1.d The learner will become aware of how mass media influences our acceptance of sculpture
- 5.2 The learner will become aware of how society expresses changes in values and beliefs in visual forms
 - 5.2.a The learner will be exposed to sculptural forms from their culture as well as others
 - 5.2.b The learner will discuss and interpret visual symbols of society
 - 5.2.c The learner will identify changes in the ways people use sculpture
- 5.3 The learner will become aware of how society works with its technologies to make visual forms
 - 5.3.a The learner will explore new three-dimensional materials made available by technological discoveries

Scope and Sequence

Talented and Gifted

Visual Arts Grades Five through Eight, "Sculpture"

I = Introduce; D = Develop; T = Test;

R = Reinforce/Maintain

	5	6	7	8
5.3.b The learner will learn how forms change as new materials are introduced				
6. To enable students to become aware of ways society responds to art	I	DTR	DTR	DTR
6.1 The learner will become aware of how society perceives and recognizes visual forms				
6.1.a The learner learn how the same sculptures may be perceived differently by various societies, because of divergent frames of reference				
6.2 The learner will become aware of how society interprets visual forms				
6.2.a The learner will learn that different societies interpret the same or similar sculptures in different ways				
6.3 The learner will become aware of how society judges visual images				
6.3.a The learner will learn that society judges sculpture in a variety of ways				
6.3.b The learner will learn that society has preferences in subjects, themes, and styles in sculpture				
6.4 The learner will become aware of careers in art				
6.4.a The learner will identify and investigate sculpture-related occupational opportunities				

EVALUATION

Students will be evaluated regularly at pre-determined intervals on a continuing basis that may include oral, written and performance or display methods. The assessment method selected will be the most appropriate for evaluation of the specific objective. Both the affective and cognitive domains will be included in the evaluation. In the cognitive domain, attainment of factual information may be measured by written or oral exam by the student, including objective questions and/or essays, summative papers, discussions or presentations, on an individual basis or in small groups. In the affective domain, student attitude inventories, self-evaluation and teacher or observer ratings may be used to measure performance quality, portfolios, displays and presentations.