



Visual Arts Curriculum Framework

VISUAL ARTS

PHILOSOPHY/RATIONALE AND THE CURRICULUM GUIDE

Philosophy/Rationale

In Archdiocese of Louisville schools, we believe that as human beings, we reflect our humanity, the beauty of creation, and our understanding of God's love through our own creative, artistic endeavors. We believe that art is a conscious expression in a visual form. Multiple opportunities for conscious expression are vital to the fullest possible development of young minds. Consequently, art is a critical component of a comprehensive and rich curriculum, whether implemented formally or informally, because it promotes self-expression, makes connections to higher levels of thinking, and fosters the recognition and the appreciation of differences among individuals and cultures. Art encourages discovery, inquiry, and wonder, and art can be a key to understanding past times and cultures and to envisioning the future.

Curriculum Guide

In 2001, the *Archdiocese of Louisville Visual Arts Curriculum Guide* was developed and introduced. It was revised in 2005 and again in 2010. The 2001 curriculum guide replaced the former art curriculum guide from 1985.

The *Archdiocese of Louisville Visual Arts Curriculum Guide* is based upon research and best practices, was written by experienced and successful art teachers within the archdiocese, and is aligned with *National Standards for Arts Education* from the Consortium of National Arts Education Associations.

The guide also includes assessment information and a variety of resources to support teachers at all levels of expertise with the implementation of the local art curriculum.

Each elementary school received copies of the guide and curriculum framework. If a school does not have a full time/part time art teacher and the art curriculum is taught in the regular classroom, those teachers should have copies of the curriculum framework and access to the curriculum guide to assist them with implementation of the local art curriculum.

Copies of the Archdiocese of Louisville Visual Arts Curriculum Framework and Curriculum Guide can be found on the Archdiocese of Louisville website, www.archlou.org.

Visual Arts Curriculum Framework

Archdiocese of Louisville

The Archdiocese of Louisville Visual Arts Curriculum Framework is standards and performance based. The curriculum framework is aligned with the *National Standards for Arts Education* put forth by the National Art Education Association. These national standards specify the understandings and levels of achievement (benchmarks) that students are expected to attain in the competencies, for each of the arts, at the completion of grades 4, 8, and 12.

National Standards for Arts Education

The following Content Standards specify what students should know and be able to do in the visual arts discipline:

1. Understanding and applying media, techniques, and processes.
2. Using knowledge of structures and functions.
3. Choosing and evaluating a range of subject matter, symbols, and ideas.
4. Understanding the visual arts in relation to history and cultures.
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.
6. Making connections between visual arts and other disciplines.

Material reprinted here is with permission from the National Art Education Association, Reston, VA. Reprinted from: The National Standards for Arts Education, copyright 1994.

Alignment with National Standards

The Visual Arts Curriculum Framework in the Archdiocese of Louisville is aligned with the ***National Standards for Arts Education*** and with the **Learning Goals and Academic Expectations of the Kentucky Department of Education** and the **Archdiocese of Louisville**.

The National Standards state that:

Students should be able to communicate at a basic level in the visual arts discipline. *This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods.*

Students should be able to communicate proficiently in at least one art form, *including the ability to define and solve artistic problems with insight, reason, and technical proficiency.*

Students should be able to develop and present basic analysis of works of art *from structural, historical, and cultural perspectives, and from combinations of those perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.*

Students should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, *and a basic understanding of historical development in the arts disciplines and within cultures.*

Students should be able to relate various types of art knowledge and skills within and across the arts disciplines. *This includes mixing and matching competencies and understandings in art making, history and culture, and analysis in any arts-related project.*

The existence of state and national standards for art learning demands that students be evaluated on their ability to achieve those standards. Art teachers must know the standards, base their instruction on the standards, and assess the degree to which their students have demonstrated the standards.

As a result of developing these capabilities, students can arrive at their own knowledge, beliefs, and values for making personal and artistic decisions. In other terms, they can arrive at a broad-based, well-grounded understanding of the nature, value, and meaning of the arts as a part of their own humanity.

Material reprinted here is with permission from the National Art Education Association, Reston, VA. Reprinted from: The National Standards for Arts Education, copyright 1994.

Creativity and the Arts – Pre-K

Essential Understandings	Guided Questions
<ul style="list-style-type: none"> • Art fosters creativity and is an avenue for personal expression. • Creativity and the arts promote the development of the whole child. 	<ul style="list-style-type: none"> • How does this creation/experience make you feel? • What did you gain from this experience? • How does being exposed to the different art forms expand your awareness of the world around you?
Content Guidelines	Performance Standards
<p>Creativity</p> <p>Appreciation</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use a variety of media, materials, and tools for creative expression • demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance • show and talk about what they have made or done • show interest and respect for the creative work of self and others • demonstrate appreciation for different forms of artistic expression • share opinions and thoughts about art and creative expression in a respectful manner

THIS PAGE INTENTIONALLY LEFT BLANK

Understanding and Applying Media, Techniques, and Processes
Kindergarten through Grade Two

Essential Understandings	Guided Questions	
<p>Art forms have basic elements.</p> <p>Art materials and tools have a specific purpose.</p>	<ul style="list-style-type: none"> • What are the basic elements of various art forms? • Why is it important to take care of art materials and use them safely? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p>	<ul style="list-style-type: none"> • 2-D and 3-D art • Safety • Technology and tools 	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate and express understanding of a variety of media techniques and processes in 2-D and 3-D art • use materials and tools in a safe and responsible manner • explore the uses of technology and tools

Using Knowledge of Structures and Functions
Kindergarten through Grade Two

Essential Understandings	Guided Questions	
<p>Artists create different effects by changing elements of an art form.</p> <p>Artists use visual structures and functions of art to communicate ideas.</p>	<ul style="list-style-type: none"> • How does changing one element in an artwork make people feel differently? • How do artists communicate ideas to an audience? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p>	<ul style="list-style-type: none"> • Elements of art • Art mediums • Types of art 	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the elements of art (line, shape, color, value, form, texture, and space) • create with a variety of art mediums • create works of art using portraiture, landscape, narrative, and still life

Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas
Kindergarten through Grade Two

Essential Understandings	Guided Questions	
<p>Creating art involves problem-solving.</p> <p>Artists express ideas and emotions through the arts.</p> <p>Artists select and use subject matter, symbols, and ideas to communicate meaning.</p>	<ul style="list-style-type: none"> • How does planning ahead and problem-solving help in producing art? • Why do artists create different kinds of art? • How does the artist communicate ideas and feelings? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 5.4 Students use a decision-making process to make informed decisions among options.</p>	<ul style="list-style-type: none"> • Purposes of art • Relevant artists 	<p>Students will:</p> <ul style="list-style-type: none"> • create art work using ceremonial, expressive, narrative, functional, persuasive, and/or decorative art forms • explore various artists and their work • use various artists as inspiration for their own work

Understanding the Visual Arts in Relation to History and Cultures

Kindergarten through Grade Two

Essential Understandings	Guided Questions	
<p>Art reflects an artist's experience and background.</p> <p>Cultures express ideas through a variety of works of art.</p>	<ul style="list-style-type: none"> • How do artists' experiences influence their art? • What do you learn about various cultures from the art they make? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p>	<ul style="list-style-type: none"> • Multicultural art 	<p>Students will:</p> <ul style="list-style-type: none"> • explore and experience art of different cultures, periods, and forms (e.g., masks, sculptures, ritual objects)

Reflecting upon and Assessing the Characteristics and Merits of Their Work and the Work of Others
Kindergarten through Grade Two

Essential Understandings	Guided Questions	
<p>People interpret the arts in different ways.</p> <p>Standards of quality guide evaluation of a work of art.</p>	<ul style="list-style-type: none"> • How do likes and dislikes influence personal responses to art? • What are appropriate audience behaviors for various art forms and presentations? • How do the arts help people to see things in different ways? • How do artists determine the quality of their work? • Why is critiquing important to the artist? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 2.23 Students analyze their own and others' artistic products and performances using accepted standards.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> <p>Academic Expectation 5.3 Students organize information to develop or change their understanding of a concept</p>	<ul style="list-style-type: none"> • Artist statement • Active listening • Critique 	<p>Students will:</p> <ul style="list-style-type: none"> • recognize various purposes for creating art • create an artist statement about their work (verbal and/or written) • listen in a respectful Christian manner to a variety of opinions • voice opinions in a respectful Christian manner • offer constructive criticism when critiquing a piece of art

Making Connections between Visual Arts and Other Disciplines

Kindergarten through Grade Two

Essential Understandings	Guided Questions	
Art and other content areas are interconnected.	<ul style="list-style-type: none"> • How is art connected to other subjects? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 7.4 Students participate actively in a community of faith.</p>	<ul style="list-style-type: none"> • Collaborative projects • Community involvement 	<p>Students will:</p> <ul style="list-style-type: none"> • explore connections between art and other disciplines • create public art (e.g., displays in the hall, art contests, art fairs, auction projects) • create works of art for community outreach (e.g., Pinwheels for Peace, projects for the homebound, stewardship projects)

Understanding and Applying Media, Techniques, and Processes

Grades Three through Five

Essential Understandings	Guided Questions	
<p>Unique elements characterize different art forms.</p> <p>Art materials and tools have a specific purpose.</p>	<ul style="list-style-type: none"> • How are forms of art similar and different? • Why is it important to take care of art materials and use them safely? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p>	<ul style="list-style-type: none"> • Media techniques and processes • 2-D and 3-D art • Safety • Technology and tools 	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate how different media techniques and processes cause different effects (drawing, painting, video, and installations) • use the creative process from beginning to end (pre-planning, brainstorming, writing, creation, and critique) • create using a variety of art media • use materials and tools in a safe and responsible manner • explore the uses of technology and tools • use technology and tools to create images and communicate ideas

Using Knowledge of Structures and Functions
Grades Three through Five

Essential Understandings	Guided Questions	
Artists use elements of art and principles of design to produce a variety of effects.	<ul style="list-style-type: none"> • How do the elements of art and the principles of design influence art forms? • How do artists use art forms to communicate? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p>	<ul style="list-style-type: none"> • Elements of art • Principles of design 	<p>Students will:</p> <ul style="list-style-type: none"> • discuss and create using the elements of art (line, shape, color, value, form, texture, and space) • apply and discuss the principles of design (balance, contrast, emphasis, movement, pattern, rhythm, and unity)

Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas
Grades Three through Five

Essential Understandings	Guided Questions	
<p>Creating art involves analytical and creative thinking.</p> <p>Arts enhance communication of information, ideas, and feelings.</p>	<ul style="list-style-type: none"> • How do artists evaluate their work during the creation process? • How does critique help in refining art? • What is the difference between copying and creating original work? • What role does art play in the act of communication? • How does art reflect feelings and attitudes? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 5.4 Students use a decision-making process to make informed decisions among options.</p>	<ul style="list-style-type: none"> • Symbolism and ideas • Types of art 	<p>Students will:</p> <ul style="list-style-type: none"> • discuss ideas and symbols that communicate meaning • create works with various ideas and symbolic meanings • create works of art using portraiture, landscape, narrative, abstract, non-objective, genre, and/or still life

Reflecting upon and Assessing the Characteristics and Merits of Their Work and the Work of Others
Grades Three through Five

Essential Understandings	Guided Questions	
<p>Art enriches experiences and understandings.</p> <p>Standards of quality guide evaluation of a work of art.</p>	<ul style="list-style-type: none"> • What are appropriate audience behaviors for various art forms and presentations? • How do the arts help people see a different viewpoint? • How do listening to and observing others help people to generate new ideas? • What factors influence an artist's style? • How are standards of quality determined? • How do standards impact responses and interpretations? • What standards of quality are used to evaluate specific forms of art? • How do evaluation or critique of art impact the artist's work? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 2.23 Students analyze their own and others' artistic products and performances using accepted standards.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> <p>Academic Expectation 5.3 Students organize information to develop or change their understanding of a concept.</p>	<ul style="list-style-type: none"> • Artist statements • Critiques • Active listening 	<p>Students will:</p> <ul style="list-style-type: none"> • produce an artist statement which includes process and rationale • compare and contrast a variety of artworks • discuss basic standards (history, elements and principles, theme, culture) • identify elements of art and principles of design in a variety of art works • demonstrate active listening skills and respectful Christian behaviors during critiques

Making Connections between Visual Arts and Other Disciplines

Grades Three through Five

Essential Understandings	Guided Questions	
<p>All knowledge is interconnected.</p> <p>The arts are unique in that they stand alone and enrich other content areas.</p>	<ul style="list-style-type: none"> • How do art professions enhance society? • How do art galleries and museums impact their community? • Why do we value the arts? • How do the arts connect to other content areas? • Why do we collaborate? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 7.4 Students participate actively in a community of faith.</p>	<ul style="list-style-type: none"> • Cultural experiences • Art professions • Community involvement • Collaborative projects 	<p>Students will:</p> <ul style="list-style-type: none"> • understand the contribution of galleries, studios, and museums to society (e.g., virtual tours, classroom exhibits, travelling suitcases, online collections) • identify careers available to artists • create public art (e.g., displays in the hall, art contests, art fairs, auction projects) • create works of art for community outreach (e.g., Pinwheels for Peace, projects for the homebound, stewardship projects) • expand connections between art and other disciplines • participate in collaborative projects

Understanding and Applying Media, Techniques, and Processes

Grades Six through Eight

Essential Understandings	Guided Questions	
Form follows function.	<ul style="list-style-type: none"> How does function influence the design of an object? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p>	<ul style="list-style-type: none"> Media techniques and processes 2-D and 3-D art Safety Technology and tools 	<p>Students will:</p> <ul style="list-style-type: none"> select appropriate media, techniques, and processes to convey their artistic vision use the creative process from beginning to end (pre-planning, brainstorming, writing, creation, and critique) create using a variety of art media use materials and tools in a safe and responsible manner explore the uses of technology and tools use technology and tools to create images and communicate ideas

Using Knowledge of Structures and Functions

Grades Six through Eight

Essential Understandings	Guided Questions	
Artists manipulate elements of art and principles of design to create art.	<ul style="list-style-type: none"> • How do the elements of art and the principles of design influence the viewer? • How does art influence and manipulate the viewing public? • How does art drive consumerism? • How important is the audience in art production? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p>	<ul style="list-style-type: none"> • Elements of art • Principles of design 	<p>Students will:</p> <ul style="list-style-type: none"> • evaluate the use of the elements of art (line, shape, color, value, form, texture, and space) to convey a personal message (e.g., social justice, environmental themes, political message, advertisement, consumerism) • evaluate the use of the principles of design (balance, contrast, emphasis, movement, pattern, rhythm, and unity) to convey a personal message (e.g., social justice, environmental themes, political message, advertisement, consumerism)

Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas

Grades Six through Eight

Essential Understandings	Guided Questions	
Arts and artistic style enhance communication of information and influence ideas and feelings.	<ul style="list-style-type: none"> • How do artists use symbols to create and express ideas, moods, and feelings? • How are consumer choices influenced by the arts? • How does risk-taking influence personal style? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p>	<ul style="list-style-type: none"> • Symbolism and ideas • Styles of art 	<p>Students will:</p> <ul style="list-style-type: none"> • communicate points of view through manipulation of symbols and media • create works with various ideas and symbolic meanings • explain ways an artist's intent plays a crucial role in the aesthetic value of an object • use research and contextual information to identify responses to a work of art • integrate appropriate skills and techniques with the subject matter to communicate the intended meaning of the artwork

Reflecting upon and Assessing the Characteristics and Merits of Their Work and the Work of Others Grades Six through Eight		
Essential Understandings	Guided Questions	
<p>Standards of quality guide evaluation of a work of art.</p> <p>Standards of quality facilitate analysis and interpretation of an art form.</p>	<ul style="list-style-type: none"> • What are the criteria for judging how effectively a work of art communicates? • Why do the standards of quality change over time? • How does a society influence the standards of quality? • How does the artist know if a work of art communicates intended ideas or feelings? • What is the responsibility of the artist and the viewer? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.13 Students make sense of ideas and communicate ideas with the visual arts.</p> <p>Academic Expectation 1.4 Students make sense of the various messages to which they listen.</p> <p>Academic Expectation 2.23 Students analyze their own and others' artistic products and performances using accepted standards.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 4.6 Students demonstrate an open mind to alternative perspectives.</p> <p>Academic Expectation 5.3 Students organize information to develop or change their understanding of a concept.</p>	<ul style="list-style-type: none"> • Artist statements • Critiques • Active listening 	<p>Students will:</p> <ul style="list-style-type: none"> • produce an artist statement which includes process and rationale • understand the intent of a work through the artist's statement • compare and contrast a variety of artworks • evaluate the basic standards (history, elements and principles, themes, culture) • analyze elements of art and principles of design in a variety of art works • demonstrate active listening skills and respectful Christian behaviors during critiques

Making Connections between Visual Arts and Other Disciplines

Grades Six through Eight

Essential Understandings	Guided Questions	
<p>All knowledge is interconnected.</p> <p>Creating art requires ethical awareness, responsibility, and collaboration.</p>	<ul style="list-style-type: none"> • How do the arts connect to the real world and other professions? • How are the lessons taught through the arts essential to the business world? • How does consumerism drive art? • How can the arts connect with other disciplines in an ever-changing world? • How does collaboration with others contribute to the production of art? • What role do ethics play in selecting ideas for creating a work of art? • How is plagiarism related to responsible choices in art production? • How does the artist use humor responsibly? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>Academic Expectation 7.4 Students participate actively in a community of faith.</p>	<ul style="list-style-type: none"> • Cultural experiences • Professions and careers • Community involvement • Collaborative projects 	<p>Students will:</p> <ul style="list-style-type: none"> • analyze the contribution of galleries, studios, and museums to society (e.g., virtual tours, classroom exhibits, travelling suitcases, online collections) • investigate ways the arts are used in different professions and careers • explore ways communication, collaboration, creative problem solving, critical thinking, and technology skills connect art with other professions • create public art (e.g., displays in the hall, art contests, art fairs, auction projects) • create works of art for community outreach (e.g., Pinwheels for Peace, projects for the homebound, stewardship projects) • participate in collaborative projects