

FRAMEWORKS	TIME SPAN	UNIT OF STUDY	SAMPLE ASSIGNMENTS	SAMPLE ASSESSMENTS	SAMPLE CROSS-CURRICULAR CONNECTIONS OR ART HISTORY
1. Media, Materials, and Techniques 2. Elements and Principles of Design 3. Observation, Abstraction, Invention, and Expression 4. Drafting, Revising, and Exhibiting 7. Roles of Artists in Communities 8. Concepts of Style, Stylistic Influence, and Stylistic Change	2 days	CONTRAST	Self-portrait caricature	- Project Rubric	Newspapers
1. Media, Materials, and Techniques 2. Elements and Principles of Design 3. Observation, Abstraction, Invention, and Expression 4. Drafting, Revising, and Exhibiting 5. Critical Response 6. Purpose and Meanings in the Arts 9. Inventions, Technologies, and the Arts	Wks. 1 - 2	1 Pt. PERSPECTIVE	Road, Name, Dream Room,	- Teach-back - Quiz	DAVINCI
1. Media, Materials, and Techniques 2. Elements and Principles of Design 3. Observation, Abstraction, Invention, and Expression 4. Drafting, Revising, and Exhibiting 5. Critical Response	Wks. 3-5	PRINCIPLES OF DESIGN	- 16 Squares with parts of a word, emphasizing unity - Mirror images - Positive/Negative designs	quiz	Matisse for Positive/Negative

6. Purpose and Meanings in the Arts 7. Roles of Artists in Communities 8. Concepts of Style, Stylistic Influence, and Stylistic Change			- Relief in Clay		
1. Media, Materials, and Techniques 2. Elements and Principles of Design 3. Observation, Abstraction, Invention, and Expression 4. Drafting, Revising, and Exhibiting 5. Critical Response 6. Purpose and Meanings in the Arts 7. Roles of Artists in Communities 8. Concepts of Style, Stylistic Influence, and Stylistic Change 9. Inventions, Technologies, and the Arts 10. Interdisciplinary Connections	Wks. 6-9	DRAWING	- Contour – Drawings of each other -Value Scale – Observation of Still Life	critique	Henri Matisse Giorgio Morandi
1. Media, Materials, and Techniques 2. Elements and Principles of Design 3. Observation, Abstraction, Invention, and Expression 4. Drafting, Revising, and Exhibiting 5. Critical Response 6. Purpose and Meanings in the Arts 8. Concepts of Style, Stylistic Influence, and Stylistic Change	Wks. 10-11	FIGURE	- Proportion Review - Quick Gesture drawings - Longer pose	quiz	Davinci Alice Neel Pearlstein Cassatt
1. Media, Materials, and Techniques 2. Elements and Principles of	Wks. 11-13	SCULPTURE	- Wire Figure Sculpture	Self Assess with Rubric	Henry Moore Alex. Calder

<p>Design</p> <p>3. Observation, Abstraction, Invention, and Expression</p> <p>4. Drafting, Revising, and Exhibiting</p> <p>5. Critical Response</p> <p>6. Purpose and Meanings in the Arts</p> <p>8. Concepts of Style, Stylistic Influence, and Stylistic Change</p> <p>9. Inventions, Technologies, and the Arts</p>			<ul style="list-style-type: none"> - Relief cardboard masks - Clay tiles - Papier mache - Paper Sculpture - Quilling - Model Magic 		<p>Christo</p>
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8. Concepts of Style, Stylistic Influence, and Stylistic Change					
9. Inventions, Technologies, and the Arts					
10. Interdisciplinary Connections					

Massachusetts Art Curriculum Frameworks

Strand (describes the overall content and skills of learning, teaching, and assessment in the arts)

Connections: History, Criticism, and Links to other Discipline (Pre-K-12)

Students learn about the history and criticism of visual arts and architecture, their role in the community, and their links to other disciplines.

Standards (define what students should know and be able to do): importance of both content and skills; to help teachers create meaningful **curriculum** and classroom assessments; and to serve as a basis for models of district and statewide assessment of student performance.)

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Detailed Summary of Massachusetts Arts Curriculum Frameworks Core Concepts:

(The essential purpose of arts education)

- In the visual arts, people express ideas and emotions that they cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts.

- Effective **curriculum** in the visual arts enables students to apply both imagination and rational thinking to the making of **art**; use artistic literacy as a natural enhancement to learning other subjects; understand how world cultures have been historically influenced and shaped by the arts; and understand the ways in which the arts contribute to contemporary life.
- The term “artistic literacy” means the ability to use and understand symbols and structures of dance, music theatre, and visual arts.
- As they learn to communicate through the arts, students understand why people need more than words alone for eloquent expression.

Guiding Principles:

(The underlying tenets of learning, teaching and assessment of arts education)

- Well-rounded education in the arts consists of experiences in three interrelated kinds of artistic activity: creating, performing and responding.
- Creating refers to generating original **art**. Students need opportunities in and out of school in which they can discover who they are as individuals, express their reactions to the world around them, tell their stories, and show their own vision.
- Performing before an audience adds a public dimension to dance, music, and theatre education; in the visual arts, exhibiting artwork outside the classroom plays a similar function.
- Responding is an important dimension of studio and rehearsal discussion because it can lead to thoughtful revision and refinement.

Visual Arts Strand:

(Describes the overall content and skills of learning, teaching, and assessment in the arts)

- The strands describe the overall content of learning, teaching, and assessment in the arts.
- Teachers of each arts discipline are responsible for incorporating ten standards into their **curriculum**. Pre-K-12 teachers and administrators in each district must decide which concepts will be introduced or refined at each grade level and what materials, equipment, and resources will be used.
- Students learn about the arts from the artist’s perspective through active participation--they learn by doing. Massachusetts schools should educate students to think like artists, just as they teach students to think like

writers, historians, scientists, or mathematicians.

- Young children use the arts to explore sensation and recreate their memory of real and imagined events.
- Resourceful teachers help (late elementary to middle school) students identify the **art** forms that interest them most. Teachers and students together can then capitalize on those interests by pursuing projects that foster understanding of the essential skills and broad dimensions of a discipline.
- Whatever their previous training or level of expertise in the arts, adolescents (high school and beyond) search for ways to communicate personal and original ideas. These students bring what they have learned in, about, and through the arts to their adult lives.

Standards 1-5:

- **Methods, materials, and techniques:** Students will demonstrate knowledge of methods, materials, and techniques unique to the visual arts.
- **Elements and Principles of Design:** Students will demonstrate knowledge of elements and principles of design.
- **Observation, Abstraction, Invention, and Expression:** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.
- **Drafting, Revising, and Exhibiting:** Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.
- **Critical Response:** Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, the students will connect their analysis to interpretation and evaluation.

Connections Strand: History, Criticism, and Links to other Disciplines (Pre-K-12):

- This strand sets the expectation that students will learn about their artistic heritage. They will investigate the historical and cultural contexts of the arts, learn about the arts in their communities, and use their knowledge of the arts in other disciplines.
- Effective arts curricula also make use of community resources and incorporate live performances, the viewing of original works of **art** in museum collections, and on-site examination of works of architecture and public sculpture.

Standards 6-10:

- **Purpose and Meanings in the Arts:** Students will describe the purposes for which works of dance, music, theater, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.
- **Roles of Artists in the Communities:** Students will describe the roles of artists, patrons, cultural organizations, and **art** institutions in societies of the past and present.
- **Concepts of Style, Stylistic Influence, and Stylistic Change:**
Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where **art** works were created, and by analyzing characteristic features of artworks from various historical periods, cultures, and genres.
- **Inventions, Technologies, and the Arts:**
Students will describe and analyze how the performing and visual arts use and have used materials, inventions, and technologies in their work.
- **Interdisciplinary Connections:**
Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.