

COURSE OF STUDY

ART DEPARTMENT

I. FINE ARTS - ART

- A. Courses Offered
 - 1. Early Education – 6th Grade
 - 2. 7th & 8th Grade Art
 - 3. Intro to Art (9th – 12th Grades)
 - 4. Art II-Advanced Art (9th – 12th Grades)
 - 5. Ceramics I/II (9th -12th Grades)
 - 6. Ceramics III/IV (9th-12th Grades)

II. PHILOSOPHY OF ART

We believe that creativity is a gift that is bestowed upon us by God. He is the creator of fine arts and we are to use our gifts for His glory (1 Corinthians 10:31). Involvement in fine arts should be enjoyable as well as an experience that builds upon the aesthetic development of each student. (Exodus 31:2-6, 30-35). We believe that the fine arts are an essential part of the core curriculum for all students in order to develop their God given gifts and talents. We are to offer Him the best of what we have intellectually, artistically, and spiritually.

III. MAJOR OBJECTIVES OF THE SUBJECT AREA

- A. To express a Biblical world view through the creation of and public participation in the fine arts.
- B. To understand the use of the fine arts in different societies.
- C. To trace the development of various forms of expression.
- D. To develop creativity and aesthetic sensitivity (2 Corinthians 10:5)
- E. To acquire knowledge and skills requisite for participation in a fine art.
- F. To provide opportunities for students to develop specific God given gifts, and to help them to discern a potential calling in the arts.
- G. To recognize the fine arts as a worthy and honorable vocation or avocation.

**Mansfield Christian School
Fine Arts - Kindergarten
Curriculum Guide**

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced Developed Reinforced Not addresses		BD – Build and describe Col- Collect CD – Class discussion DC – Display/critique Dem- Demonstration MM – Multimedia S – Songs V- Visual Examples C- Construct Cr – Create D- Drama FT- Field Trip GS- Guest Speaker PP – Power Point VE – Verbal Explanation					
Standard	Indicator	Performance	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
Historical, Cultural and Social Contexts	1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures.	Introduced Developed	Week 1, 2	PP Dem V VE CD	Show the class the visuals of different kinds of artwork: paintings, ceramics, sculptures.	Student participation Student response	(Job 37:14) We should draw closer to God and understand Him better through studying His creation!
	2. Name and point out subject matter (e.g., common objects, people, places and events)	Introduced Developed	Week 10,11	PP Dem V VE C CD	Happy Hermit Crabs. Painting Crabs after learning the appreciation that different cultures have for crabs.	Student participation Student response	Gen 2:9 God’s creations communicate His truth and love to man.

	observed in artwork from various cultural heritages and traditions.	Introduced Developed	Week 12,13,14	PP Dem V VE C CD	Anteater with fingerprints for ants.	Student participation Student response	Gen 2:9
	3. Recognize that people create works of art and art objects for different purposes.						
	4. Use words or pictures to tell how art is made by selected artists.	Introduced	Week 16,17,18	PP Dem V VE C CD S Cr	Dotted Dog with Primary Colors (Use paints with applicators making "dots" to color the dog)	Student participation Student response	Ex. 25-27 God is pleased with art which includes both religious and non-religious subjects

Creative Expression and Communication	1. Explore and experiment with a variety of art materials and tools for self-expression.	Introduced Developed	Week 2,3,4	PP Dem VV CD DC	Construction Paper Cutting Collage Discuss various artists	Student participation Student response	Col. 3:22,23 God will use the various artistic talents He gives, as we submit to Him.
	2. Identify and name materials used in visual art.	Introduced	Week 2,3,4	Dem VV CD	Indian Noodle Necklace (Painting, Texture, Fine motor skills)	Student participation Student response	Rom 1:20 God's creations communicate His truth and love to man.
	3. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, paintings and ceramics).	Introduced Developed Reinforced	Week 5,6	Dem PP VV CD S V	Jelly Fish (Tissue paper, painting, glue, cutting, texture variety)	Student participation Student response	Isaiah 40:26
	4. Generate ideas and images for artwork based on memory, imagination and experience.	Introduced Developed Reinforced	Week 28	Dem S C VE	Snowman Shapes and glitter	Student participation Student response	Gen 3:7 man's creativity is more limited than God's.
	5. Select and share favorite, original	Introduced	Week 15	Dem Cr VE PP	Indigo Paintings (Describe what indigo is)	Student participation	Job 37:14 We should draw closer to God and understand Him better through His

	artworks.					Student response	creation.
Analying and Responding	1. Respond to artworks by pointing out images and subject matter.	Introduced Reinforced	Week 19,20	CD DC Demo V PP	The students will use rubbing plates to give texture to a pre-drawn lizard.	Student Participation Student Response	Rom. 12:2 We are responsible to think on beautiful things and to appreciate the beauty that God has provided.
	2. Relate their own experiences to what they see in works of art.	Introduced Reinforced	Week 21,22,23	Dem S V Cr	Snowman Soup and Candy canes	Student participation	Psalms 19:1-6
	3. Recognize the similarities and differences between artistic styles.	Introduced	Week 24, 27	VE PP C Cr Dem	Lion with mane (Yarn, cutting, construction paper, glue)	Student response Student participation	2 Chronicles 2:4-9
	4. Ask and answer questions about the main ideas and stories in artworks.	Introduced Developed	Week 25,26	Dem C CR	Lady bugs (Read lady bug books, point out similarities and differences in pictures)	Student response Student participation	Psalms 8:3-4
	5. Describe how selected artworks make	Introduced Reinforced	Week 28,29	Dem C Cr	Penguins (Cutting, glue, texture, glister, sketching)	Student response Student	Leviticus 26:1

	<p>them feel, and use examples from the works to explain why.</p> <p>6. Select and share favorite visual works of art and tell their reasons for choosing them.</p>	<p>Introduced Reinforced</p>	<p>Week 30</p>	<p>C CR Dem</p>	<p>Number Rubbings (textures, crayons, blending)</p>	<p>participation</p> <p>Student response Student Participation</p>	<p>Psalm 1:3 God calls attention to His creation.</p>
<p>Valuing the Arts/Aesthetic Reflection</p>	<p>1. Reflect on and ask questions about why people make art.</p>	<p>Introduced Reinforced</p>	<p>Week 2,3</p>	<p>CD DC Demo PP V</p>	<p>Painting Bugs with B Colors (brown, black, blue, beige)</p>	<p>Student participation Student response</p>	<p>Ex. 20:4-5 Nothing created by man or God is to become an object of worship</p>
	<p>2. Recognize that people have different viewpoints about works of art.</p>	<p>Introduced Reinforced</p>	<p>Week 30,31</p>	<p>C CR PP VE</p>	<p>Construction paper faces. Using scissors, glue and construction paper.</p>	<p>Student Participation Enforces fine motor skills</p>	<p>(Romans 1:18-20) Man's creativity and his ability to appreciate the creativity of others are affected by sin.</p>
	<p>3. Notice and point out different ways that an artwork</p>	<p>Introduced Reinforced</p>	<p>Week 32,33</p>	<p>C CR VE</p>	<p>Hershey Kiss Mice (cutting, gluing, emotion discussion)</p>	<p>Student participation Student</p>	

	expresses a feeling or a mood.					response	
Connections, Relationships and Applications	1. Use visual symbols to represent the rhythms, beats and sounds they hear in music.	Introduced Reinforced Developed	Week 4,5	C CR VE	Puppies in a basket (cutting, gluing, connections between people, music and emotions)	Student participation Student response	Psalm 19:1 God calls attention to his Great Creation.
	2. Connect words and images by sketching or illustrating a favorite part of a story.	Introduced	Week 6, 7	V C D	Olympic Torch Sketches	Student participation	I Kings 17:13, 14:2 God uses artists to give Him glory.
	3. Create artwork that explores a central theme across disciplines (e.g., family, communication and culture).	Introduced	Week 7,8	PP V Dem CD	Popcorn Art. How do pieces of popcorn look like live objects.(Ex: cloud gazing)	Student participation Student response	Col. 3:22-23 Everything we do should be to please the Lord God is the potter and we are His clay. We need to be moldable in His hands.
	4. Recognize when and where people create, observe and	Introduced	Week 8,9,10	PP V Dem CD	Clay Coil Pots (response to visual ceramic examples)	Student participation Student response	

	respond to visual art.						
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**Mansfield Christian School
Fine Arts - First Grade
Curriculum Guide**

<u>Performance Scale Key</u>				<u>Instuctional Method Key</u>			
Introduced Developed Reinforced Not addresses				BD – Build and describe Col- Collect CD – Class discussion DC – Display/critique Dem- Demonstration MM – Multimedia S – Songs V- Visual Examples C- Construct Cr – Create D- Drama FT- Field Trip GS- Guest Speaker PP – Power Point VE – Verbal Explanation			
Standard	Indicator	Performance	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integreation
Historical, Cultural and Social Contexts	1. Recognize and describe visual symbols, images and icons (e.g., flags, monuments and landmarks) that reflect the cultural heritages of the people of the United States.	Introduced Developed	week 3,4	V Dem C VE	Hand tree (Hands for leaves representing different human races)	Student participation Student response	Different Nationalities started with Shem, Ham and Japheth (Biblical)
	2. Observe different styles of art from selected cultures and point out how artists use lines, shapes, colors and textures.	Developed Reinforced	Week 29,30	V PP Cr C CD	Secondary colors- bugs – various shapes, lines, textures	Student Participation Student Response	Job 37:14 We can draw closer to God by studying His amazing Creation.
	3. Share artwork or an art object from their own cultural	Introduced	Week 27-30	V PP	Clay medallion representing	Student Participation	Our Lord is the Potter and we are

	backgrounds and describe its purpose (e.g., personal, functional or decorative).			VE C	different family traditions	Student Response	the Clay.
	4. Listen to the life story of one or more culturally representative artists and identify his or her works and artistic style.	Introduced	Every other week	CD VE	Read about various international artists.	Student Participation Student Response	Ex. 25-27 God is please with art that is religious and non-religious. God can have the glory in everything!
	5. Identify works made by one or more visual artists in a selected historical period.	Introduced Developed	Week 31,32	V Dem PP VE	Drawing castles. Learning about castles from different time periods.	Student Participation Student Response	God wants to be the King in the castle of our heart!
Creative Expression and Communication	1. Demonstrate beginning skill in the use of art materials and tools.	Introduced Developed	Week: 24,25,26	BD CD Dem V VE	Puppets	Student Participation Student Response	Who will we serve? God or the Devil?
	2. Identify visual art elements and principles using art vocabulary.	Introduced	Reviewed weekly	BD CD Dem VE	Star ornament	Student Participation Student Response	Star of Bethlehem – leading the way to the Savior
	3. Use selected art elements and principles to express a personal response to the world.	Introduced	Weekly	V VE	Frogs in a lily pond. Various colors, shading	Student Participation Student Response	God created everything! ...even the frogs have a purpose in our world!

	<p>4. Invent imagery and symbols to express thoughts and feelings.</p> <p>5. Explore and use a range of subject matter (e.g., people, places, animals and nature) to create original works of art .</p> <p>6. Begin to use basic self-assessment strategies to improve artworks (e.g., make revisions and reflect on the use of art elements).</p>	<p>Introduced</p> <p>Introduced</p> <p>Introduced</p>	<p>Weekly</p> <p>Week 14,15,16</p> <p>Weeks 6-36</p>	<p>V VE Dem PP</p> <p>CD Dem Ve PP</p> <p>CD Dem Ve PP Cr</p>	<p>Portraits painted in only primary colors</p> <p>Nature Scene: watercolors</p> <p>Bird Project: colorful painting and blending</p>	<p>Student Participation Student Response</p> <p>Student Participation Student Response</p> <p>Student Participation Student Response</p>	<p>It is amazing how God lets us make endless colors with using only the primary colors. WOW! What a beautiful world we live in. The ideas are endless of what we can paint!</p> <p>Jesus cares for the sparrow.</p>
Analyzing and responding	<p>1. Notice and describe multiple characteristics (e.g., colors, forms, materials and subject matter) in their own artworks and the works of others.</p> <p>2. Explore and describe how a selected art object was made.</p>	<p>Introduced Developed</p> <p>Introduced</p>	<p>Weekly</p> <p>Bi-weekly</p>	<p>Dem V Ve Cr DC</p> <p>Dem V Ve</p>	<p>Textured Turkeys (Using Rubbing Plates)</p> <p>Tracing Angel fish</p>	<p>Student Participation Student Response</p> <p>Student Participation Student Response</p>	<p>The turkey was almost our National bird, what a great country we live in! A gift from God!</p> <p>This helps u s build our imagination that God gifted us with!</p>

	<p>3. Describe the different ways that art elements are used and organized in works of art including their own.</p> <p>4. Describe how art elements and principles are organized to communicate meaning in works of art.</p> <p>5. Connect their own interests and experiences to the subject matter in artworks.</p> <p>6. Recognize and point out characteristics related to the quality of a work of art.</p>	<p>Introduced</p> <p>Introduced Developed</p> <p>Introduced</p> <p>Introduced Developed</p>	<p>Monthly</p> <p>Weeks 5-15</p> <p>Week 1,2,5,6,7</p> <p>Weekly</p>	<p>Dem V Ve PP</p> <p>C Cr CD</p> <p>PP CD VE</p> <p>PP Cr C Ve</p>	<p>Finger print turkey</p> <p>Aluminum Foil Fish</p> <p>Imagination Drawings</p> <p>Fall Leaves- OIL RESIST</p>	<p>Student Participation Student Response</p> <p>Student Participation Student Response</p> <p>Student Participation Student Response</p> <p>Student Participation Student Response</p>	<p>We are so blessed to live in a free country. Built by men and women who loved the Lord.</p> <p>Metal is such a fabulous thing made in the earth that God created. The Great Flood is the result of a lot of it.</p> <p>God has planted the seed of imagination in everyone of us.</p> <p>God made the leaves turn colors in the Fall for us to enjoy and to soak up all of God's amazing beauty!</p>
Valuing the arts/Aesthetic Reflection	1. Offer reasons for making art.	Introduced Developed Reinforced	Weekly!	VE	Brief discussion on importance of Art	Student Participation Student Response	God is the author of ART!
	2. Form their own opinions and	Introduced	Weeks 7-12	VE	Ask questions on their thoughts on	Student Participation	God planted the seed of

	views about works of art.						
	3. Recognize that people (e.g., family, friends, teachers and artists) have different beliefs about art and value art for different reasons.	Introduced Developed	Weeks 13-23	Dem Cr Ve	art. Dangling Bread Shapes(Dried)	Student Response Student Participation Student Response	imagination in everyone of us! Everyone is gifted with their own ideas and imagination. God created us with a free will.
	4. Describe the expressive qualities in their own works of art.	Introduced Developed Reinforced	Weekly	Ve PP V	RESIST ART- Starry night (oil pastels)	Student Participation Student Response	What a great big world we live in! The art ideas are endless if we just listen to what God has to share with us.
Connections, Relationships and Applications	1. Make connections between visual art, music and movement.	Introduced	Week 33	Ve	Imagination Drawing by reading WHERE THE WILD THINGS ARE	Student Participation Student Response	Music is Art- and they flow together through the beauty of the soul that God gave each of us.
	2. Create a visual art product to increase understanding of a concept or topic studied in another content area (e.g., mathematics— measurement; English language arts— sequencing a story; geography— continents;	Introduced	Week 13	Ve PP	Ceramic Christmas projects: Measuring weighing, glazing and planning.	Student Participation Student Response	Math plays a huge part of art and music. (Ex. Optical art) God is Amazing to have thought that up!

	science— balance).						
	3. Demonstrate the relationship between and among art forms (e.g., create costumes and scenery for a play).	Introduced	Weeks 33-36	D Cr VE V S	Puppets	Student Participation Student Response	God created us with a free will. Who will we choose to serve?
	4. Identify and discuss artwork they see in their schools and communities.	Introduced Developed	Monthly	CD	Read books on various artists (EX: VanGogh, Matisse, Giacometti)	Student Participation Student Response	God has blessed each of us with a healthy mind to read and learn about the endless beauty of God's world.
	5. Identify what an artist does and find examples of works by artists in their communities.	Introduced Developed	monthly	CD	Show pictures on internet	Student Participation Student Response	God has blessed each of us with a healthy mind to read and learn about the endless beauty of God's world.

**Mansfield Christian School
Fine Arts - Third and Fourth Grade
Curriculum Guide**

<u>Performance Scale Key</u>				<u>Instructional Method Key</u>			
Introduced Developed Reinforced Not addresses				BD – Build and describe Col- Collect CD – Class discussion DC – Display/critique Dem- Demonstration MM – Multimedia S – Songs V- Visual Examples C- Construct Cr – Create D- Drama FT- Field Trip GS- Guest Speaker PP – Power Point VE – Verbal Explanation			
Standard	Indicator	Performance	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
<u>Historical, Cultural and Social Contexts</u>	1. Connect various art forms and artistic styles to their cultural traditions.	Developed Reinforced	Week 34,35,36	VE Dem V	Multicultural puppets	Student participation Student Response	Multicultures began at the Tower of Babel
	2. Identify and compare similar themes, subject matter and images in artworks from historical and contemporary eras. 3. Identify	Introduced Developed	Week 25, 26	PP DC	Modern art/Optical Illusions (OP ART)	Student participation Student Response	Mans varied creative abilities demonstrates the uniqueness of each person.

	<p>artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.</p> <p>4. Recognize selected artists who contributed to the cultural heritages of the people of the United States.</p>	<p>Reinforced</p> <p>Introduced</p>	<p>Week 21</p> <p>Week 6,7,8</p>	<p>GS</p> <p>PP V</p>	<p>Richland Academy of the Arts Presentation</p> <p>Early US artists Sala Bosworth Charles Sullivan Lily Martin</p>	<p>Student participation Student Response</p> <p>Student participation Student Response</p>	<p>We should draw closer to God and understand Him better through studying His creation, by being creative.</p> <p>Man's creativity is limited, yet it is a gift from God Gen. 3:7</p>
<p><u>Creative Expression and Communication</u></p>	<p>1. Demonstrate skill and expression in the use of art techniques and processes.</p> <p>2. Use appropriate visual art</p>	<p>Introduced Developed</p> <p>Reinforced</p>	<p>Week 1,2,3</p> <p>Week 1-36</p>	<p>Pp VE Cr</p> <p>VE</p>	<p>Collage Name Tags</p> <p>Correct art vocabulary is used in every lesson.</p>	<p>Student participation Student Response</p> <p>Student participation Student Response</p>	<p>I am fearfully and wonderfully made.</p> <p>God's creation offers enjoyment and instruction (Gen 15:5)</p>

	<p>vocabulary when describing art-making processes.</p> <p>3. Create two- and three-dimensional works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to the space as a whole).</p>	<p>Introduced Developed</p>	<p>Week 4,5</p>	<p>PP VE V Dem</p>	<p>Turtle Relief</p>	<p>Student participation Student Response</p>	<p>God created man with the ability to produce and appreciate beauty in nature. Gen. 1:27</p>
	<p>4. Identify relationships between selected art elements and principles (e.g., color and rhythm).</p>	<p>Introduced Developed</p>	<p>Week 14</p>	<p>V VE Dem</p>	<p>Penguin ornaments</p>	<p>Student participation Student Response</p>	<p>We should yield our abilities to God to be used for His glory.</p>
	<p>5. Recognize and identify a purpose or intent for</p>		<p>Week 11,12</p>	<p>VE Cr Dem</p>	<p>Fall Leaves ; OIL RESIST</p>	<p>Student participation Student</p>	<p>Nature is God's beautiful artwork</p>

	<p>creating an original work of art.</p> <p>6. Create an original work of art that illustrates a story or interprets a theme.</p> <p>7. Use feedback and self-assessment to improve the quality of artworks.</p>	<p>Introduced Developed</p> <p>Developed Reinforced</p>	<p>Week 16,17,33</p> <p>Week 1-36</p>	<p>VE CD</p> <p>CD</p>	<p>Motivational drawing</p> <p>Show various artwork from previous classes.</p>	<p>Student participation Student Response</p> <p>Student participation Student Response</p>	<p>God blessed us with amazing imaginations!</p> <p>The importance of spiritual beauty, the beauty of a holy life. Ps. 90:17</p>
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<u>Analyzing and Responding</u>	1. Use details to describe the subject matter in artworks (e.g., subtle facial expressions, distinctive clothing or stormy weather).	Introduced	Week 29,30	VE DC Dem	Sketching landscape on a stormy day.	Student participation Student Response	For the Christian God is the supreme artist.
	2. Explore and describe how art principles are used by artists to create visual effects (e.g., balance used to create the effect of stability).		Week 31,32	Dem	Foil fish (Metal art)	Student participation Student Response	If God made fish it is worth painting and writing about!
	3. Discuss different responses to, and interpretations of, the same artwork.	Reinforced	Week 1-36	CD PP	This is incorporated into every lesson.	Student participation Student Response	It is worth man's while to take time to learn from God's creation.
	4. Identify successful characteristics that contribute to the quality of their own artworks and the works of others.	Reinforced	Week 1-36	CD	This is incorporated into every lesson after the art projects are completed.	Student participation Student Response	It is worth man's while to take time to learn from God's creation.

	5. Identify criteria for discussing and assessing works of art.	Reinforced	Week 1-36	CD	Misc. art is displayed monthly for class discussion.	Student participation Student Response	It is worth man's while to take time to learn from God's creation.
<u>Valuing the Arts/Aesthetic Reflection</u>	1. Explain reasons for selecting an object they think is a work of art.	Reinforced	Week 1-36	CD	Misc. art is displayed monthly for class discussion	Student participation Student Response	It is worth man's while to take time to learn from God's creation.
	2. Ask clarifying questions about others' ideas and views concerning art.	Reinforced	Week 1-36	CD	This is continuous area of class discussion.	Student participation Student Response	It is worth man's while to take time to learn from God's creation.
	3. Distinguish between technical and expressive qualities in their own artworks.	Introduced	Week 22,23,24	CD PP V VE	Pointillism	Student participation Student Response	God uses our artistic talents, if we will just submit them to Him.

<u>Connections, Relationships and Applications</u>	1. Interpret a favorite painting through movement or music.	Introduced	Week 15	MM	Christmas theme paintings with holiday music inspiration.	Student participation Student Response	No object created by man is to be an object worshipped by man.
	2. Communicate mathematics, geography or science information visually (e.g., develop a chart, graph or illustration).	Introduced	Week 9,10	PP V VE	Tessellations Color the patterns with colored pencils	Student participation Student Response	God created the Heavens!
	3. Apply problem-solving skills from other subject areas (e.g., scientific method and inquiry processes) to solve artistic problems.	Introduced	Week 9,10	PP V VE	Tessellations	Student participation Student Response	God created the Heavens
	4. Provide examples of different types	Introduced	Week 18,19,20	PP VE	Present artists who have influenced advertising	Student participation Student	Works of art can be used for good or evil.

	of artists (e.g., muralists, industrial designers, architects and book illustrators) and describe their roles in everyday life .				(Campbell's soup, Hershey, ect.)	Response	
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**Mansfield Christian School
Fine Arts - Fifth and Sixth Grade
Curriculum Guide**

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced Developed Reinforced Not addresses		BD – Build and describe Col- Collect CD – Class discussion DC – Display/critique Dem- Demonstration MM – Multimedia S – Songs V- Visual Examples C- Construct Cr – Create D- Drama FT- Field Trip GS- Guest Speaker PP – Power Point VE – Verbal Explanation					
Standard	Indicator	Performance	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
Historical, Cultural and Social Contexts	A. Compare and contrast the distinctive characteristics of art forms from various cultural, historical and social contexts.	Introduced Developed	Week 4, 5	PP VE V CD	Make a paper mache mask that represents culture of the students choice.	Student participation Student response	People scattered all over the earth after the Biblical Tower of Babel Gen 11
	B. Create a work of art which incorporates the style or characteristics of artwork from a culture other than their own.	Introduced Developed	Week 1,2	PP VE V CD Cr	Cuneiform cylinder Seal. This will be made out of clay and use will engrave cuneiform symbols.	Student participation Student response	There is a cylinder seal that was found that belonged to the King Nebecanezzar in the Bible!

	<p>C. Demonstrate knowledge of historical influences on contemporary works of art and make predictions about influences on the future of visual art.</p> <p>D. Research culturally or historically significant works of art and discuss their roles in society, history, culture or politics.</p>	<p>Introduced Developed</p> <p>Introduced Developed</p>	<p>Week 6,7</p> <p>Week 3</p>	<p>PP Dem</p> <p>PP VE Dem</p>	<p>Calligraphy. Stain paper. Use ink and calligraphy pen to write a Biblical verse and or saying.</p> <p>Graffiti. Students will learn the origin of graffiti and what it represented. (Legal and illegal)</p>	<p>Student participation Student response</p> <p>Student participation Student response</p>	<p>Man's creations are the expressions and inner thoughts and feelings of his heart. Pro. 4:23</p> <p>God directs that we should specifically seek those things that are pleasing to Him.</p>
Creative Expression and Communication	A. Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.	Introduced Developed	week 34,35,36	PP CD VE V	Students will learn the origins of photography and will take artistic photos using a digital camera.	Student participation Student response	It is important to have spiritual beauty. It is more important than physical beauty.

	B. Create two- and three-dimensional original artwork that demonstrates personal visual expression and communication.	Introduced Developed	Week 10,11	PP VE CD C V	Alberto Giacometti sculptures. The students will make their own mini-version of Giacometti art using wire, wood and aluminum foil.	Student participation Student response	We are responsible to think on those things that are beautiful in the eyes of the Lord.
	C. Achieve artistic purpose and communicate intent by selection and use of appropriate media.	Introduced Developed	Week 37,38	PP VE	Advertising. Students will learn about different artists and how they created art for advertising. The students will create their own advertisement sign.	Student participation Student response	God's creation offers enjoyments and instructions. Gen 15:5
	D. Use current, available technology to refine an idea and create an original, imaginative work of art.	Introduced Developed	Week 8,9	VE V	The students will use the computer to make their own style and creative artwork. Using technology only.	Student participation Student response	Man's ability to be creative is limited, yet God has NO LIMITS!

	E. Identify and explain reasons to support artistic decisions in the creation of art work.	Introduced Developed	Week 12,13,14	V Dem	Self portraits. The students will learn to sketch realistic facial features. Before photography, we relied on sketches and painting to seize a memory.	Student participation Student response	I am fearfully and wonderfully made!
Analyzing and Responding	A. Apply the strategies of art criticism to describe, analyze and interpret selected works of art.	Introduced Developed	Week 1-38	PP V	Bimonthly various artists will be presented to the class and the students will be involved in open class discussion.	Student participation Student response	We should draw closer to God and understand Him better through studying His creation!
	B. Present and support an individual interpretation of a work of art.	Introduced Developed	Week 1-38	CD	Class Critique: Students will display various works of art and will need to verbally support their reasoning behind the imagery.	Student participation Student response	Man's creativity and his ability to appreciate the creativity of others are affected by sin.
	C. Establish and use criteria for making judgments about works of art.	Introduced Developed	Week 1-38	CD PP	Class Critique: Students will display various works of art and will need to	Student participation Student response	Creativity involves the power of choice. God created us with a free will. Yet, we

					verbally support their reasoning behind the imagery.		should choice to please our Savior.
Valuing the Arts/Aesthetic Reflection	A. Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art.	Introduced Developed	week 1-38	PP CD	Art History: The students will be exposed to various artists throughout history to better understand the historical aspects of each lesson that is presented. Stain glass: The class will learn about different patterns in stain glass from different cultures.	Student participation Student response	Man's varied creative ability demonstrates the uniqueness of each person.
	B. Analyze diverse points of view about artworks and explain the factors that shape various perspectives.	Introduced Developed	Week 15,16	PP CD		Student participation Student response	For the Christian, God is the supreme artist!
Connections, Relationships and Applications	A. Demonstrate the role of visual art in solving an interdisciplinary problem.	Introduced Developed	Week 31,32,33	V, VE, DEM	Metal art: The students will use pliable metal to stretch and form various designs that will represent human emotions.	Student participation Student response	God is interested in beauty! Gen 1-2
	B. Apply and combine visual art, research and technology skills to communicate ideas	Introduced Developed	Week 17	PP	Power Points with various art research will be presented to the students to	Student participation Student response	God has a variety of artistic abilities (Ex. carving, drawing, dying, engraving, pottery,

	in visual form.						
	C. Use key concepts, issues and themes to connect visual art to various content areas	Introduced Developed	Week 1-38	VE	increase the acceptance of communicated ideas. Correct Art vocabulary will be used throughout every lesson and presentation.	Student participation Student response	needlework) God will use our artistic abilities if we will submit to Him
	D. Use words and images to explain the role of visual art in community and cultural traditions and events.	Introduced Developed	Week 18,19,20	VE	The students will be exposed to current art events in our own community and see the relationship of unity with art and her people.	Student participation Student response	Art is a characteristic of Heaven.

**Mansfield Christian School
Grades 7th & 8th Grade
Art Curriculum Guide**

Performance Scale Key		Instructional Method Key					
Introduced Reinforced Developed Not Addressed		L- Lecture V- Video	D- Demonstration CmD- Computer Demonstration	R- Research	CD- Class Discussion DC- Display and Critique		
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
Historical, Cultural and Social Contexts	A. Compare and contrast the distinctive characteristics of art forms from various cultural, historical and social contexts.	Introduced Developed	Wks 27-28	L, R, D, CD	Cultural Coil Vessels: Student will reproduce a vessel that they have chosen through research from different cultural time periods in art.	Student will produce a functional clay vessel using coil construction that conveys the shapes and features of their chosen cultural time period.	With the Tower of Babel came the scattering of people all over the earth. Genesis 11
	B. Create a work of art which incorporates the style or characteristics of artwork from a culture other than their own.	Introduced Developed	Wks 31-33	L, D, CD	Batik (Fabric Dying): Student will be shown images of different styles and techniques of fabric dying around the	Student will produce an original batik that shows the various styles and techniques from other world cultures.	Jacob gave his son Joseph a coat of many colors as his sign of love for his son. Genesis 37

	<p>C. Demonstrate knowledge of historical influences on contemporary works of art and make predictions about influences on the future of visual art.</p>	<p>Introduced Developed</p>	<p>Wks 19-20</p>	<p>L, D, CD, DC</p>	<p>world. The student will then be asked to choose the style that they are most drawn to and create an original batik.</p> <p>Pop Art Printmaking: Students will be shown images from the Pop Art time frame. Such artists as Andy Warhol and Roy Lichtenstein will be the basis of this project. The students will then be asked to come up with images that could be considered modern “popular culture” icons to turn into</p>	<p>Students will demonstrate their understanding of “popular culture” through the production of modern Pop Art prints.</p>	<p>Man’s creativity and his ability to appreciate the creativity of other are affected by sin</p>
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	D. Research culturally or historically significant works of art and discuss their roles in society, history, culture or politics.	Introduced Developed	Wks 1-3	L, D, CD	printing blocks. Portrait Drawing: Students will be shown a variety of famous portraits from art history. For example Mona Lisa and Vincent Van Gogh's self portrait. The students will then be asked to find a picture of themselves or someone they are close to and reproduce the image.	Students will demonstrate their drawing skills by creating a portrait of themselves or someone they are close to.	God created man in his own image. Genesis 1:27
Creative Expression and Communication	A. Apply knowledge of materials, tools, media, techniques and processes to communicate	Introduced Developed	Wks 4-5	L, R, D, CD, DC	Comic Strip: Students will study comic strips via newspapers, comic books, movie story	Student will create an original cartoon character to place within a comic strip. The comic strip must	Man's creations are the expressions of his inner thoughts and feelings.

	subject matter, themes or ideas in a variety of visual forms.				boards. From their research they will create a successful comic strip that portrays Christian values.	tell the story of the character created.	Proverbs 4:23
		Developed Reinforced	Wks 6-8	L, D, CD, DC	Animation Cell: Students will study how story boards and animated films were originally created through the use of animation cells. From their research the students will use the cartoon character they created in their comic strip to create an original animation cell.	Student will use plastic sheets to create each layer of the cartoon character to form a successful animation cell.	Man's creations are the expressions of his inner thoughts and feelings. Proverbs 4:23
	B. Create two- and three-	Developed	Wks 17-18	L, D, DC	Wire/Nylon Abstract	Student will create an	Man's varied creative

dimensional original artwork that demonstrates personal visual expression and communication.	Reinforced				Sculpture: Students will use previous knowledge of abstraction to create a 3D abstract sculpture using wire and nylon as basic materials.	original 3D abstract sculpture that demonstrates the students understanding of abstraction.	abilities demonstrate the uniqueness of each person.
	Introduced Developed	Wks 11-12	L, D, DC		Scratch Art: Students will be given a black scratch board and will be asked to create an image onto the board by scratching away the black to expose the white underneath.	Student will produce a work of art that adheres to the principles of art and design. The work of art must have a balance between white and black.	God created a balanced world by creating both light and dark. Genesis 1
	Introduced Developed	Wks 34-36	L, R, D, DC		Landscape Watercolor Painting: Student will research specific	Student will produce a finished watercolor painting	We should draw closer to God and understand Him better

					<p>artists associated with landscape painting and will be asked to create a work of art using the ideas and techniques represented within the historical landscape paintings.</p> <p>Graphic Design Name Logo: Student will be presented with different types of media to show how graphic design is part of our daily world. Students will use their name and create a logo that depicts who they are as a person.</p>	<p>utilizing styles and techniques from art history to accurately depict a landscape.</p> <p>Student will produce a logo using the media of their choice. The student should use their own name and personal experiences as inspiration for this project and communicate who they are as a person through their logo.</p>	<p>through appreciation of His creation. Genesis 2:9</p> <p>Man's creations are the expressions of his inner thoughts and feelings. Proverbs 4:23</p>
	<p>C. Achieve artistic purpose and communicate intent by selection and use of appropriate media.</p>	<p>Introduced Developed</p>	<p>Wks 9-10</p>	<p>L, V, CD, DC</p>			

	D. Use current, available technology to refine an idea and create an original, imaginative work of art.	Reinforced	Wks 13-14	L, CmD, DC	<p>Students are free to choose any media that they feel is the most appropriate for their design aesthetic.</p> <p>Computer Perspective Drawing: The student will be introduced to basic computer drawing through the paint program for windows and will be responsible for creating a 2 and 3 point perspective image through the use of that program.</p>	<p>Students will produce an accurate 2 and 3 point perspective drawing.</p>	<p>We should draw closer to God and understand Him better through studying His creation.</p> <p>Creativity involves the power of choice; it is an indication of freedom, at least within God's limits.</p>
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	E. Identify and explain reasons to support artistic decisions in the creation of art work.	Reinforced	Wks 1-38	DC	Class Critique: Students will display various works of art and will have to defend their reasoning behind the imagery.	Students will participate and give feedback according to what they see in the image and how the image impacts them as viewers.	
Analyzing and Responding	A. Apply the strategies of art criticism to describe, analyze and interpret selected works of art.	Introduced	Wks 1-38	L	Art History: Students will be exposed to various artists throughout history to better understand the historical aspects of each lesson that is presented. These lectures will aid in group critiques.	Students will be asked to view various historical works of art to give them a solid understanding of historical methods and concepts as well as the art criticism of those works.	We are responsible to think on beautiful things and to appreciate the beauty God has provided.
	B. Present and support an individual interpretation of a work of art.	Introduced Developed	Wks 37-38	L, R, D, DC	Shoe Painting: Students will be responsible for researching a specific artist and choose one of their works of	Students will be asked to reproduce a historical art image onto the surface of a shoe showing	No 2 humans that God has created have the same finger prints. In art no 2 images are

	C. Establish and use criteria for making judgments about works of art.	Reinforced	Wks 1-38	DC	<p>art to reproduce. Student will be reproducing the work of art onto a shoe of their choosing and must show how they analyzed that work of art.</p> <p>Class Critique: Students will display various works of art and will have to defend their reasoning behind the imagery.</p>	<p>how they analyzed that work of art and show their individuality as an artist.</p> <p>Students will participate and give feedback according to what they see in the image and how the image impacts them as viewers.</p>	<p>exactly alike.</p> <p>Creativity involves the power of choice; it is an indication of freedom, at least within God's limits.</p>
Valuing the Arts/Aesthetic Reflection	A. Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art.	Reinforced	Wks 1-38	L	<p>Lecture: Students will be exposed to various artists throughout history to better understand the historical aspects of each lesson that is presented.</p>	<p>Students will be asked to view various historical works of art to give them a solid understanding of historical methods and concepts as well as the art criticism of</p>	<p>We are responsible to think on beautiful things and to appreciate the beauty God has provided.</p>

	B. Analyze diverse points of view about artworks and explain the factors that shape various perspectives.		Wks 1-38		These lectures will aid in group critiques.	those works.	
Connections, Relationships and Applications	A. Demonstrate the role of visual art in solving an interdisciplinary problem.	Introduced Developed	Wks 21-23	L, D, CD, DC	Fantastic Food (Paper Mache): Students will be introduced to the origins of Paper Mache and how it was historically used. We will also be discussing how Paper Mache uses chemical reactions to go from a liquid to a solid.	Student will be responsible for the creation of a Paper Mache Food. Food can vary from fruit and veggies to foods created by man.	God created all food sources to sustain his creations. Genesis 2:9
	B. Apply and combine visual art, research and technology skills	Developed Reinforced	Wks 15-16	L, CmD, DC	Computer Abstract: Students will be using the paint	Student will create an original abstract image that	We should yield our abilities to God to be

	<p>to communicate ideas in visual form.</p> <p>C. Use key concepts, issues and themes to connect visual art to various content areas.</p>	<p>Introduced</p> <p>Developed</p>	<p>Wks 24-26</p>	<p>L, V, D, CD</p>	<p>program for Microsoft windows and to create an original abstract image using one of their previous works of art as inspiration for the piece.</p> <p>Clay Figure Sculpture: Students will watch a video pertaining to figure sculptures from around the world to inspire their own Figure sculpture. Students will be using their own body movements to help them achieve a sculpture that shows bodily movement in a</p>	<p>shows elements from their chosen inspiration piece.</p> <p>Student will be responsible for creating a clay figure sculpture that shows accurate proportions and demonstrates bodily movement.</p>	<p>used for His glory, whether in enjoyment and appreciation, or in production of that for which He has given us the ability.</p> <p>We as Christians are to use our bodies to glorify the lord.</p>
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	D. Use words and images to explain the role of visual art in community and cultural traditions and events.	Reinforced	Wks 29-30	R	still object. Cultural Vessel Research Paper: Student will pair this paper with their Cultural Coil Vessel project. Students will be responsible for researching their chosen culture and write a research paper giving details on what kind of pottery, how the pottery was used, and why they chose that specific culture.	Student will demonstrate their knowledge they have gained through research and the previous project by submitting a written research paper.	With the Tower of Babel came the scattering of people all over the earth. Genesis 11
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Mansfield Christian School
Fine Arts 9th – 12th Grades
Intro to Art Curriculum Guide

Performance Scale Key		Instructional Method Key					
Introduced Reinforced Developed Not Addressed		L- Lecture D- Demonstration R- Research CD- Class Discussion V- Video CmD- Computer Demonstration DC- Display and Critique					
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
Historical, Cultural and Social Contexts	A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	Introduced Reinforced	Wks 13-17	L, D, CD, DC	Fruit Still Life Painting: Students will be viewing several different still life paintings from different time periods and parts of the world. The students will then be asked to create their own interpretation of the fruit still life that will be set before them.	Students will be responsible for painting a successful painting of the fruit still life that is presented to them. They are not limited to techniques or painting styles.	God created all food sources to sustain his creations. Genesis 2:9

<p>Historical, Cultural and Social Contexts</p>	<p>B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p>	<p>Reinforced Developed</p>	<p>Wks 8-9</p>	<p>L, D, CD, DC</p>	<p>Cartooning/ Caricatures: Students will study political cartoons, caricatures, and other cartoon forms to grasp the idea of turning someone into cartoon/caricature form.</p>	<p>Students will be responsible for creating 3 different caricatures. The first of someone famous, the second of a friend, and third of themselves. These images should have some likeness to the person they were created for.</p>	<p>Man's creations are the expressions of his inner thoughts and feelings. Proverbs 4:23</p>
<p>Historical, Cultural and Social Contexts</p>	<p>C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.</p>	<p>Introduced Reinforced</p>	<p>Wks 3-7</p>	<p>L, D, CD</p>	<p>Still Life Drawing: Students will be practicing simple drawing and shading skills prior to this lesson. Once these skills are mastered they will be presented</p>	<p>Students will be responsible for creating a successful still life drawing that includes lights, darks, and highlights.</p>	<p>God created a balanced world by creating both light and dark. Genesis 1</p>

Historical, Cultural and Social Contexts	D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.	Introduced	Wks 30-31	L, R, D, CD, DC	with a still life to draw. Greek Coil Pot: Students will be researching ancient Greek art and architecture and will choose an item to reproduce as a coil pot.	Students will create a successful coil pot that demonstrates features of ancient Greek pottery.	With the Tower of Babel came the scattering of people all over the earth. Genesis 11
		Reinforced	Wks 32-33	L, D, CD, DC	Greek Relief Carving: Students will be utilizing their research on Greek culture and architecture to produce a Relief in the style of a Greek Frieze.	Students will create a successful relief that demonstrates knowledge of Greek Friezes.	With the Tower of Babel come the scattering of people all over the earth. Genesis 11
Creative Expression and Communication	A. Demonstrate mastery of materials, concepts and	Introduced	Wk 12	L, D	Color Theory: Students will be given a lecture on color relations and how color	Students will produce a replica of the color wheel, execute	From the color of a fall landscape to the diverse color of our

	<p>personal concentration when creating original artworks.</p>	<p>Reinforced Developed</p>	<p>Wks 18-19</p>	<p>L, R, D, CD, DC</p>	<p>plays a vital role on how art is perceived by the viewer. The students will also learn how to use the color wheel to mix colors and create hues within the same color.</p> <p>Shoe Shine: Students will be choosing an artist the feel their artwork best represents them. They are to pick one image from that artist to reproduce onto the surface of a shoe.</p>	<p>projects about vibrating boundaries, and show mastery of hue and shade within a single color.</p> <p>Student will be responsible for recreating a historical work of art onto the surface of a shoe of their choice.</p>	<p>skin, God has created an infinite number of colors to bring Him glory.</p> <p>We should yield our abilities to God to be used for His glory, whether in enjoyment and appreciation, or in production of that for which He has given us the ability.</p>
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Creative Expression and Communication	B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	Introduced	Wk 27	L, D, CD	Pinch Pot: Students will be introduced to clay by creating a functional pinch pot.	Students will create a pinch pot that demonstrates mastery of the technique.	But the pot he was shaping from the clay was marred in his hands; so the potter formed it into another pot, shaping it as seemed best to him. Jeremiah 18:4
		Reinforced					
Creative Expression and Communication	C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	Introduced	Wks 28-29	L, D, CD	Slab Box: Students will be introduced to the slab making process through the creation of a usable box	Students will demonstrate their mastery of slab construction through the making of a functional box.	
		Reinforced					
Creative Expression and Communication		Reinforced	Wks 1-38	DC	Class Critique: Students will display various works of art and will have to defend their reasoning behind the imagery.	Students will participate and give feedback according to what they see in the image and how the image impacts them as viewers.	Creativity involves the power of choice; it is an indication of freedom, at least within God's limits.
Analyzing and Responding	A. Apply the knowledge and skills of art criticism to	Reinforced	Wks 1-38	DC	Class Critique: Students will display various works of art and	Students will participate and give feedback according to	Creativity involves the power of choice; it is

	conduct in-depth analyses of works of art.				will have to defend their reasoning behind the imagery.	what they see in the image and how the image impacts them as viewers.	an indication of freedom, at least within God's limits.
Analyzing and Responding	B. Explain how form, subject matter and context contribute to meanings in works of art.	Introduced Reinforced	Wks 10-11	L, D, CD, DC	Abstract Oil Pastel Drawing: Students will be introduced to the idea of using oil pastels to create an abstract image that shows inspiration and meaning.	Students will be responsible for creating a successful abstract drawing that demonstrates clear meaning and inspiration.	Man's varied creative abilities demonstrate the uniqueness of each person.
Analyzing and Responding	C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	Reinforced	Wks 1-38	DC	Class Critique: Students will display various works of art and will have to defend their reasoning behind the imagery.	Students will participate and give feedback according to what they see in the image and how the image impacts them as viewers.	Creativity involves the power of choice; it is an indication of freedom, at least within God's limits.

<p>Valuing the Arts/Aesthetic Reflection</p>	<p>A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.</p>	<p>Introduced Reinforced</p>	<p>Wks 20-21</p>	<p>L, D, CD, DC</p>	<p>Mixed Media Painting: Students will learn how to incorporate different textures, objects, and art mediums into a painting to create a piece of artwork that crosses the boundaries of painting to mixed media.</p>	<p>Students will be responsible for creating a work of art that shows a mixing of artistic mediums to create a mixed media painting.</p>	<p>Mans creations are the expressions of his inner thoughts and feelings.</p>
<p>Valuing the Arts/Aesthetic Reflection</p>	<p>B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.</p>	<p>Introduced Reinforced</p>	<p>Wks 24-25</p>	<p>L, D, CD</p>	<p>Paper Mache: Students will discover the history of Paper Mache and how it can be used as a medium for sculptural purposes. Students will then be asked to create a sculpture that tells about themselves and their point of views.</p>	<p>Students will be responsible for creating a work of art that shows a reflection of themselves and their own creative point of views.</p>	<p>God has created each of us as individuals with unique thoughts, feelings, and experiences.</p>

Valuing the Arts/Aesthetic Reflection	C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	Reinforced	Wks 34-38	L, D, CD	Clay Sculptures: Students will be exposed to several different religious sculptures throughout history and will be encouraged to express their points of view on them. From their understanding of those works of art, the students will be creating their own sculptures that reflect their own religious point of view.	Students will be responsible for creating clay sculptures that express their personal style and religious point of view.	Creativity involves the power of choice; it is an indication of freedom, at least within limits. I Kings 5:5
		Developed					

					understand the historical aspects of each lesson that is presented. These lectures will aid in group critiques.	solid understanding of historical methods and concepts as well as the art criticism of those works.	the beauty God has provided.
Connections, Relationships and Applications	A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art.	Introduced Reinforced	Wks 22-23	L, D, CD , DC	Pop Art Printmaking: Students will be shown images from the Pop Art time frame. Such artists as Andy Warhol and Roy Lichtenstein will be the basis of this project. The students will then be asked to come up with images that could be considered modern “popular culture” icons to turn into printing blocks.	Students will demonstrate their understanding of “popular culture” through the production of modern Pop Art prints.	Man’s creativity and his ability to appreciate the creativity of other are affected by sin.
Connections, Relationships	B. Formulate and solve a	Introduced Reinforced	Wk 26	L, D, CD	Wire Form Sculptures:	Students will be responsible	Man’s varied creative

<p>and Applications</p>	<p>visual art problem using strategies and perspectives from other disciplines.</p>				<p>Students will be using their knowledge of angles and shape to create a unique wire form sculpture that shows perspective, depth, and creative expression.</p>	<p>for creating a successful wire sculpture that shows mastery of angle work and sculptural form.</p>	<p>abilities demonstrate the uniqueness of each person.</p>
<p>Connections, Relationships and Applications</p>	<p>C. List and explain opportunities for lifelong involvement in the visual arts.</p>	<p>Introduced Reinforced</p>	<p>Wk 1</p>	<p>L, D</p>	<p>Outdoor Sketching: Students will be going outdoors to do some simple nature sketches. This will be a valuable skill that can be taken with them and improved upon throughout the student's artistic development.</p>	<p>Students will be responsible for creating simple outdoor sketches that demonstrate knowledge of line and from.</p>	<p>God created the heavens and the earth, the dry land, plant life, sun, moon, stars, animal life, man and woman.</p>

		Introduced Reinforced	Wk 2	L, D, CD	Value Sketching: Students will be working with simple geometric shapes and lighting to show value and shape on an object. This skill will help the students produce images that show depth and shape.	Students will be responsible for creating value sketches that show understanding of light and dark shadowing on a given object.	God will use the various artistic talents He gives, as we submit to Him.sss
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Mansfield Christian School
Fine Arts 9th – 12th Grades
Art II/Advanced Art Curriculum Guide

<u>Performance Scale Key</u> Introduced Reinforced Developed Not Addressed		<u>Instructional Method Key</u> L- Lecture D- Demonstration R- Research CD- Class Discussion V- Video CmD- Computer Demonstration DC- Display and Critique					
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
Historical, Cultural and Social Contexts	A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	Reinforced Developed	Wks 24-27	L, D, CD, DC	Color Reduction Printmaking: Students will be building upon their knowledge of printmaking through the viewing of a variety of different historical prints. They will discuss how each print represents the time frame in which it was produced and then create their own image that	Students will produce a color reduction print that show a relation to themselves as well as the culture in which they live. The prints must have at least 3 different color runs to complete the image.	We should yield our abilities to God to be used for His glory, whether in enjoyment and appreciation, or in production of that for which He has given us the ability.

Historical, Cultural and Social Contexts	B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.	Reinforced Developed	Wks 3-5	L, D, CD, DC	represents the time period in which they live. Figure Drawing: Students will be viewing several different styles of figure drawings and paintings throughout art history and will be discussing how each relates to the culture and time period of each work of art. Students will then create their own figure drawing that shows influence of their culture and time period.	Students will be responsible for creating a large Figure drawing that represents themselves as an artist as well as cultural influences.	The LORD God formed the man ^[e] from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being. Genesis 2:7
	C. Explain ways in which selected,	Reinforced Developed	Wks 31-33	L, D, CD, DC	Ceramic Sculpture: Students will be	Students will be responsible for creating a	And yet, O Lord, you are our Father.

	<p>contemporary works of art relate to the themes, issues and events of their contexts.</p> <p>D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.</p>	<p>Reinforced Developed</p>	<p>Wks 34-36</p>	<p>L, D, CD, DC</p>	<p>shown images of sculptures throughout art history that show different themes and events that they represent. Students will then be given the chance to create their own sculpture that reflects a specific theme or event.</p> <p>Found Object Sculpture: Students will expand upon their themes and events from the previous sculpture project by using objects that are found and then put together to create a sculpture that</p>	<p>sculpture out of clay that represents an event or theme of their choice.</p> <p>Students are responsible for finding objects and assembling them into a successful sculpture that reflects their previous work in clay.</p>	<p>We are the clay, and you are the potter. We all are formed by your hand. Isaiah 64:8</p> <p>In Solomon's temple that he created for the Lord he sculpted a pair of cherubim and overlaid them with gold. 2 Chronicles 3:10</p>
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		Introduced Reinforced	Wks 28-30	L, D, CD, DC	relates the their previous work. Torn Paper Mosaic: Students will be viewing several different mosaics from a variety of time periods throughout art history. They will be discussing how the image created relates to the cultures social and political views.	Students are responsible for creating an original mosaic out of torn up pieces of paper to create the image.	God takes our broken spirits and puts them back together to create a beautiful heart.
Creative Expression and Communication	A. Demonstrate mastery of materials, concepts and	Reinforced Developed	Wks 18-20	L, D, CD, DC	Painted Sound: Students will be given a selection of music that they are to listen	Students will be responsible for creating a work of art that reflects their	They sing to the music of tambourine and harp; they make

	personal concentration when creating original artworks.				to and then depict their thoughts and feelings evoked by the music. Students should use prior knowledge of painting techniques to complete a successful work of art.	thoughts and feelings to a selection of music.	merry to the sound of the flute. Job 21:12
	B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	Reinforced Developed	Wks 21-23	L, D, CD, DC	Abstract Mixed Media Painting: Students will be working with materials not traditionally associated with painting to create a unique blend of materials within a painting.	Students will be responsible for creating a successful mixed media painting that incorporates at least 3 non traditional objects or materials.	Man's creations are the expressions of his inner thoughts and feelings. Proverbs 4:23
	C. Engage in ongoing	Reinforced	Wks 1-36	DC	Class Critique: Students will	Students will participate and	Creativity involves the

	assessment to revise and improve artworks and to produce a portfolio of works.				display various works of art and will have to defend their reasoning behind the imagery.	give feedback according to what they see in the image and how the image impacts them as viewers.	power of choice; it is an indication of freedom, at least within God's limits.
Analyzing and Responding	A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	Reinforced	Wks 1-36	DC	Class Critique: Students will display various works of art and will have to defend their reasoning behind the imagery.	Students will participate and give feedback according to what they see in the image and how the image impacts them as viewers.	Creativity involves the power of choice; it is an indication of freedom, at least within God's limits.
	B. Explain how form, subject matter and context contribute to meanings in works of art.	Reinforced Developed	Wks 18-20	L, D, CD, DC	Painted Sound: Students will be given a selection of music that they are to listen to and then depict their thoughts and feelings evoked by the music. Students should use prior	Students will be responsible for creating a work of art that reflects their thoughts and feelings to a selection of music.	They sing to the music of tambourine and harp; they make merry to the sound of the flute. Job 21:12

	C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	Reinforced	Wks: 1-36	DC	<p>knowledge of painting techniques to complete a successful work of art.</p> <p>Class Critique: Students will display various works of art and will have to defend their reasoning behind the imagery.</p>	Students will participate and give feedback according to what they see in the image and how the image impacts them as viewers.	Creativity involves the power of choice; it is an indication of freedom, at least within God's limits.
Valuing the Arts/Aesthetic Reflection	A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.	Introduced Reinforced	Wks 12-17	L, D, CD, DC	<p>Batik: Students will be using wax and fabric dyes to create a batik that that demonstrates artistic expression, emotion, and personal style. Once all the batiks are completed they</p>	Students will create a batik that reflects their artistic expression and emotion to create a successful image.	Make the tabernacle with ten curtains of finely twisted linen and blue, purple and scarlet yarn, with cherubim worked into them by a skilled craftsman.

	B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.	Reinforced	Wks 9-11	L, D, CD, CD	will be hung for discussion. Ink Still Life: Students will be refreshed on the topic of still life drawing and the impact that still life paintings had on the history of art. Students will then be bringing items from home to create a still life that depicts their personal aesthetic.	Students will be responsible for putting together a successful still life and executing it in pen ink for the medium.	Exodus 26:1 God gives a variety of specialized abilities which are creative in nature.
	C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	Developed	Wks 1-36		Art History: Students will be exposed to various artists throughout history to better understand the historical	Students will be asked to view various historical works of art to give them a solid understanding	We are responsible to think on beautiful things and to appreciate the beauty God has

					aspects of each lesson that is presented. These lectures will aid in group critiques.	of historical methods and concepts as well as the art criticism of those works.	provided.
Connections, Relationships and Applications	A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art.	Reinforced Developed	Wks 6-8	L, D, CD, DC	Self Portrait: Students will be shown a variety of different portrait paintings that represent an array of different time periods and artistic movements. Students will then be asked to pick an artistic movement and compose a self portrait that portrays the style of that movement.	Students will be responsible for choosing a historical art movement and creating a self portrait using styles and techniques found within that movement.	God created man in his own image. Genesis 1:27
	B. Formulate and solve a	Introduced	Wk 2	L, D, CD	Gesture Figure Drawing:	Students will be responsible	Do you not know that

	<p>visual art problem using strategies and perspectives from other disciplines.</p>	<p>Reinforced</p>			<p>Students will learn about the art of gesture drawing which are quick sketches that use the most basic shapes to create the shape of a body. They will also learn how gesture drawing can be helpful in learning how to render the human figure and bodily kinesthetic in a realistic manor.</p>	<p>for creating several gesture drawing in a variety of different poses to help them better understand how the body moves and to aid in future figure drawing.</p>	<p>your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body. 1 Corinthians 6:19-20</p>
	<p>C. List and explain opportunities for lifelong involvement in the visual arts.</p>	<p>Reinforced Developed</p>	<p>Wk 1</p>	<p>L, D</p>	<p>Outdoor Sketching: Students will be going outdoors to do some simple nature sketches. This will be a valuable skill that can be taken</p>	<p>Students will be responsible for creating simple outdoor sketches that demonstrate knowledge of line and from.</p>	<p>God created the heavens and the earth, the dry land, plant life, sun, moon, stars, animal life, man and woman.</p>

					with them and improved upon throughout the student's artistic development.		
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Mansfield Christian School
Fine Arts 9th – 12th Grades
Ceramics I/II Curriculum Guide

Performance Scale Key		Instructional Method Key					
Introduced Reinforced Developed Not Addressed		L- Lecture D- Demonstration R- Research CD- Class Discussion V- Video CmD- Computer Demonstration DC- Display and Critique					
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
Historical, Cultural and Social Contexts	1. Explain how art historians, curators, anthropologists and philosophers contribute to our understanding of art history.	Introduced Reinforced Developed	Wks 1-36	L	Art History: Students will be exposed to various historical works of art from a variety of cultures to aid in their understanding of art history.	Students will use knowledge gained from lecture to help them with art criticism as well as group critiques.	We are responsible to think on beautiful things and to appreciate the beauty God has provided.
	2. Make a presentation, using words and images, to show how visual art affects changes in styles, trends, content and expressions	Reinforced Developed	Wks 15-17	L, D, R, CD, DC	Artist Reproduction: Student will research various 2D artists and choose one work of art to reproduce as a	Students will produce a 3D clay sculpture that shows recognizable elements from their chosen work of art.	No 2 humans that God has created have the same finger prints. In art no 2 images are exactly alike.

	<p>over time.</p> <p>3. Explain the circumstances and events that influence artists to create monuments and site-specific works.</p>	<p>Reinforced Developed</p>	<p>Wks 12-14</p>	<p>L, V, D, CD</p>	<p>3D object in clay.</p> <p>Figure Sculpture: Students will watch a video pertaining to figure sculptures and monuments from around the world to inspire their own Figure sculpture. Students will be using their own body movements to help them achieve a sculpture that shows bodily movement in a still object.</p>	<p>Student will be responsible for creating a clay figure sculpture that shows accurate proportions and demonstrates bodily movement.</p>	<p>We as Christians are to use our bodies to glorify the lord.</p>
	<p>4. Investigate the recurrence of a particular style or technique (e.g., pointillism and</p>	<p>Introduced</p>	<p>Wks 5-6</p>	<p>L, D, R, CD,</p>	<p>Intaglio Relief: Students will be doing research differing styles of relief carving. For Intaglio</p>	<p>Student will be responsible for creating an Intaglio Relief image of their choice.</p>	<p>A work of art is a work of creativity, and creativity has value</p>

	realism) in a contemporary art movement.				students will be carving an image into the surface of a piece of clay so the image is deep within the clay.		because God is the Creator.
	5. Compare the artistic styles and subject matter in artworks by contemporary artists of different cultures.	Reinforced Developed	Wks 7-8	L, D, R, CD, DC	Bas Relief: Students will be doing research differing styles of relief carving. For Bas Relief the students will be carving around an object to make it stick out of the clay to create a more 3D relief carving.	Student will be responsible for creating a Bas Relief image of their choice.	A work of art is a work of creativity, and creativity has value because God is the Creator.
	6. Describe various sources (e.g. personal experience, imagination, interests, everyday events and social	Reinforced Developed	Wks 15-17	L, D, R, CD, DC	Artist Reproduction: Student will research various 2D artists and choose one work of art to	Students will produce a 3D clay sculpture that shows recognizable elements from their chosen	No 2 humans that God has created have the same finger prints. In art no 2 images are

	issues) visual artists use to generate ideas for artworks.	Reinforced Developed	Wks 18-20	L, D, CD	reproduce as a 3D object in clay. Fantastic Foods: Students will be choosing a food to recreate in clay. They will be using previous techniques to accomplish a successful work of art.	work of art. Student will be responsible for the creation of food that is made out of clay. Food can vary from fruit and veggies to foods created by man.	exactly alike. God created all food sources to sustain his creations. Genesis 2:9
Creative Expression and Communication	1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style.	Introduced	Wk 1	L, D	Pinch Pot: Students will be learning the basic clay forming technique of pinching to form an object.	Student will be responsible for forming a work of art utilizing the pinching technique.	O LORD, you are our Father. We are the clay, you are the potter; we are all the work of your hand. Isaiah 64:8

Creative Expression and Communication	<p>2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work.</p> <p>3. Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devices in their artworks.</p>	Introduced	Wk 2	L, D	Coil Pot: Students will be learning the basic clay forming technique of coil construction to form a pot.	Student will be responsible for forming a work of art utilizing the coil method.	
		Introduced	Wks 3-4	L, D	Slab Box: Students will be learning the basic clay forming technique of slab construction to form a work of art.	Student will be responsible for forming a work of art utilizing the slab construction method.	O LORD, you are our Father. We are the clay, you are the potter; we are all the work of your hand. Isaiah 64:8
		Reinforced Developed	Wks 21-23	L, D, CD, DC	Series of 3 Slab Construction: Students will create 3 different slab construction projects that reflect one another through use of shape, composition,	Student will produce a series of 3 slab construction projects that reflect one another.	Art work has value as a creation because human beings are made in the image of God, and therefore we

					texture, exc. to create a series of work.		not only can love and feel emotion, but we also have the capacity to create.
	4. Use criteria to revise works-in-progress and describe changes made and what was learned in the process.	Reinforced Developed	Wks 9-11	D, DC	Slab/Coil/Relief Combination: Students will create a piece of artwork that shows mastery of all previously taught techniques.	Student will produce a work of art that shows Coil construction, Slab construction, and Relief.	
		Reinforced Developed	Wks 24-26	L, D, R, CD, DC	American Indian Pottery: Students will research different styles of American Indian pottery from different Indian cultures and create a replica of the piece of their choice.	Student will produce a replica of American Indian pottery showing mastery of construction skills and craftsmanship.	God will use the various artistic talents He gives, as we submit to Him.

		Reinforced Developed	Wks 1-36	CD, DC	Class Critique: Students will display various works of art in various finishing stages and will have to defend their reasoning behind their imagery to their peers.	Students will participate and give feedback according to with they see in the works of art and give their insight on how the project is going and what the student could improve on.	Creativity involves the power of choice; it is an indication of freedom, at least within God's limits.
Analyzing and Responding	1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks.	Reinforced Developed	Wks 1-36	CD, DC	Class Critique: Students will display various works of art in various finishing stages and will have to defend their reasoning behind their imagery to their peers.	Students will participate and give feedback according to with they see in the works of art and give their insight on how the project is going and what the student could improve on.	Creativity involves the power of choice; it is an indication of freedom, at least within God's limits.
	2. Apply methods of art criticism in	Reinforced Developed	Wks 1-36	CD, DC	Class Critique: Students will display various	Students will participate and give feedback	Creativity involves the power of

	<p>writing and speaking about works of art.</p> <p>3. Understand how the structure and composition of an art form relate to its purpose.</p> <p>4. Develop and use criteria to select works for</p>	<p>Introduced</p> <p>Reinforced</p> <p>Developed</p> <p>Developed</p>	<p>Wks 30-36</p> <p>Wks 1-36</p>	<p>L, D</p> <p>CD, DC</p>	<p>works of art in various finishing stages and will have to defend their reasoning behind their imagery to their peers.</p> <p>Wheel Work: Students will be learning how to use the potter's wheel to develop thrown pottery that has a function.</p> <p>Class Critiques: Students will display various</p>	<p>according to with they see in the works of art and give their insight on how the project is going and what the student could improve on.</p> <p>Students will be responsible for creating bowls, cases, and plates using the potter's wheel.</p> <p>Students will participate and give feedback</p>	<p>choice; it is an indication of freedom, at least within God's limits.</p> <p>But the pot he was shaping from the clay was marred in his hands; so the potter formed it into another pot, shaping it as seemed best to him. Jeremiah 18:4</p> <p>Creativity involves the power of</p>
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	their portfolios that reflect artistic growth and achievement.				works of art in various finishing stages and will have to defend their reasoning behind their imagery to their peers. This will aid in building a strong portfolio for the students.	according to with they see in the works of art and give their insight on how the project is going and what the student could improve on.	choice; it is an indication of freedom, at least within God's limits.
Valuing the Arts/Aesthetic Reflection	1. Articulate how individual beliefs, cultural traditions and current social contexts influence response to the meanings in works of art.	Reinforced Developed	Wks 24-26	L, D, R, CD, DC	American Indian Pottery: Students will research different styles of American Indian pottery from different Indian cultures and create a replica of the piece of their choice.	Student will produce a replica of American Indian pottery showing mastery of construction skills and craftsmanship.	God will use the various artistic talents He gives, as we submit to Him.
	2. Formulate generalizations about the value of art from their experiences	Developed	Wks 1-36	CD, DC	Class Critique: Students will display various works of art in various finishing	Students will participate and give feedback according to with they see in	Creativity involves the power of choice; it is an indication

	<p>making and responding to art.</p> <p>3. Develop aesthetic criteria for selecting a body of work for their portfolios that demonstrates accomplishment, knowledge and skill in the visual arts.</p> <p>4. Justify the merits of specific works of art using theories that may be different from</p>	<p>Reinforced</p> <p>Developed</p> <p>Reinforced</p> <p>Developed</p>	<p>Wks 1-36</p> <p>Wks 1-36</p>	<p>CD, DC</p> <p>CD, DC</p>	<p>stages and will have to defend their reasoning behind their imagery to their peers.</p> <p>Class Critiques: Students will display various works of art in various finishing stages and will have to defend their reasoning behind their imagery to their peers. This will aid in building a strong portfolio for the students.</p> <p>Class Critique: Students will display various works of art in various finishing</p>	<p>the works of art and give their insight on how the project is going and what the student could improve on.</p> <p>Students will participate and give feedback according to with they see in the works of art and give their insight on how the project is going and what the student could improve on.</p> <p>Students will participate and give feedback according to with they see in</p>	<p>of freedom, at least within God's limits.</p> <p>Creativity involves the power of choice; it is an indication of freedom, at least within God's limits.</p> <p>Creativity involves the power of choice; it is an indication</p>
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	<p>their own conceptions of art.</p> <p>5. Develop and apply criteria that address the aesthetic characteristics in works of art (e.g., expressive or contextual).</p>	<p>Introduced</p> <p>Reinforced</p>	<p>Wks 27-29</p>	<p>L, D, CD, DC</p>	<p>stages and will have to defend their reasoning behind their imagery to their peers.</p> <p>Self Portrait: Students will be using themselves as inspiration to create a bust sculpture in their likeness. Students will use creative expression to help the viewer to identify with the sculpture.</p>	<p>the works of art and give their insight on how the project is going and what the student could improve on.</p> <p>Students will be responsible for creating a bust sculpture that has some likeness to them.</p>	<p>of freedom, at least within God's limits.</p> <p>God created man in his own image. Genesis 1:27</p>
<p>Connections, Relationships and Applications</p>	<p>1. Identify the philosophical beliefs, social systems and movements that influence the function and role of art in people's lives.</p>	<p>Introduced</p> <p>Reinforced</p> <p>Developed</p>	<p>Wks 1-36</p>	<p>L</p>	<p>Art History: Students will be exposed to various historical works of art from a variety of cultures to aid in their understanding of</p>	<p>Students will use knowledge gained from lecture to help them with art criticism as well as group critiques.</p>	<p>We are responsible to think on beautiful things and to appreciate the beauty God has provided.</p>

	<p>2. Compare the media, materials and processes (e.g., perceiving, responding, creating and communicating) used in visual art with those used in other arts disciplines.</p>	<p>Reinforced Developed</p>	<p>Wks 15-17</p>	<p>L, D, R, CD, DC</p>	<p>art history. Artist Reproduction: Student will research various 2D artists and choose one work of art to reproduce as a 3D object in clay.</p>	<p>Students will produce a 3D clay sculpture that shows recognizable elements from their chosen work of art.</p>	<p>No 2 humans that God has created have the same finger prints. In art no 2 images are exactly alike.</p>
	<p>3. Explain commonalities between visual art and other disciplines.</p>	<p>Reinforced Developed</p>	<p>Wks 13-14</p>	<p>L, D, CD</p>	<p>Figure Sculpture: Students will watch a video pertaining to figure sculptures and monuments from around the world to inspire their own Figure sculpture.</p>	<p>Student will be responsible for creating a clay figure sculpture that shows accurate proportions and demonstrates bodily movement.</p>	<p>We as Christians are to use our bodies to glorify the lord.</p>

	4. Identify ways to provide active support to the arts locally and nationally.				Students will be using their own body movements to help them achieve a sculpture that shows bodily movement in a still object.		
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Mansfield Christian School
Fine Arts 9th – 12th Grades
Ceramics III/IV Curriculum Guide

Performance Scale Key		Instructional Method Key					
Introduced Reinforced Developed Not Addressed		L- Lecture D- Demonstration R- Research CD- Class Discussion V- Video CmD- Computer Demonstration DC- Display and Critique					
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
Historical, Cultural and Social Contexts	A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	Reinforced Developed	Wks 26-27	L, D, V, CD, DC	American Pie: Students will be watching a video that is all things American made. From that video the students will be formulating their own list of things that are American made or established in America and use clay to create a play on words.	Students will produce a piece of pie filled with images that are culturally accepted as American.	Man's varied creative abilities demonstrate the uniqueness of each person.
	B. Compare works of art to	Reinforced	Wks 28-36	L, D, CD, DC	Wheel Work: Students will be	Students will be responsible	O LORD, you are our

	<p>one another in terms of the historical, cultural, social and political influences evident in the works.</p>	Developed			<p>improving their wheel throwing skills by creating a series of functional pieces. These pieces should resemble plates, bowls, and cups, exc. Historically pottery was made to be a usable vessel.</p>	<p>for creating bowls, cups, plates, tea pots, and other functional works of art.</p>	<p>Father. We are the clay, you are the potter; we are all the work of your hand. Isaiah 64:8</p>
	<p>C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.</p>	<p>Introduced Reinforced</p>	<p>Wks. 1-36</p>	L	<p>Art History: Students will be exposed to various historical works of art from a variety of cultures to aid in their understanding of art history.</p>	<p>Students will use knowledge gained from lecture to help them with art criticism as well as group critiques.</p>	<p>We are responsible to think on beautiful things and to appreciate the beauty God has provided.</p>
Historical, Cultural and Social Contexts	<p>D. Select a culture and create an</p>	<p>Introduced Reinforced</p>	<p>Wks. 14-16</p>	L, D, CD, DC	<p>Italian Bust Sculpture: Students will be</p>	<p>Students will be responsible for creating a</p>	<p>God Created man in his own image.</p>

	<p>original work of art that demonstrates understanding of a historical, social or political issue of the culture.</p>	<p>Introduced Reinforced</p>	<p>Wks. 17-19</p>	<p>L, D, V, CD, DC</p>	<p>introduced to the art of bust sculptures and their historical significance. The students will then be creating their own version of a bust sculpture.</p> <p>Italian Renaissance Fountains: Students will be exploring the vast number of Italian fountains and how they impacted their society when they were created and how they impact society today. For this project the students will be creating their own small scale working water fountain.</p>	<p>bust sculpture that shows proper clay construction as well as personal views and expressions.</p> <p>Students will create a working water fountain out of clay that shows knowledge of how fountains work as well as supporting design elements.</p>	<p>Genesis 1:27</p> <p>A work of art is a work of creativity, and creativity has value because God is the Creator.</p>
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Creative Expression and Communication	A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.	Reinforced Developed	Wks 28-35	L, D, CD, DC	Wheel Work: Students will be improving their wheel throwing skills by creating a series of functional pieces. These pieces should resemble plates, bowls, and cups, exc. Historically pottery was made to be a usable vessel.	Students will be responsible for creating bowls, cups, plates, tea pots, and other functional works of art.	O LORD, you are our Father. We are the clay, you are the potter; we are all the work of your hand. Isaiah 64:8
Creative Expression and Communication	B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	Introduced Reinforced	Wks. 23-25	L, D, CD, DC	Ceramic Bird House: Students will be creating a functional bird house out of a nontraditional material for bird houses. These houses should be creatively constructed and show knowledge	Students will be responsible for completing a bird house that shows creativity in design and functionality in its structure.	Then God said, "Let Us make man in Our image, according to Our likeness; and let them rule over the fish of the sea and over the birds of the sky and over the

					of the principles of design.		cattle and over all the earth, and over every creeping thing that creeps on the earth.” Genesis 1:26
	C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	Reinforced Developed	Wks 1-36	CD, DC	Class Critique: Students will display various works of art in various finishing stages and will have to defend their reasoning behind their imagery to their peers.	Students will participate and give feedback according to with they see in the works of art and give their insight on how the project is going and what the student could improve on.	Creativity involves the power of choice; it is an indication of freedom, at least within God’s limits.
Analyzing and Responding	A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	Reinforced Developed	Wks 1-36	CD, DC	Class Critique: Students will display various works of art in various finishing stages and will have to defend	Students will participate and give feedback according to with they see in the works of art and give their	Creativity involves the power of choice; it is an indication of freedom, at least

Analyzing and Responding	B. Explain how form, subject matter and context contribute to meanings in works of art.	Introduced Reinforced	Wks 20-22	L, D, CD, DC	<p>their reasoning behind their imagery to their peers.</p> <p>Story Book Character: Students will be choosing a character from a story or poem and creating a sculpture that depicts them how the student imagines the character.</p>	<p>insight on how the project is going and what the student could improve on.</p> <p>Students will be responsible for creating a sculpture that depicts the student's views on a particular character of a story or poem.</p>	<p>within God's limits.</p> <p>We are responsible to think on beautiful things and to appreciate the beauty God has provided.</p>
	C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the	Reinforced Developed	Wks. 1-36	CD, DC	<p>Class Critique: Students will display various works of art in various finishing stages and will have to defend their reasoning behind their</p>	<p>Students will participate and give feedback according to what they see in the works of art and give their insight on how the project is</p>	<p>Creativity involves the power of choice; it is an indication of freedom, at least within God's limits.</p>

	works.				imagery to their peers.	going and what the student could improve on.	
Valuing the Arts/Aesthetic Reflection	A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.	Reinforced Developed	Wks. 2-7	L, CD, DC	Series of 3 Coil Projects: Students will be using coil construction to create a series of 3 clay pieces that show relation to one another as well as an artistic expression and aesthetic point of view.	Students will produce 3 coil pieces of the genre of their choice that show proper construction and design aesthetic.	We should yield our abilities to God to be used for His glory, whether in enjoyment and appreciation, or in production of that for which He has given us the ability.
	B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a	Reinforced Developed	Wks. 8-13	L, CD, DC	Series of 3 Slab Projects: Students will be using slab construction to create a themed series of 3 clay pieces that show relation to one	Students will produce 3 pieces of art using slab construction that show proper construction and design	Creativity involves the power of choice; it is an indication of freedom, at least within limits.

	personal point of view.				another as well as personal points of view and design aesthetic. Student's knowledge of mathematical angles will also aid in this process.	aesthetic.	
	C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	Introduced Reinforced	Wks 1-36	L	Art History: Students will be exposed to various historical works of art from a variety of cultures to aid in their understanding of art history.	Students will use knowledge gained from lecture to help them with art criticism as well as group critiques.	We are responsible to think on beautiful things and to appreciate the beauty God has provided.
Connections, Relationships and Applications	A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism,	Introduced Reinforced	Wks 17-19	L, D, V, CD, DC	Italian Renaissance Fountains: Students will be exploring the vast number of Italian fountains	Students will create a working water fountain out of clay that shows knowledge of how fountains	A work of art is a work of creativity, and creativity has value because God is the

<p>Connections, Relationships and Applications</p>	<p>modernism or postmodernism) on the development of visual art.</p> <p>B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines.</p>	<p>Reinforced Developed</p>	<p>Wks. 8-13</p>	<p>L, CD, DC</p>	<p>and how they impacted their society when they were created and how they impact society today. For this project the students will be creating their own small scale working water fountain.</p> <p>Series of 3 Slab Projects: Students will be using slab construction to create a themed series of 3 clay pieces that show relation to one another as well as personal points of view and design aesthetic. Student's knowledge of</p>	<p>work as well as supporting design elements.</p> <p>Students will produce 3 pieces of art using slab construction that show proper construction and design aesthetic.</p>	<p>Creator.</p> <p>Creativity involves the power of choice; it is an indication of freedom, at least within limits.</p>
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<p>Connections, Relationships and Applications</p>	<p>C. List and explain opportunities for lifelong involvement in the visual arts.</p>	<p>Reinforced Developed</p>	<p>Wks 28-36</p>	<p>L, D, CD, DC</p>	<p>mathematical angles will also aid in this process.</p> <p>Wheel Work: Students will be improving their wheel throwing skills by creating a series of functional pieces. These pieces should resemble plates, bowls, and cups, exc. Historically pottery was made to be a usable vessel.</p>	<p>Students will be responsible for creating bowls, cups, plates, tea pots, and other functional works of art.</p>	<p>O LORD, you are our Father. We are the clay, you are the potter; we are all the work of your hand. Isaiah 64:8</p>
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**Art
Scope & Sequence**

I-Introduced D-Developed R-Reinforced

GRADES	Early Ed	K	1	2	3	4	5	6	7	8	9	10	11	12
ELEMENTS OF ART														
Line	I								R	R	R	D	D	D
Form	I								R	R	R	D	D	D
Color	I								D	D	D	D	D	D
Texture	I								R	R	R	D	D	D
Value									R	R	R	D	D	D
PRINCIPLES OF DESIGN														
Emphasis	I								R	R	D	D	D	D
Balance	I								R	R	D	D	D	D
Harmony	I								R	R	D	D	D	D
Unity	I								R	R	D	D	D	D
Proportion	I								R	R	D	D	D	D
Rhythm	I								R	R	D	D	D	D
Variety	I								R	R	D	D	D	D
Movement	I								R	R	D	D	D	D
DRAWING SKILLS														
Crayon	I													
Pencil	I								R	R	R	D	D	D
Ink/Markers	I								R	R	R	D	D	D
Charcoal									I	I	R	D	D	D
Pastel									R	R	R	D	D	D

PAINTING SKILLS															
Watercolor	I								R	R	R	D	D	D	
Tempera	I								R	R	R	D	D	D	
Acrylic									R	R	R	D	D	D	
Oils											I	R	D	D	
CERAMICS SKILLS															
Hand Building	I								R	R	R	D	D	D	
Wheel Throwing											I	R	D	D	
SCULPTURE															
Additive									R	R	R	D	D	D	
Subtractive											I	R	D	D	
FIBER ARTS									R	R	R	D	D	D	
PRINTMAKING									R	R	R	D	D	D	
COLLAGE	I								R	R	R	D	D	D	
ART HISTORY	I								R	R	R	D	D	D	
Photography															
Art/Scriptural Application	I								R	R	R	D	D	D	