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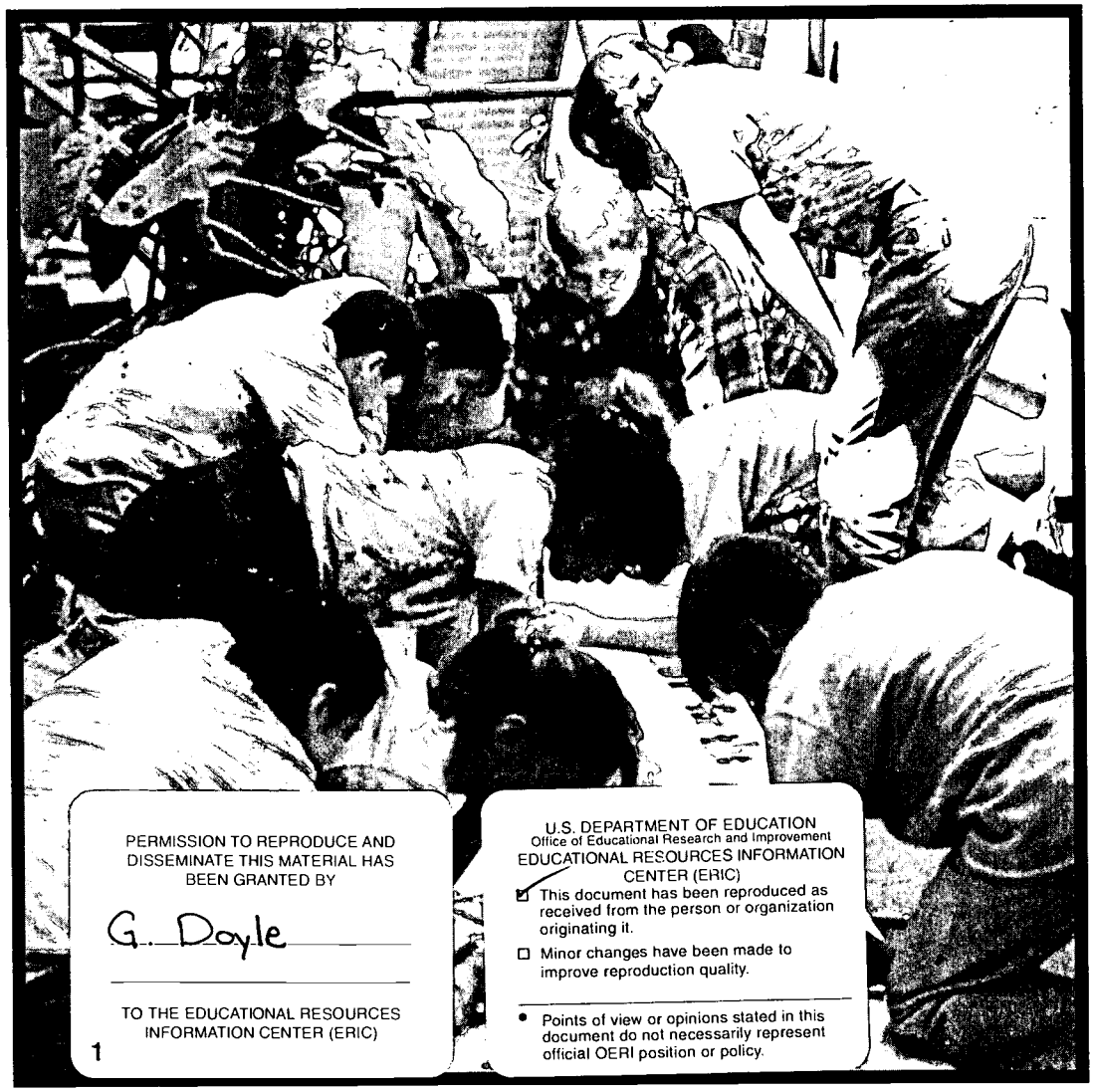
ABSTRACT

To assist parents and educators in preparing students for the 21st century, Wisconsin citizens have become involved in the development of challenging academic standards in 12 curricular areas. Having clear standards for students and teachers makes it possible to develop rigorous local curricula and valid, reliable assessments. This model of academic standards is for the area of visual arts. The introduction defines the academic standards, explains how they were developed, and suggests how to use and apply them across the curriculum. An overview of the visual arts is divided into the following sections: knowing (visual memory and knowledge; art history, citizenship, and environment); doing (visual design and production; practical applications); communicating (visual communication and expression; visual media and technology); thinking (art criticism; visual thinking); understanding (personal and social development; cultural and aesthetic understanding); and creating (making connections; visual imagination and creativity. Sample proficiency standards are also included. (BT)

WISCONSIN'S MODEL ACADEMIC STANDARDS FOR

Visual Arts



Wisconsin Department of Public Instruction

Wisconsin's Model Academic Standards for Visual Arts

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Foreword

The past two years have been exciting for everyone at the Department of Public Instruction (DPI) as Wisconsin citizens became involved in the development of challenging academic standards in 12 curricular areas. We are now completing one of the most important educational planning efforts in the history of our state. Never before has there been greater discussion about education and what our students should know and be able to do before they graduate from high school.

Effective schools research tells us that one of the most important elements in improving the results of education is being clear about standards. Having clear standards for students and teachers makes it possible to develop rigorous local curricula and valid and reliable assessments. The data from such assessments tells us where we need to place our emphasis as we improve teaching and learning. Being sure that the entire community has input into academic standards is essential if everyone is to have ownership in the education of our students. We are proud that we have developed challenging academic standards not only in the areas traditionally associated with large-scale state and district assessment, but also in subjects where assessment takes place primarily in the classroom.

We believe that these standards will greatly assist parents and educators in preparing students for the twenty-first century. Although Wisconsin has traditionally led the nation in educational excellence, clear statements about what students should know and be able to do are necessary to maintain this strong tradition. My thanks to those of you in all walks of life who have contributed to this important effort.

John T. Benson
State Superintendent

Acknowledgments

Wisconsin's Model Academic Standards would not have been possible without the efforts of many people. Members of the task force freely gave their time and expertise in developing the academic standards. In addition, their employing agencies generously granted them time to work on this initiative. The task force members are

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Introduction

Defining the Academic Standards

What are academic standards? Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.

— Content standards refer to *what* students should know and be able to do.
— Performance standards tell *how* students will show that they are meeting a standard.
— Proficiency standards indicate *how well* students must perform.

Why are academic standards necessary? Standards serve as rigorous goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. The absence of standards has consequences similar to lack of goals in any pursuit. Without clear goals, students may be unmotivated and confused.

Contemporary society is placing immense academic demands on students. Clear statements about what students must know and be able to do are essential to ensure that our schools offer students the opportunity to acquire the knowledge and skills necessary for success.

Why are state-level academic standards important? Public education is a state responsibility. The state superintendent and legislature must ensure that all children have equal access to high quality educational programs. At a minimum, this requires clear statements of what all children in the state should know and be able to do as well as evidence that students are meeting these expectations. Furthermore, academic standards form a sound basis on which to establish the content of a statewide assessment system.

Why does Wisconsin need its own academic standards? Historically, the citizens of Wisconsin are very serious and thoughtful about education. They expect and receive very high performance from their schools. While educational needs may be similar among states, values differ. Standards should reflect the collective values of the citizens and be tailored to prepare young people for economic opportunities that exist in Wisconsin, the nation, and the world.

Developing the Academic Standards

How were Wisconsin's model academic standards developed? Citizens throughout the state developed the academic standards. The first phase involved educators, parents, board of education members, and business and industry people who produced preliminary content and performance standards in 12 subjects including English language arts, mathematics, science, social studies, visual arts, music, theatre, dance, family and consumer education, foreign language, health education, and physical education. These standards are benchmarked to the end of grades 4, 8, and 12.

The next step required public input aimed at getting information to revise and improve the preliminary standards. This effort included forums and focus groups held throughout the state. The state superintendent used extensive media exposure, including telecommunications through the DPI home page, to ensure the widest possible awareness and participation in standards development.

Each subject had at least two drafts taken to the general public for their review. All comments received serious consideration. Based on this input, the standards were revised to reflect the values of Wisconsin's citizens.

Who wrote the academic standards and what resources were used? Each subject area's academic standards were drafted by teams of educators, parents, board of education members, and business and industry people that were sub-groups of larger task forces. This work was done after reviewing national

standards in the subject area, standards from other states, standards from local Wisconsin school districts, and standards developed by special groups like the nationwide New Standards Project.

How was the public involved in the standards process? The DPI was involved in extensive public engagement activities to gather citizen input on the first two drafts of the academic standards. Over 19 focus group sessions, 16 community forums, and more than 450 presentations at conferences, conventions, and workshops were held. More than 500,000 paper copies of the standards tabloids have been distributed across the state in addition to more than 4,000 citizen visits to the standards on the DPI web page. Input from these activities, along with more than 90 reviews by state and national organizations, provided the writers with feedback on Wisconsin's model academic standards.

Will academic standards be developed in areas other than the 12 areas listed above? Yes, currently the DPI has convened five task forces to begin development of academic standards in agriculture, business, environmental education, marketing, and technology education. Task force members include educators, parents, school board members, and representatives of business and industry. These academic standards will be completed by the start of the 1998-99 school year.

Using the Academic Standards

How will local districts use the academic standards? Adopting these standards is voluntary, not mandatory. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. In some cases, this may result in significant changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the difference between academic standards and curriculum? Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

What is the link between statewide academic standards and statewide testing? Statewide academic standards in mathematics, English language arts, science, and social studies determine the scope of statewide testing. While these standards are much broader in content than any single Wisconsin Student Assessment System (WSAS) test, they do describe the range of knowledge and skills that may appear on the tests. If content does not appear in the academic standards, it will not be part of a WSAS test. The statewide standards clarify what must be studied to prepare for WSAS tests. If students have learned all of the material indicated by the standards in the assessed content areas, they should do very well on the state tests.

Relating the Academic Standards to All Students

Parents and educators of students with disabilities, with limited English proficiency (LEP), and with accelerated needs may ask why academic standards are important for their students. Academic standards serve as a valuable basis for establishing meaningful goals as part of each student's developmental progress and demonstration of proficiency. The clarity of academic standards provides meaningful, concrete goals for the achievement of students with exceptional education needs (EEN), LEP, and accelerated needs consistent with all other students.

Academic standards may serve as the foundation for individualized programming decisions for students with EEN, LEP, and accelerated needs. While the vast majority of students with EEN and LEP should be expected to work toward and achieve these standards, accommodations and modifications to help these students reach the achievement goals will need to be individually identified and implemented. For students with EEN, these decisions are made as part of their individualized education program (IEP) plans. Accelerated students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Clearly, these academic standards are for all students. As our state assessments are aligned with these standards and school districts adopt, adapt, or develop their own standards and multiple measures for determining proficiencies of students, greater accountability for the progress of all students can be assured. In Wisconsin this means all students reaching their full individual potential, every school being accountable, every parent a welcomed partner, every community supportive, and no excuses.

APPLYING THE ACADEMIC STANDARDS ACROSS THE CURRICULUM

When community members and employers consider what they want citizens and employees to know and be able to do, they often speak of broad areas of applied knowledge such as communication, thinking, problem solving, and decision making. These areas connect or go beyond the mastery of individual subject areas. As students apply their knowledge both within and across the various curricular areas, they develop the concepts and complex thinking of an educated person.

Community members need these skills to function as responsible citizens. Employers prize those employees who demonstrate these skills because they are people who can continue learning and connect what they have learned to the requirements of a job. College and university faculty recognize the need for these skills as the means of developing the level of understanding that separates the expert from the beginner.

Teachers in every class should expect and encourage the development of these shared applications, both to promote the learning of the subject content and to extend learning across the curriculum. These applications fall into five general categories:

1) **Application of the Basics**

2) **Ability to Think**
   - — Problem solving
   - — Informed decision making
   - — Systems thinking
   - — Critical, creative, and analytical thinking
   - — Imagining places, times, and situations different from one's own
   - — Developing and testing a hypothesis
   - — Transferring learning to new situations

3) **Skill in Communication**
   - — Constructing and defending an argument
   - — Working effectively in groups
   - — Communicating plans and processes for reaching goals
   - — Receiving and acting on instructions, plans, and models
   - — Communicating with a variety of tools and skills

4) **Production of Quality Work**
   - — Acquiring and using information
   - — Creating quality products and performances
   - — Revising products and performances
   - — Developing and pursuing positive goals

5) **Connections with Community**
   - — Recognizing and acting on responsibilities as a citizen
   - — Preparing for work and lifelong learning
   - — Contributing to the aesthetic and cultural life of the community
   - — Seeing oneself and one's community within the state, nation, and world
   - — Contributing and adapting to scientific and technological change

Overview of the Visual Arts

What are the visual arts?

The scope of the visual arts has grown over time. Some of Wisconsin's visual art standards may look new because they include not only the traditional fine arts but also design arts, media arts, visual learning skills, and understanding of art and society. In addition to traditional drawing, painting, and sculpting, students learn about things like folk arts and crafts, architecture, city planning, product design, television, film, and computer graphics. They study the influences of visual media in society through forms such as billboards, television commercials, magazine ads, styles of clothing, automobile designs, and home pages on the World Wide Web. Students also learn visual skills for non-arts purposes such as making and reading maps, charts, diagrams, plans, and models.

What are the visual arts disciplines?

Students learn to approach art and design in the above areas from a variety of disciplines. These disciplines include art production, art history, art criticism, aesthetics, and communication. Students learn how to make art and design; learn history and vocabulary related to art; develop critical, analytical, and creative thinking skills; learn to reflect on the meanings and influences of images and objects; and learn how to communicate about and with a variety of visual media. This involves students in things like making art, reading and writing, creating exhibits, interviewing people, and doing research about art and design.

Why study the visual arts and design?

The arts are a result of the unique ability of the modern human mind to make connections among the basic skills in social relations, natural science, technology, and language. Until early humans learned to connect those separate areas of intelligence, there was no art, science, or religion. Students learn to integrate knowledge and processes from many subjects to create and understand this more advanced form of human activity known as art. The arts are important because, along with science and religion, they are defining characteristics of humans.

What are the visual arts standards?

There are 12 visual arts standards clustered under six commonalties. The commonalties are categories shared among several content areas. They cover basic learning expectations including knowledge, skills, communication, thinking, understanding, and innovation.

The first three commonalties (knowledge, skills, and communication) are most easily assessed with standardized tests. They are also easier to teach through direct instruction, rote learning, training, and guided practice. Because they are easier to teach and assess, they often make up the bulk of instruction in schools.

The remaining three commonalties (thinking, understanding, and innovation) are not as easily assessed through standard measures and are not as easy to teach through direct instruction. Despite these challenges, many believe these areas are equally important components of a complete education. The visual arts standards reflect the belief that all six categories of standards are important to learning in the visual arts. These standards attempt to provide a balance among the six commonalties from the perspective of the visual arts.

VISUAL ART KNOWING

A: Visual Memory and Knowledge

CONTENT STANDARD

Students in Wisconsin will know and remember information and ideas about the art and design around them and throughout the world.

Rationale: The study of art involves not only creating art, but also knowing and remembering information and ideas about art and design. Museums, galleries, and other institutions employing arts professionals help preserve, protect, interpret, and evaluate works of art and architecture. Art critics, aestheticians, historians, and philosophers all work to better interpret the political, anthropological, social, philosophical, and psychological impact of the arts. Students in our schools need to know about art and design now and throughout history in order to better understand the arts, themselves, and the world around them.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

A1: develop a basic mental storehouse of images

A2: learn basic vocabulary related to their study of art

A3: learn about basic styles of art from their own and other parts of the world

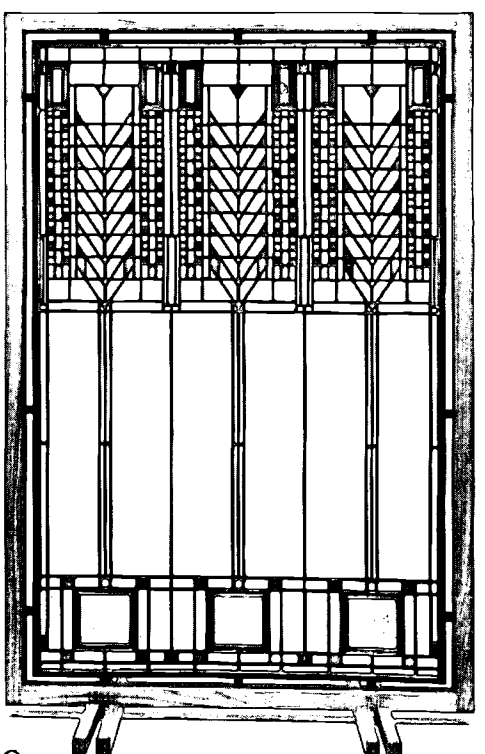
A4: learn about styles of art from various times

A5: know that art is one of the greatest achievements of human beings

A6: know that art is a basic way of thinking and communicating about the world

Activities may include

- making a list of the most interesting things students have seen
- making a visual dictionary of art words relating to student projects
- comparing two related works of art, such as ceramic pottery by different Native American artists
- comparing similar works of art from different time periods and places such as Egyptian and Roman wall paintings
- making a visual display of great architectural structures from around the world
- studying artworks from two cultures, such as Jacob Lawrence's *Parade*, and Pieter Bruegel's *Peasant Wedding*, that have something in common



Frank Lloyd Wright, "Tree of Life" Window, designed 1904. Clear and stained glass, suspended in wood frame, 40 1/2" H, 26" W. Collection of the Elvehjem Museum of Art, Alta Gudsos Fund purchase.

BY THE END OF GRADE 8 STUDENTS WILL:

A1: develop a mental storehouse of images

A2: learn appropriate vocabulary related to their study of art

A3 know about styles of art from their own and other parts of the world

A4: know about some styles of art from various times

A5: demonstrate ways in which art is one of the greatest achievements of human beings

A6: identify ways in which art is basic to thinking and communicating about the world

Activities may include

- starting a clipping file of images to be used as resources by students and teachers throughout the school
- creating a museum-style exhibit for the language arts department on vocabulary related to artworks
- creating a museum-style exhibit for the foreign language department on artworks from other countries
- creating a museum-style exhibit for the social studies department related to artwork throughout history
- studying the contributions of women, minorities, and various cultures to the world of art
- finding a reproduction of an artwork that is relevant to each room throughout the school, such as Dutch still-life for the cafeteria and an M.C. Escher print for a mathematics room

BY THE END OF GRADE 12 STUDENTS WILL:

A1: possess a mental storehouse of images

A2: know advanced vocabulary related to their study of art

A3: know and recognize styles of art from their own and other parts of the world

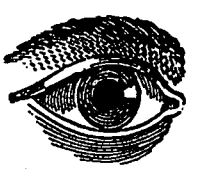
A4: know and recognize many styles of art from various times

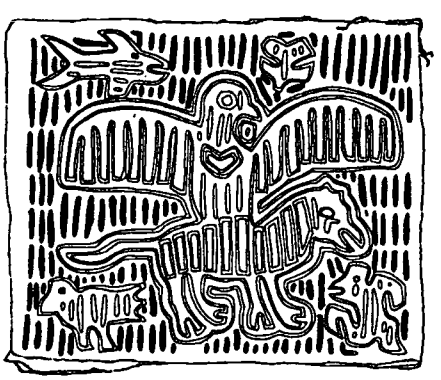
A5: explain that art is one of the greatest achievements of human beings

A6: use art as a basic way of thinking and communicating about the world

Activities may include

- creating a slide file collection of images to be used as a resource by students and teachers throughout the school
- creating a list of new art vocabulary along with photographs of the student's work
- studying art from other parts of the world and making a photo journal about it
- studying the major museums of the world, such as the Metropolitan Museum, the Louvre, and Prado
- studying the great architectural monuments of history, such as the Taj Mahal, the Hagia Sophia, and the Egyptian pyramids
- researching the body of work of a woman artist whose works the student admires, such as Käthe Kollwitz, Miriam Shapiro, or Georgia O'Keeffe, and write about the message which is communicated



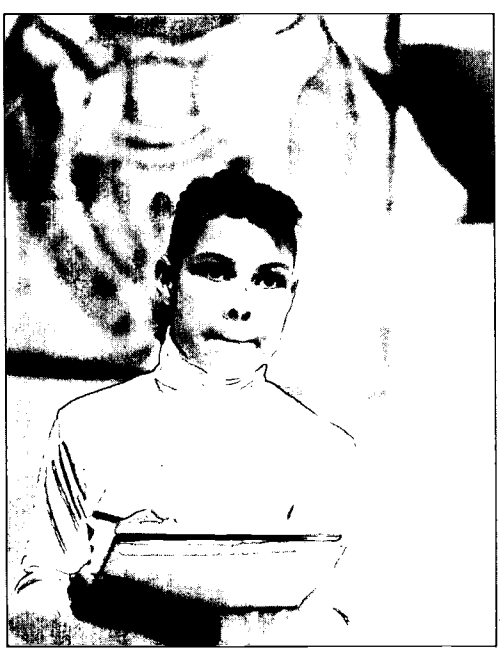


B: Art History, Citizenship, and Environment

CONTENT STANDARD

Students in Wisconsin will understand the value and significance of the visual arts media and design in relation to art history, citizenship, the environment, and social development.

Rationale: The study of human history and different cultures and their art forms represents a legacy that enriches our lives and allows us to see our own and other cultures from different perspectives. When students understand the form and function of the visual arts and design, they can better understand people as well as art objects. Students will communicate better with others and develop more tolerance for other lifestyles and points of view through the study of cultural images and artifacts.



PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

B1: understand that artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs

B2: recognize that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist

B3: know that works of art and designed objects relate to specific cultures, times, and places

B4: know that art is influenced by artists, designers, and cultures

B5: understand that their choices in art are shaped by their own culture and society

B6: know basic ways to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers

B7: begin to understand environmental and aesthetic issues related to the design of packaging, industrial products, and cities

B8: learn that art historians, cultural anthropologists, and philosophers of art contribute to an understanding of art and design

Activities may include

- comparing different artworks based on the same theme, such as a Nigerian sculpture of a mother and child and Mary Cassatt's painting of a mother and child
- comparing a painting of an animal from a contemporary artist with that of a cave drawing of an animal (How are they similar? How are they different?)
- looking at works of art and designed objects from different cultures, such as furniture or clothing, to become familiar with what is unique about each culture
- looking for influences in artists' works such as the African art influence on Pablo Picasso's work
- talking about students' work in terms of visual elements and purposes
- talking and writing about a work of art about which the student previously knew nothing
- listing ways in which art relates to environmental issues
- discussing what art historians, cultural anthropologists, and philosophers do in relation to art

BY THE END OF GRADE 8 STUDENTS WILL:

B1: explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs

B2: recognize ways in which form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist

B3: identify works of art and designed objects as they relate to specific cultures, times, and places

B4: know ways in which art is influenced by artists, designers, and cultures

B5: understand how their choices in art are shaped by their own culture and society

B6: know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers

B7: understand environmental and aesthetic issues related to the design of packaging, industrial products, and cities

B8: learn about the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art and design

Activities may include

- comparing and contrasting two artworks that are different in materials, style, and concept, such as the sculptures of Bernini and Michelangelo
- comparing different cultures' architectural work, such as the Brooklyn Bridge and the Eiffel Tower
- discussing the changes in clothing styles worn by early and modern-day Americans
- looking for influence of Japanese design on artists, such as French artist Edouard Manet and American architect Frank Lloyd Wright
- talking about the influence of American society on student artwork
- comparing the way art from another country, such as Australia, reflects different views about people, nature, and beauty
- looking for solutions to aesthetic and design problems, such as noise barriers along urban highways
- interviewing an art historian or museum curator

BY THE END OF GRADE 12 STUDENTS WILL:

B1: demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs

B2: show ways that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist

B3: relate works of art and designed objects to specific cultures, times, and places

B4: know how artists, designers, and cultures influence art

B5: understand how their choices in art are shaped by their own culture and society

B6: describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers

B7: understand and apply environmental and aesthetic issues to concepts related to the design of packaging, industrial products, and cities

B8: know the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art and design

Activities may include

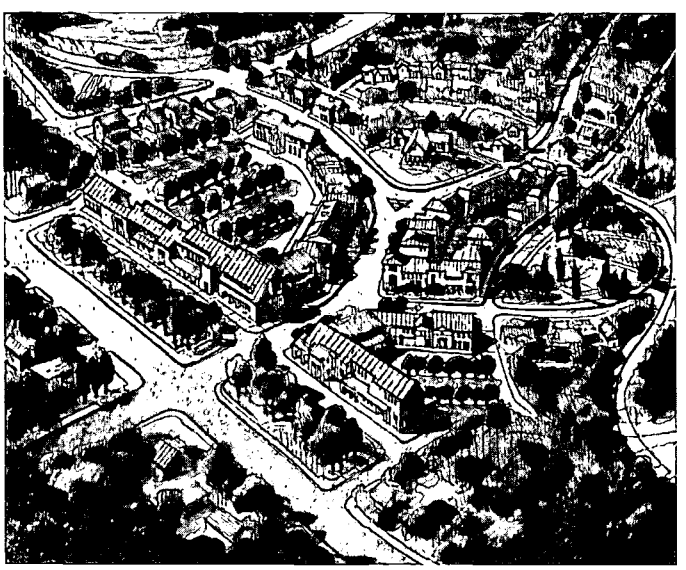
- studying the history of photography and how artists, such as Ansel Adams and Walker Evans used it to communicate ideas
- studying paintings of social and political concerns, such as Spanish artist Francisco Goya's *First of May* or Pablo Picasso's *Guernica*, and writing an interpretation of it
- making an exhibit of how art changes from culture to culture, focusing on a theme which runs throughout history, such as the human figure or symbols in art
- studying the history of the automobile and identifying the influences on its design
- studying a contemporary art form, such as video art, and writing an essay about it
- creating a display with visuals and words showing the aesthetics of different cultures students have studied
- studying an environmental and aesthetic issue, such as the effects of plastics and Styrofoam commercial packaging on the environment, and the responsibility of the artist in those issues
- researching art and design issues through art periodicals, such as *Art News, American Craft, Ceramic Monthly, Graphis, Ornament,* and *Living Architecture,* plus books and videos and discussing issues in class

C: Visual Design and Production

CONTENT STANDARD

Students in Wisconsin will design and produce quality original images and objects, such as paintings, sculptures, designed objects, photographs, graphic designs, videos, and computer images.

Rationale: There are time-honored processes of making art and principles of visual expression that are essential to the practice of creating images and objects. These processes and principles change over time. Artists need to recognize and respond to these changes. Just as other subject areas have guidelines, procedures, and bodies of knowledge that students learn, so do the visual arts.



Sketch of proposed Middleton Hills Community
Middleton, Wisconsin

Designed by Andres Duany

With permission of Marshall Erdman and Associates

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

C1: explore the elements and principles of design

C2: explore what makes quality design

C3: know how the design of art changes its meaning

C4: use design to improve artwork

C5: look at nature and works of art as visual resources

C6: use sketching to develop ideas for their artwork

C7: develop basic skills to produce quality art

C8: explore the natural characteristics of materials and their possibilities and limitations

C9: be aware of their creative processes to better understand their work

C10: develop personal responsibility for their learning and creative processes

Activities may include

- discussing the use of color and shape in a painting, such as Pablo Picasso's *Three Musicians*
- finding examples of good contemporary design in magazines from around the world
- comparing and contrasting English, Japanese, and commercial teapots
- critiquing a work of art in progress and finding the point of interest
- keeping a sketchbook, an idea book, or picture file
- drawing ideas in a sketchbook before making art
- experimenting with different basic printing processes, such as relief and monoprint
- experimenting with tempera paint, using it thick, thin, and dry and using different brushes
- keeping a journal to record the progress of artwork
- keeping a portfolio of work from early sketches to completed work

BY THE END OF GRADE 8 STUDENTS WILL:

C1: know the elements and principles of design

C2: understand what makes quality design

C3: know how the design of art changes its meaning

C4: use design techniques to improve and/or change artwork

C5: use thumbnail sketches to experiment and start developing visual ideas

C6: develop the craft and skills to produce quality art

C7: understand the natural characteristics of materials and their possibilities and limitations

C8: reflect on their work during the creative process to assess and better understand their own artwork

C9: come up with ideas and carry them through to completion of an original work of art

Activities may include

- looking at trees in the community and drawing them
- comparing the different color systems used by printers, computer artists, painters, and scientists
- having each student in class bring in an example of a common object, such as a cup, bowl, or tool, to compare the differences of the designs
- comparing different artists' versions of a similar theme, such as Salvadore Dali's *Crucifixion* and Matthias Gruenwald's *Small Crucifixion*
- examining students' artwork from the perspective of each element and principle of design to determine the works' strengths and weaknesses
- developing an idea book of interesting images, photos, articles, poetry, and miniature objects along with sketches
- keeping a sketchbook or idea book to record visual ideas
- practicing throwing a pot on a potter's wheel
- experimenting with watercolors and different watercolor brushes to find out the possibilities and limitations of the medium
- keeping a journal recording the progress of daily work and self- and peer- assessments
- keeping a portfolio of ideas and work in progress from sketches to the final product

BY THE END OF GRADE 12 STUDENTS WILL:

C1: use the elements and principles of design in sophisticated ways

C2: understand the procedures of developing quality design

C3: use design to create artworks that have different meanings

C4: use advanced design techniques to improve and/or change artwork

C5: analyze the complexities of nature and use challenging artistic images and ideas as visual resources

C6: experiment visually with sketches for complex solutions involving concepts and symbols

C7: apply advanced craft and skills to consistently produce quality art

C8: use the natural characteristics of materials and their possibilities and limitations to create works of art

C9: use ongoing reflective strategies to assess and better understand one's work and that of others during the creative process

C10: assume personal responsibility for their learning and the creative process

Activities may include

- creating a painting in which colors appear to be similar and yet are different
- creating a quality graphic design for the school yearbook
- designing one advertisement and altering it to appeal to different audiences
- studying fractals and creating a design based on those patterns in nature
- developing an idea book to collect ideas from poetry, artistic images, and contemporary issues
- keeping a sketchbook or idea book to record and develop visual ideas
- developing skill in an advanced combined printing process, such as serigraphy and monoprinting
- creating a figure sculpture using found materials and objects
- keeping a journal to reflect on daily learning, including self- and peer-assessments
- developing a portfolio including artwork in series to achieve an in-depth study of an issue or concept

D: Practical Applications

CONTENT STANDARD

Students in Wisconsin will apply their knowledge of people, places, ideas, and language of art to their daily lives.

Rationale: Learning about people, places, ideas, and language of art and applying this to daily life is what arts education is all about. Thinking deeply, creatively, and critically enables students to connect their knowledge to their local and worldwide communities and daily activities. Research shows that students who are educated in the arts perform better in other areas, show respect for others, work more cooperatively, and are able to think better. These are lifelong skills applicable to daily living and learning.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

D1: know basic information, such as the history, public art, and unique architecture, of their own cultural community

D2: know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community

D3: know that the environment influences the look and use of art, architecture, and design

D4: learn about basic concepts in art, such as "form follows function," "less is more," balance, symmetry, and originality

D5: learn basic language used in art

D6: use problem-solving strategies that promote fluency, flexibility, elaboration, and originality

Activities may include

- identifying public art in the community
- identifying the people in the community who work with art
- studying the personal adornment of various peoples around the world
- comparing a water vessel from a culture and/or time period different from one's own and a glass from one's home (How are they similar? How are they different?)
- keeping a listing of art terms and definitions in a journal
- solving a visual problem in a variety of ways

BY THE END OF GRADE 8 STUDENTS WILL:

D1: know about the history, public art, and unique architecture of their cultural community

D2: know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community

D3: know how the environment influences the look and use of art, architecture, and design

D4: understand basic concepts in art, such as "form follows function," "destruction of the box," "less is more," balance, symmetry, integrity, authenticity, and originality

D5: learn common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics

D6: know about problem-solving strategies that promote fluency, flexibility, elaboration, and originality

Activities may include

- preparing a photo essay of the architecture, public art, and public spaces in the community
- inviting the art critic of the local newspaper to speak to the class regarding her/his role and responsibilities
- comparing the colors, materials, and styles of architecture found in different parts of the country, such as brick buildings in Boston, wood buildings in Wisconsin, bright colors in Miami, and skyscrapers in New York
- creating an exhibit illustrating famous philosophies of art, such as "form follows function" and "less is more"
- creating a glossary of art vocabulary in a journal or idea book
- putting together a design team to brainstorm ways to make the school look better

BY THE END OF GRADE 12 STUDENTS WILL:

D1: know about the history, public art, and unique architecture of their cultural community

D2: know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community

D3: explain how the environment influences the look and use of art, architecture, and design

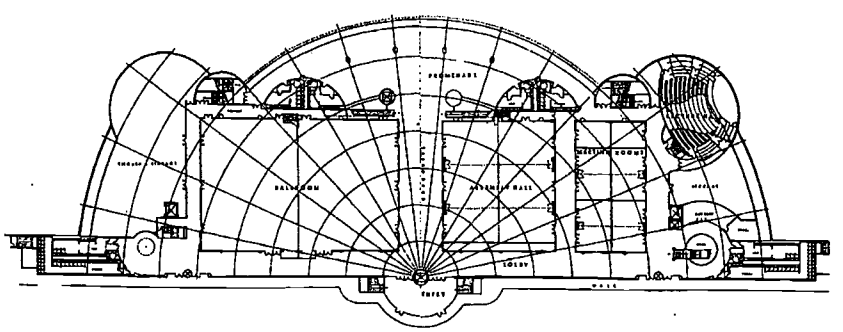
D4: use basic concepts in art, such as "form follows function," "destruction of the box," "less is more," balance, symmetry, integrity, authenticity, and originality

D5: know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics

D6: apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality

Activities may include

- taking a field trip to a city, such as Milwaukee, Madison, or Chicago, to take an architectural tour of important buildings
- making a videotape about an artist or designer in the community
- studying Wisconsin architecture, such as the Monona Terrace Convention Center, Madison, and the proposed addition to the Milwaukee Art Museum
- creating a list of basic art concepts in a journal or idea book
- creating a list of art terminology and meanings in a journal or idea book
- identifying a team to solve a problem related to the school environment, such as developing school pride or school beautification



The Monona Terrace Convention Center
Madison, Wisconsin

Designed by Frank Lloyd Wright

With permission of the
Frank Lloyd Wright Foundation

E: Visual Communication and Expression

CONTENT STANDARD

Students in Wisconsin will produce quality images and objects that effectively communicate and express ideas using varied media, techniques, and processes.

Rationale: Images and objects (cars, appliances, clothing, furniture, buildings, works of art, etc.) carry meanings and communicate ideas. Designers, graphic artists, architects, and other artists use a variety of processes to communicate ideas. Students need to learn how to read images and understand the meanings carried by objects.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

E1: communicate basic ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics

E2: communicate basic ideas by producing design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia

E3: communicate basic ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products

E4: communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models

E5: use the visual arts to express ideas that cannot be expressed by words alone

Activities may include

- using nature as a source to create a design, such as a papier-maché (paper and paste) sculpture or piece of jewelry
- creating a business card with a design that communicates the nature of the business
- creating a quilt square expressing a deeply felt belief
- creating a blueprint for the best school in the world
- making a work of art, such as a poster, that expresses an idea or strong feeling about a social issue

BY THE END OF GRADE 8 STUDENTS WILL:

E1: communicate complex ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics

E2: communicate complex ideas by producing design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia

E3: communicate complex ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products

E4: communicate complex ideas by producing visual communication forms useful in everyday life, such as, sketches, diagrams, graphs, plans, and models

E5: use the visual arts to express ideas that can't be expressed by words alone

Activities may include

- making a work of art, such as a print, about who one is as a person
- making a scale model of a building to be part of an ideal community
- making a box with hidden chambers that creatively communicates an idea
- drawing a floor plan of a model room in which one can sleep, study, make art, watch videos, and dream
- making a work of art, such as a political cartoon, that expresses an idea or strong feeling about a social issue

BY THE END OF GRADE 12 STUDENTS WILL:

E1: communicate ideas by producing sophisticated studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics

E2: communicate ideas by producing advanced design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia

E3: communicate ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products

E4: communicate ideas by producing advanced visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models

E5: continue to use the visual arts to express ideas that can't be expressed by words alone

Activities may include

- creating artwork, such as a collage (pasted two-dimensional materials), to illustrate a deeply felt political issue
- designing and making a toy for a child including using one's own material(s)
- creating a group environment on a current theme or issue using technology along with traditional materials
- designing a plan for a model community recreation area
- making a work of art, such as a photo montage (pasted photographs) or sculpture, that expresses one's inner being and/or thoughts

By Jason Kautzer

with permission of the Hamilton School District

F: Visual Media and Technology

CONTENT STANDARD

Students in Wisconsin will understand the role of, and be able to use, computers, video, and other technological tools and equipment.

Rationale: We live in a visual and technological world where people are constantly confronted with complex print and media works. These images and artworks are created by designers and artists highly skilled in the use of computers, video, and other technological tools. Careers in areas, such as multimedia design and the film industry, are rich and growing. Art education teaches students how to understand and create with new technologies.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

F1: learn that art includes mass media, such as magazines, television, computers, and films

F2: know that art techniques are used in mass media

F3: know that advertisements, news, and entertainment programs contain visual messages

F4: know that there are stereotypes in visual media

F5: know that production techniques affect viewers' perceptions

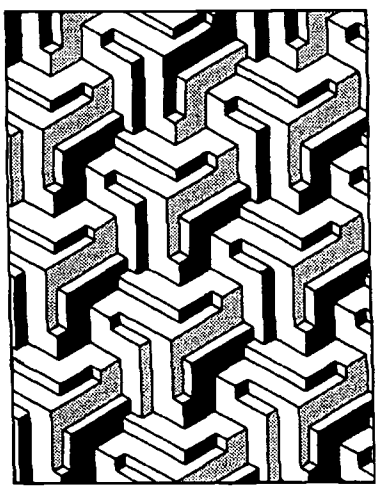
F6: learn simple media techniques

F7: learn how media productions are made

F8: learn to make changes in media production

Activities may include

- talking about a children's television program and describing why it is appealing
- looking at an advertisement and discussing why the product is illustrated or photographed as it is (How is color used? Who is the audience?)
- looking at a television show with the sound turned off and focusing on the visual images
- listing the types of stereotyping one might find on a television show
- creating a transparency or drawing on film
- creating a story board
- using a computer to create a work of art
- analyzing and revising a video with input from class participants



BY THE END OF GRADE 8 STUDENTS WILL:

F1: make informed judgments about mass media, such as magazines, television, computers, and films

F2: understand some visual techniques used in mass media

F3: interpret visual messages in advertisements, news, and entertainment programs

F4: recognize stereotyping in visual media

F5: understand the effects of production techniques on viewers' perceptions

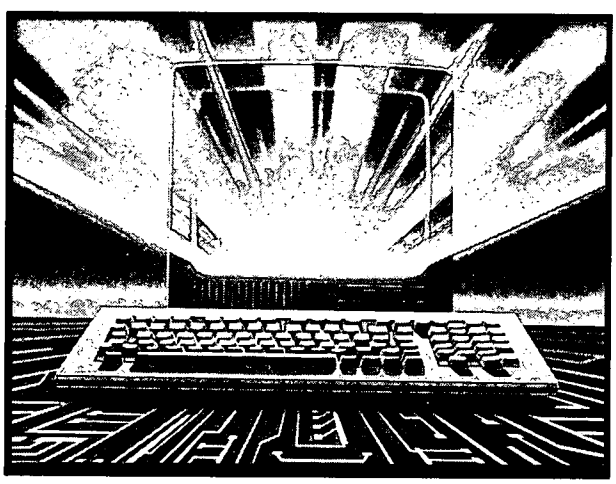
F6: create media works with a range of media techniques

F7: develop a working knowledge of media production systems

F8: revise media productions based on personal reflection

Activities may include

- finding out which is the most popular television program of elementary, middle, and high school students and why
- comparing and contrasting advertisements on similar products, such as a soft drinks or jeans
- analyzing the visual choices made for a television program and how these choices make the program successful
- looking for examples of stereotyping (race, gender, age, or occupation) in the media
- identifying films in which computerized images are used to create unusual affects
- using a variety of techniques to create images with a computer
- doing a group video with a director, camera person, lighting designer, set designer, and sound technician
- making some drawings, photos, or video clips to show several ways one would redesign a scene from film or video



BY THE END OF GRADE 12 STUDENTS WILL:

F1: make informed judgments about mass media, such as magazines, television, computers, and films

F2: understand visual techniques used in mass media

F3: interpret visual messages in advertisements, news, and entertainment programs

F4: recognize stereotyping in visual media

F5: understand the effects of production techniques on viewers' perceptions

F6: use a range of media techniques to create art

F7: apply a working knowledge of media production systems

F8: revise media productions based on personal reflection and audience response

Activities may include

- comparing the graphic design of two or more magazines, such as *Smithsonian, Newsweek, Art News,* and *Bon Appetit*
- comparing and contrasting similar advertisements of a product such as teenage clothing, and how the advertisements affect the audience
- analyzing the visual choices used in a high-profile news program
- looking for examples of stereotyping (race, gender, age, or occupation) in the media and examining how some television stations are addressing this issue
- studying the works of George Lucas and his company, Industrial Light and Magic
- making a video including computer images with sound and music, showing camera position, composition, lighting, and set design
- studying animation in film, such as *Nightmare Before Christmas, James and the Giant Peach,* and *Toy Story*
- making drawings, photos, or video clips to show different ways one would redesign a scene from film or video

VISUAL ART **THINKING**

G: Art Criticism

CONTENT STANDARD

Students in Wisconsin will interpret visual experiences, such as artwork, designed objects, architecture, movies, television, and multimedia images, using a range of subject matter, symbols, and ideas.

Rationale: People throughout history have recorded experiences in a variety of visual forms, including fine art, folk art, designed objects, movies, television, and multimedia images, that document their time and heritage. Students will need more experiences in these areas to be prepared for the highly technological world in which they will live and work, and to understand artistic images of other times and cultures.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

G1: know that art communicates ideas

G2: know that artwork has meanings

G3: talk and write about the meanings of artworks and design

G4: know how to create works of art that have meanings

Activities may include

- looking at and describing a work of art, such as Pablo Picasso's *Saltimbanques*
- talking about the difference in the feeling of walking into a large building, such as the State Capitol, vs. walking into one's own home
- studying a Northwest Coastal Indian mask to discover its meaning
- creating a book or a container which tells something about one's self

VISUAL ART **THINKING**

H: Visual Thinking

CONTENT STANDARD

Students in Wisconsin will develop perception, visual discrimination, and media literacy skills to become visually educated people.

Rationale: Students able to analyze problems and arrive at new solutions do so because they have the ability to use visual images to communicate ideas. Because of the visual nature of mass media today, students need to understand images and communicate visually. The world is full of visual images and symbols, and students need to develop the ability to understand them.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

H1: study the patterns and color in nature

H2: use drawing to examine objects closely

H3: show differences among colors, shapes, textures, and other qualities of objects in their artwork

H4: create three-dimensional forms with paper, clay, and other materials

H5: be able to read simple maps, charts, and plans

H6: know how artists make photographs and films

Activities may include

- studying patterns and colors in nature, such as the wings of butterflies (How are they similar? How are they different?)
- observing and drawing things found in nature, such as an insect
- creating a drawing exploring the variety of shapes and textures observed in a bouquet of mixed flowers or in a field of wild flowers
- following an origami (Japanese paper folding) plan to create a three-dimensional form
- drawing a map of the student's neighborhood or community
- using a simple camera to photograph things of nature

BY THE END OF GRADE 8 STUDENTS WILL:

G1: know that visual images are important tools for thinking and communicating

G2: know how to find the meanings in artwork

G3: analyze the meanings of artworks and design

G4: create works of art that have meanings

Activities may include

- looking at a culture's folk art to find out about the people and their times
- without any background information, looking at works of art, such as Paula Modersohn-Becker's *Old Peasant Woman* and Andrew Wyeth's *Christina's World*, to learn about them
- discussing deeper meanings about art and design, such as the real significance of the automobile in our culture or the social meanings of films like *Rambo*
- creating a work of art about something deeply significant in one's life, such as the loss of a friend, or the happiest day

BY THE END OF GRADE 12 STUDENTS WILL:

G1: use visual images as tools for thinking and communicating

G2: know how to find the meanings in artwork

G3: interpret more complex meanings in challenging works of art, including media arts

G4: create works of art that have complex meanings

Activities may include

- studying drawings, such as those of Leonardo da Vinci, to understand his ideas and creative genius
- looking at an unfamiliar work of art and finding the meaning in it, such as the *Statuettes from the Abu Temple,* by Tell Asmar
- discussing the deeper meanings of film and media, such as *Independence Day, Jurassic Park,* and *Babe*
- creating a work of art that depicts a situation that affected one deeply, such as a rejection, a separation from a loved one, or a deep loss

BY THE END OF GRADE 8 STUDENTS WILL:

H1: look at things using different methods and tools, such as through a microscope

H2: know how light, shadow, color, distance, and angle of viewing affect sight

H3: be able to draw, paint, and sculpt from life

H4: create three-dimensional models

H5: be able to read complex maps, charts, and plans

H6: make and interpret photographs and videos

Activities may include

- using a microscope to see something, such as a drop of oil, from a new perspective
- making a work of art, such as a watercolor, based on something seen through a microscope or telescope
- creating charcoal sketches of the human figure
- creating a self-portrait clay sculpture
- collecting a variety of objects, such as stones, leaves, or other materials, to compare the shapes, colors, and textures
- creating a three-dimensional model of the community based upon a map

BY THE END OF GRADE 12 STUDENTS WILL:

H1: interpret complex patterns and forms by drawing them

H2: know how human eyes work to see subtle changes in light, color, textures, and surfaces

H3: use careful observation to draw, paint, and sculpt from life

H4: create two-dimensional plans to make three-dimensional models

H5: make and interpret maps, charts, and plans

H6: be critical viewers and producers of mass-media images

Activities may include

- finding patterns in nature, such as those created by boulders or stones, random branches or twigs tangled together, or leaves fallen on the ground
- studying the optical art of Alhers and Vasarely to better understand the "discrepancy between the physical fact and the psychic effect" of colors and shapes
- carefully observing, analyzing, and making a drawing of microscopic animal life and algae seen through a microscope
- collecting a variety of similar objects from nature, such as shells and seeds, and drawing in large scale the subtle differences in color, shapes, and textures
- creating a three-dimensional plan of a house based upon a blueprint
- analyzing and critiquing a film, such as *Star Wars,* by George Lucas

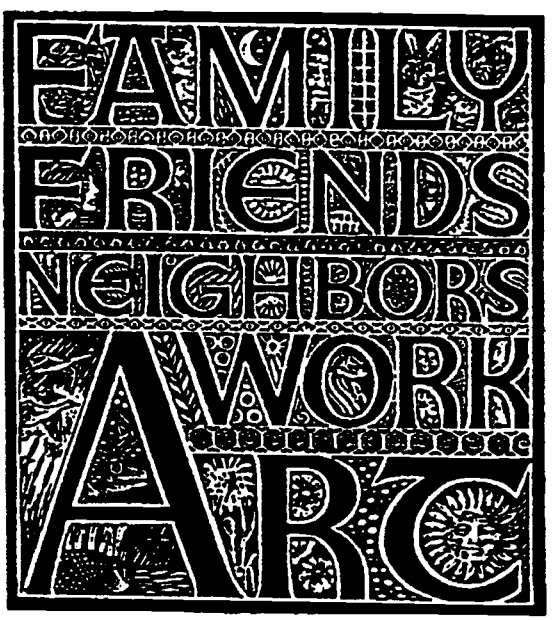
VISUAL ART UNDERSTANDING

I: Personal and Social Development

CONTENT STANDARD

Students in Wisconsin will use their senses and emotions through art to develop their minds and to improve social relationships.

Rationale: Arts education integrates sensory and emotional development with the overall intellectual development of students. Our senses bring complex information into our brains and feeling is just as important as reasoning in shaping our minds. Emotional intelligence will affect how students perform in school and in life.



PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

I1: use art to understand how they feel

I2: make art that shows how they sometimes feel

I3: talk or write about feelings in a work of art

I4: recognize their own feelings when they look at work of art

I5: understand that art is made by people from different times, places, and cultures

I6: realize that creating or looking at art can bring out different feelings

I7: work alone and with others to develop visual ideas and objects

Activities may include

- drawing a design using two basic colors and shapes to describe feelings
- creating a collage (pasted two-dimensional materials) expressing a mood, such as using vibrant colors to create a sense of excitement
- talking about why Vincent van Gogh used heavy textures in his painting, *Sunflowers,* or why Pablo Picasso used blue during his Blue Period
- selecting works of art that appeal to them and talking about the reasons of this choice
- describing paintings that evoke feelings such as Tanner's *The Banjo Player*
- examining traditional pottery of the Anasazi Indians for symbols, materials, and techniques
- studying reproductions and going to see original works of art at a gallery or museum to discover the power of the originals

BY THE END OF GRADE 8 STUDENTS WILL:

I1: use art to understand their own emotions

I2: make art that reflects different feelings

I3: talk or write about feelings in a variety of works of art

I4: recognize that their own feelings affect how they look at art

I5: understand that art reflects the time and place in which it was created

I6: understand how creating or looking at art brings out feelings

I7: work independently and collaboratively to produce ideas and works of art

Activities may include

- creating a work of art that expresses deep feelings
- making three works of art that express three feelings of the same image, such as a portrait of happiness, sadness, and surprise
- finding a work of art, such as Picasso's *Guernica*, in which feelings are being expressed and discuss how the artist conveys the ideas
- responding to two works of art in writing and comparing this response with that of a peer
- discussing a work of art, such as Siqueiros's *Echo of a Scream*, which arouses feelings in you
- finding out about the time and place an artwork was created to understand its influences, such as learning about the Old Stone Age to understand cave paintings
- visiting an art museum to find a work of art, such as an original Rembrandt painting, that brings out powerful feelings

BY THE END OF GRADE 12 STUDENTS WILL:

I1: use art to understand their own and others' emotions

I2: make art that explores a variety of emotions

I3: compare and contrast feelings in a work of art

I4: look at art and compare their feelings with those of the artist and others

I5: understand and recognize that art reflects the history and culture in which it was created

I6: create art that expresses deep feelings

I7: work independently, collaboratively, and with deep concentration when creating works of art

Activities may include

- creating a work of art that expresses deep feelings
- making a work of art that reflects feelings about a social issue, such as poverty, crime, war, or drugs
- studying a memorial, such as the *Vietnam Memorial* by Maya Ying Lin or the *Holocaust Museum*, and writing a reaction
- responding to a work of art in writing and comparing this response with that of an art critic or art historian
- discussing a work of art, such as Dorothea Lange's photograph, *Migrant Mother*, that arouses feelings
- studying the work of an artist, such as Christo or Freda Kahlo, to understand the time and place in which it was created
- finding a work of art that reflects a deep social issue and causes powerful feelings and talking and writing about it

J: Cultural and Aesthetic Understanding

CONTENT STANDARD

Students in Wisconsin will reflect upon the nature of art and meaning in art and culture.

Rationale: Reflection about art introduces big questions such as: What is Art? and, Why do people around the world and throughout the ages make art? Students learn to speak, read, write, and think about the nature of art through dialogue and personal reflection. Reflection about art allows students to make informed aesthetic judgments.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

J1: explore the purposes and functions of art

J2: understand that the choice of materials and techniques influences the expressive quality of art

J3: learn that different cultures think about art differently

J4: learn that philosophers think about art

J5: begin to understand their own ideas about the purposes and meanings of art

J6: begin learning the value of art as a basic part of being human

J7: begin to understand and apply the role of art criticism and aesthetic knowledge in art and design

J8: know that different cultures have different concepts of beauty

J9: understand the difference between original artworks, reproductions, and copies

J10: talk about art in basic terms

Activities may include

- making a display that shows the difference between everyday objects and objects for special occasions
- comparing the materials and techniques of two different paintings, such as *Starry Night* by Vincent van Gogh and *Composition #7* by Wassily Kandinsky
- comparing two works, such as Eskimo and African masks, and talking about the materials and message
- making a list of important questions about art
- talking about one's own artwork and what it means
- imagining a world without art
- comparing the design of *Fallingwater* by Frank Lloyd Wright with the homes in local neighborhoods
- studying the shelters of various cultures and what makes them special
- taking a field trip to an art museum or gallery to compare reproductions with original works of art
- critiquing and changing work in progress

BY THE END OF GRADE 8 STUDENTS WILL:

J1: begin to understand the purposes and functions of art

J2: understand how the choice of materials and techniques influences the expressive quality of art

J3: learn ways different cultures think about art

J4: learn ways philosophers think about art

J5: explore their own ideas about the purposes and meanings of art

J6: learn the value of art as a basic part of being human

J7: learn to use art criticism and aesthetic knowledge in art and design

J8: explore different cultures' concepts of beauty

J9: understand the difference between original artworks, reproductions, and copies

J10: develop the ability to reflect and talk about works of art

Activities may include

- studying the role of art and art movements in a period of history, such as the role of the Bauhaus concept that form follows function, popular in the early 1900's
- comparing the materials and techniques of two different works of art, such as Leonardo da Vinci's *Mona Lisa* and Andy Warhol's *Thirty Are Better Than One*
- comparing works of art from two cultures, such as Mayan and African
- interviewing an artist about what he or she feels is important about art
- discussing and writing about why people make art
- talking about different ways people create art and how it affects them
- describing, analyzing, interpreting, and judging a work of art
- comparing and contrasting works of art from different cultures, such as comparing the *Siva Who Bears the Crescent Moon* from India, and the *Nail Figure* from Congo, Africa
- creating a display that contrasts original art, reproductions, and copies of works of art
- assessing students' art based on personal, peer, and teacher response

BY THE END OF GRADE 12 STUDENTS WILL:

J1: understand the purposes and functions of art

J2: choose materials and techniques to influence the expressive quality of art

J3: identify ways different cultures think about art

J4: identify ways philosophers think about art

J5: understand their own ideas about the purposes and meanings of art

J6: know the value of art as a basic part of being human

J7: understand and apply art criticism and aesthetic knowledge in art and design

J8: know concepts of beauty in different cultures

J9: identify the differences between original artworks, reproductions, and copies

J10: reflect and talk about works of art

Activities may include

- studying art objects throughout history to understand their purpose and function
- comparing and contrasting the materials and techniques of two contemporary art forms, such as the earth art of Robert Smithson and the site art of Christo
- comparing and contrasting the works of art from two different cultures, such as the tapestries of India and those of Laos
- reading and discussing specific sections of art books, such as *What is Art For?*, *No More Second Hand Art*, and *The Hidden Order of Art*
- having a school and community forum on the purposes and meanings of art
- taking down or covering all artworks in the school for a week and surveying the students and faculty to determine how this affects the environment in the school
- describing, analyzing, interpreting, and judging a work of art
- comparing and contrasting the architecture of various countries, such as that of India and America
- creating a panel of students to discuss the issue of artists using other's work in their art, as well as collaborating in the production of artwork
- assessing and talking about a student's art based on responses from a peer, a teacher, a parent, and an artist from the community

K: Making Connections

CONTENT STANDARD

Students in Wisconsin will make connections among the arts, other disciplines, other cultures, and the world of work.

Rationale: Fields of knowledge and disciplines are intimately connected. Fragmentation of knowledge prevents people from absorbing the vast information that shapes their lives. The arts help students integrate knowledge and experience and to become better thinkers, problem solvers, creators, communicators, and citizens.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

K1: connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology

K2: invent new ways to communicate ideas and solutions to problems in art

K3: use what they are learning about life, nature, the physical world, and people to create art

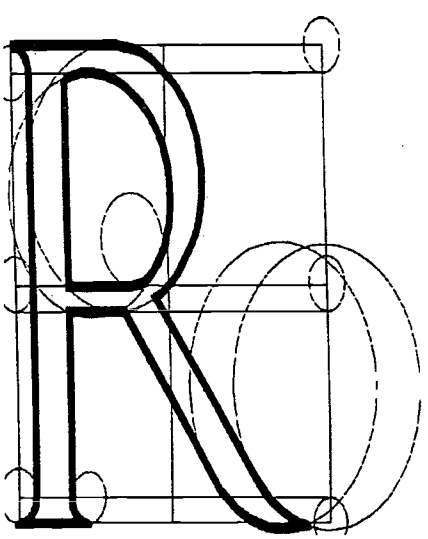
K4: use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world

K5: know art includes activities, such as museum curation, historic preservation, collecting, and writing about art and design

K6: know about some of the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture

Activities may include

- comparing a work of art done with traditional media with one using newer media
- making a drawing that transforms an inanimate object into a living creature
- creating an environment, such as an underwater world, as a class project
- creating a multimedia presentation with music and images
- visiting a museum to meet with the staff for a behind-the-scenes look at what they do
- illustrating and writing a book about the arts of a culture, such as the Eskimos



BY THE END OF GRADE 8 STUDENTS WILL:

K1: connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology

K2: invent new artistic forms to communicate ideas and solutions to problems

K3: apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art

K4: use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world

K5: know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design

K6: explore the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture

Activities may include

- selecting an assignment from another class, such as a scientific drawing of insects or a three-dimensional community of a world culture, to be done visually in the art class
- creating a visual time-line showing the development of technology
- creating a model of a city that addresses social concerns, such as poverty, crime, or drugs
- doing an art project using tools from other areas, such as music, dance, mathematics, and foreign language
- visiting a museum to learn about the creation of displays and the people involved in doing this
- inviting a community member to share the art of his/her culture with the class

BY THE END OF GRADE 12 STUDENTS WILL:

K1: connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology

K2: invent new artistic forms to communicate ideas and solutions to problems

K3: apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art

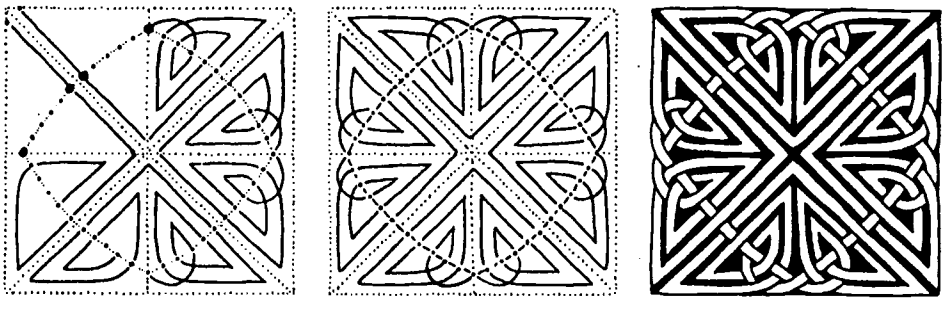
K4: continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world

K5: know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design

K6: know the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture

Activities may include

- selecting an assignment from another class, such as scientific illustrations and mathematical scale models, that can be done visually in the art class
- creating a school display showing the connections between the humanities, sciences, social studies, and technology
- making a book with illustrations and images addressing issues, such as the effects of the global economy, terrorists, wars, and politics
- making performance art that uses a wide variety of tools to communicate a message, such as a message of brotherhood/sisterhood/family that connects with music, dance, theatre, and technology
- developing teams of students who help put up artwork, write about art for the student newspaper and school annual, and make presentations about art
- planning and producing an ethnic festival and inviting community members to display the arts of their culture



L: Visual Imagination and Creativity

CONTENT STANDARD

Students in Wisconsin will use their imaginations and creativity to develop multiple solutions to problems, expand their minds, and create ideas for original works of art and design.

Rationale: Imagination allows people to explore the connections the world, develop conceptual thought processes, and learn to use metaphors to arrive at original ideas. Art helps children become more creative, deal with complexity and ambiguity, be more flexible, solve problems in creative ways, use higher-order thinking skills, and take risks.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

L1: use their knowledge, intuition, and personal experiences to develop ideas for artwork

L2: begin to develop a base of knowledge and skills from which to create new ideas

L3: explore the role that personal traits, such as independent thinking, courage, integrity, insight, dedication, and patience, play in creating quality art and design

L4: understand that art is created by people and changes our time and culture

L5: explore nature and designs by artists as sources for new ideas for their artwork

L6: understand that artists develop a personal style that reflects who they are

L7: exhibit imagination by interpreting situations from more than one point of view

Activities may include

- designing a piece of clothing that reflects personal interests. such as a shoe, hat, or T-shirt
- developing a portfolio
- viewing a videotape of an artist at work, visiting an artist's studio, or finding examples of artists showing courage and dedication
- comparing the Model T Ford with a contemporary sports car
- studying Frank Lloyd Wright's window designs based on nature
- identifying the style of a particular artist, such as Nevelson, Joan Miro, or Henri Matisse
- using a viewfinder (a piece of cardboard with a rectangular hole) to examine objects from nature to determine interesting points of view from which to draw, such as close-up, over or under, and tilted views.

BY THE END OF GRADE 8 STUDENTS WILL:

L1: use their knowledge, intuition, and experiences to develop ideas for artwork

L2: develop a base of knowledge and skills from which to create new ideas

L3: understand the role that personal traits, such as independent thinking, courage, integrity, insight, dedication and patience, play in creating quality art and design

L4: understand that nature and other designs can be sources for new ideas

L5: study ways that artists develop personal style that reflects who they are

L6: understand that art is created by people of different cultures, expresses different ideas and concepts, and changes over time

Activities may include

- creating a work of art that shows how the student's experiences make him or her different from others
- expanding on a work of art in progress with personal ideas
- discussing times in which a student may try to be like others and times when he or she may think independently
- finding the sources and background for one's art, such as the history of action cartoons and historical depictions of the horse
- finding examples from nature or other artists that remind the student of his or her own work
- looking at a collection of the student's artwork over time and determining those elements that describe personal style
- creating a color drawing interpreting an apple in six different ways, such as realistic, abstract, impressionistic, surrealistic, a graphic design, and a computer image

BY THE END OF GRADE 12 STUDENTS WILL:

L1: use their knowledge, intuition, and experiences to develop ideas for artwork

L2: continue to develop a base of knowledge and skills from which to create new ideas

L3: use personal traits, such as independent thinking, courage, integrity, insight, and dedication, in creating quality art and design

L4: use the knowledge of nature and works of art as sources for new ideas

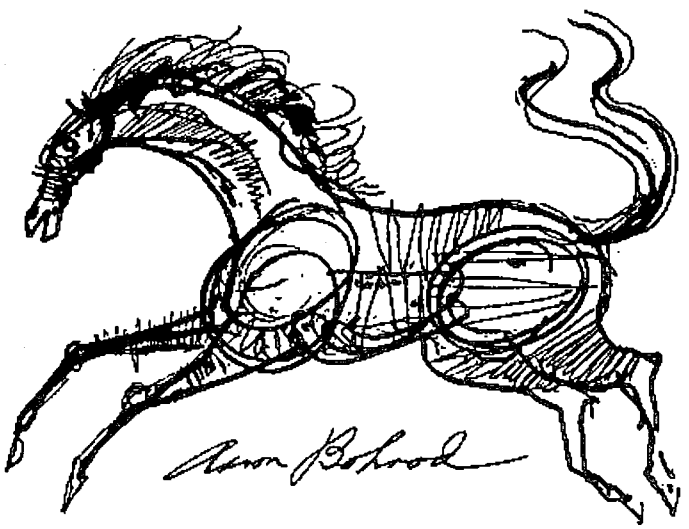
L5: develop a personal style in art and design that reflects who they are

L6: understand that art is created by people with different world views, expresses diverse ideas, and changes over time

L7: imagine complex situations from a variety of challenging points of view

Activities may include

- creating a personal work of art using one's ideas, processes, materials, and techniques
- examining an idea thoroughly and reinterpreting it in a variety of ways
- after creating a work of art, reflecting about the experience in a journal to determine whether the student has used his or her own ideas, taken risks, and worked hard
- finding sources, such as the history of portrait, patterns, or heroes in art, and background for a student's art
- studying and sketching forms from nature and other designs to find sources of inspiration for designing art forms, such as jewelry, ceramics, and fabric designs
- reflecting upon the items in a portfolio to see how personal style is developing
- solving a computer graphic design problem in a variety of ways



Sample Proficiency Standards

E: Visual Communication and Expression

CONTENT STANDARD

Students in Wisconsin will produce quality images and objects that effectively communicate and express ideas using varied media, techniques, and processes.

PERFORMANCE STANDARD

E1: By the end of grade 4, students will communicate basic ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics.

SAMPLE TASK

In art class we learned how to use line, pattern, and shape to make drawings that communicate ideas in interesting ways. We also learned to use drawing as a way to help us observe carefully and communicate our ideas to others. We learned what the word "symmetry" means and saw how it is used in both science and art. We studied the way many things in nature, such as plants, insects, and animals are symmetrical.

In science we also learned that someone who studies insects is an entomologist. We looked at many types of insects and learned that insects have three body parts: a head, thorax, and abdomen, and usually three pairs of legs and two antennae.

You now have one class period to make a drawing using black markers on white paper that will combine what you learned in art with what you learned in science. Read the following story that explains what your drawing should be about.

Pretend you are an entomologist looking for a new kind of insect that might be used to make a medicine to cure sick people. On a hot, sticky day, you are wandering through a jungle trail in Mexico. You bend down for a closer look at a beautiful flower and find a symmetrically shaped insect with three unusually shaped body parts. You take out your magnifying glass and see that it is covered with beautiful patterns.

Draw your insect as large as your paper. Use your knowledge of insects and your art skills to make your drawing as interesting and complete as you can. Show interesting details, patterns, shapes, lines, and symmetrical design.

DESCRIPTIONS OF PROFICIENCY CATEGORIES

Advanced

1. Application of unique or unusual visual design techniques, such as the use of line, shape, space (foreground, background, negative space), pattern, dark and light contrast, symmetry, and balance
2. Accurate application of scientific information
3. Advanced observation skills
4. Application of interesting and/or clever detail
5. Problem solved in a unique way with an original idea, little evidence of stereotypical or schematic images

Proficient

1. Application of appropriate visual design techniques such as the use of line, shape, space (foreground, background, negative space), pattern, and symmetry
2. Appropriate application of some scientific information
3. Evidence of careful observation
4. Use of detail
5. Problem solved using original idea, may have some stereotypical or schematic images

Partially Proficient

1. Overall visual design techniques are under-developed
2. Some evidence of scientific information
3. Some evidence of observation
4. Some attention to detail
5. Problem partially solved, idea not clearly depicted

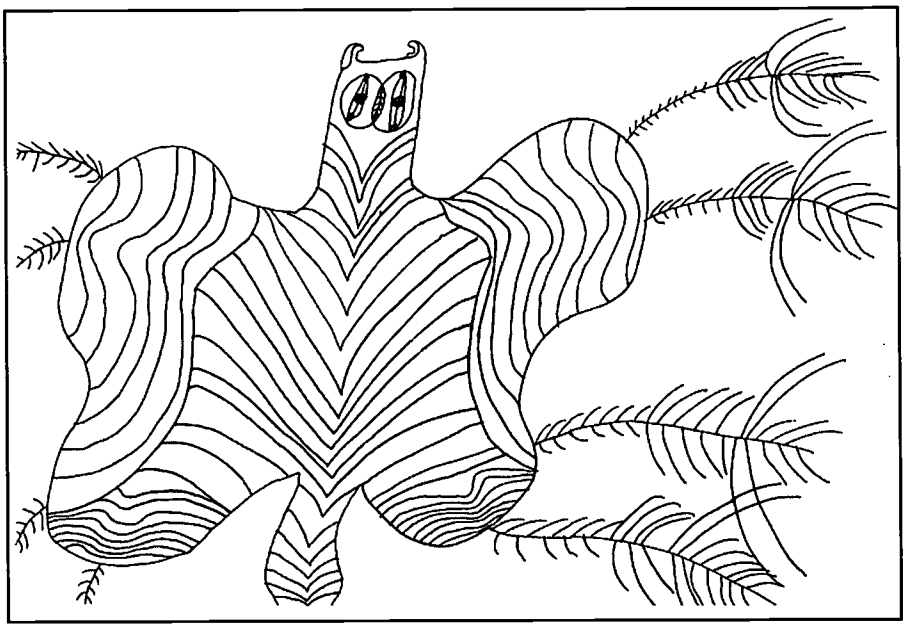
Minimal

1. Missing substantial portions of the criteria, such as visual design techniques, scientific information, observation skills, detail, and problem not solved

SAMPLES OF STUDENT WORK

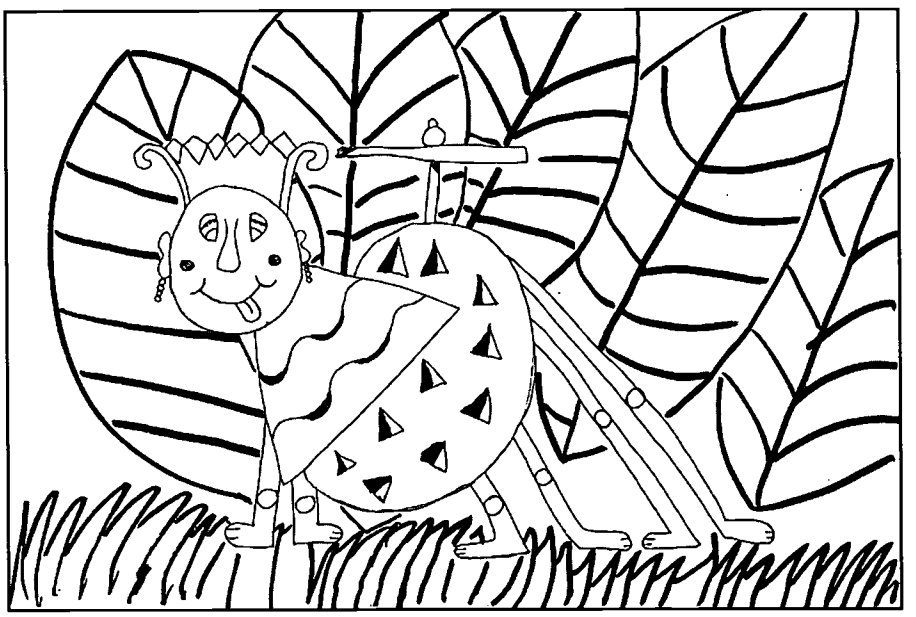
EXPLANATION OF RATINGS OF STUDENT WORK

Advanced



This drawing shows a nice balance between a free, open drawing style and enough control to create convincing details and patterns. Unique details such as the eyes and feathery legs show a sophisticated feel for line, repetition, and pattern. The repetition of lines to create patterns is done in interesting ways to avoid mechanical, random patterns. Each line has been drawn with attention. One of the strengths of this drawing is the lack of contrived or stereotypical elements. The overall effect of the drawing suggest descriptors like "unique" and "beautiful," which are harder to achieve than "clever" or "cute." The drawing fills the page well without resorting to a hastily added background. The students has gotten some facts wrong such as what appears to be eight legs rather than six, and has not included a segmented body as described in the story, but the overall effect is both very insect-like and artistic.

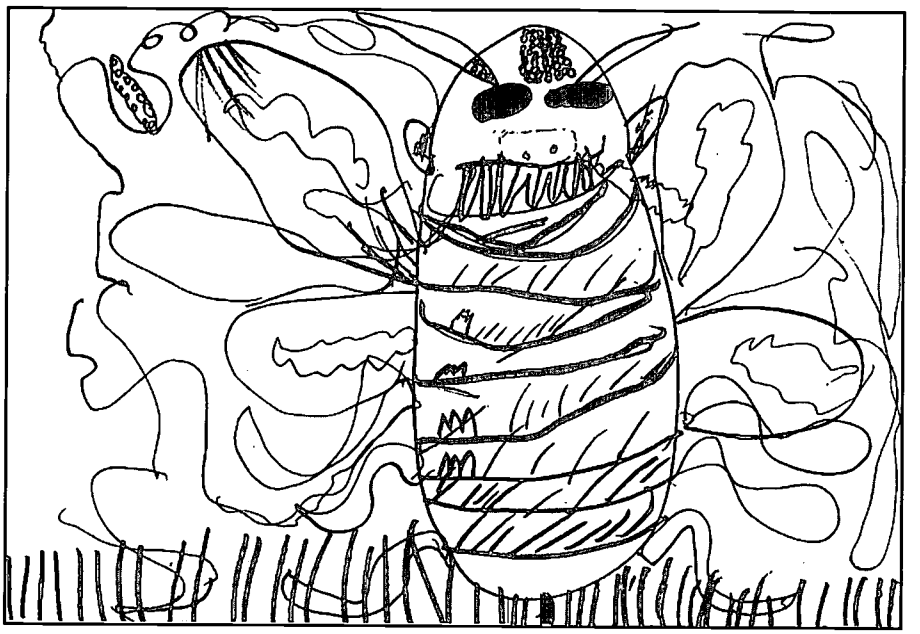
Proficient



This is a delightful drawing with a sense of humor and an intelligent solution to the problem. The student shows good control of the drawing medium and has filled the page nicely. There are many imaginative details like the knee caps and earrings. The wavy lines on the body vary in thickness and the triangles include dark and light shapes. The grass and leaves complete the composition but are done quickly and somewhat mechanically as a contrivance to finish the drawing. The student relies on easy solutions like the smiling face with the tongue sticking out to try to be humorous. While there is a conscious attempt to be clever, many of the solutions are contrived and cliché.

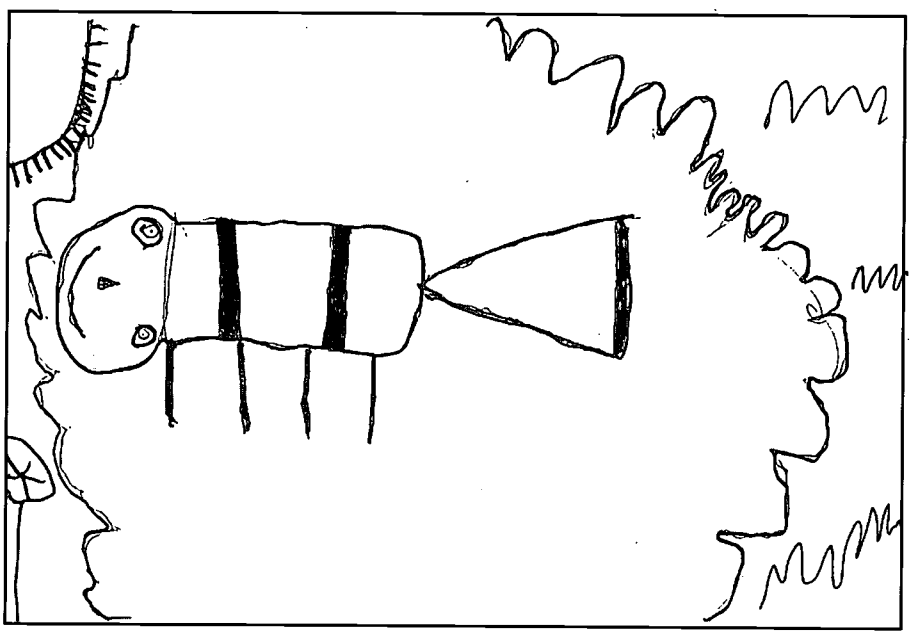
Partially Proficient

This drawing has a nice energy and exuberant use of line. It has many charming characteristics but shows a certain lack of control. There are some interesting details like the unique nose and pattern of tiny circles on the head but other lines become violently erratic. The student seems to lose concentration and resorts to quick gestural marks (as in the grass) to fill the page and complete the drawing quickly.



Minimal

Like many children's drawings this one has a simple charm but it lacks details that would indicate the student is observant or imaginative. The shapes are very basic with a circle for the head, a rectangle for the body, and a triangle for the tail. The legs are indicated by simple, straight lines jutting from the body. The human-like face is a stereotypical device that is naturally appealing but overused in student work. The child-like sun also is commonly used in young children's drawings.



Notes

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