

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Disciplinary Literacy

Grade: Grade 9-12
MLR Span: 9 - 12

MLR Content Standard: A: Disciplinary Literacy – Visual Arts
Students show literacy in the art of discipline by understanding and demonstrating concepts, skills, terminology, and processes.

*Assessment

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Artist’s Purpose	1.Students research and explain how art and artists reflect and influence culture and periods of time.	Students will: Learn how people from distant cultures and right here in Skowhegan worked with clay.	Students study how Native Americans work with clay and learn how the Philbrick brothers, from Skowhegan made their living from their pottery business in the 1800’s.
Elements of Art and Principles of Design	2.Students evaluate all the features of composition. a.Evaluate Elements of Art: color, form, line, shape, space, texture, and value. b.Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.	Students will: Learn about form through the production of ceramic objects. They will learn about form and texture through the creation of pottery. Learn about principles of design as they create their own ceramic objects.	Elements of art such as color, form and texture are requirements for a number of the assignments. The principles of design including contrast and pattern are required to produce a quality product.

<p>Media, Tools, Techniques, and Processes</p>	<p>3. Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.</p>	<p>Students will:</p> <p>Compare the effects of media using expressive qualities in the production of art forms.</p>	<p>The tools used in Pottery such as the fettling knife, the rolling pin and pin tool are used to create a variety of textures and expressive forms.</p>
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MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Creation/Expression

Grade: Grade 10
MLR Span: 9 - 12

MLR Content Standard: **B:Creation, Performance, and Expression**
Students create, express, and communicate through the art discipline.

*Assessment

Creation/ Expression	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Media Skills	1.Students choose suitable media, tools, techniques, and processes to create a variety of original art works.	Students will: Use the medium of ceramics to produce an original work of ceramic art.	Students use a variety of media and tools in addition to clay and glazes to create their art work.
Composition Skills	2.Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.	Students will: Use the elements of art and principles of design to create original art works that demonstrates a development of their personal styles.	Students use their personal styles to create pinch, coil and slab pots. They reflect their unique approach to the material and the medium.

<p>Making Meaning</p>	<p>3. Students create a body of original art work.</p> <p>a. Demonstrate sophisticated use of media, tools, techniques, and processes.</p> <p>b. Demonstrate knowledge of visual art concepts.</p> <p>c. Communicate a variety of ideas, feelings, and meanings.</p>	<p>Students will use pottery tools such as pottery wheels, kilns and knives to create an original work of art.</p>	<p>The pottery students create will reflect their lives and feelings.</p> <p>They will need to master a number of techniques to be able to express themselves.</p>
<p>Exhibition</p>	<p>4. Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p>	<p>Student work is shown in a case in the Library that most other students can see.</p>	<p>The students bring their artwork up for grading and are asked what they would change and what they like about their work. They usually have very intelligent things to say about their pottery.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Problem Solving

Grade: Grade 10
MLR Span: 9 - 12

MLR Content Standard: **C: Creative Problem Solving**
Students approach artistic problem-solving using multiple solutions and the creative process.

*Assessment

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Application of Creative Process	1. Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others.	Students will use creative problem solving to improve and vary their work. They are asked how they would improve the project that they created.	The students learn ways to improving their projects by observing others, and through feedback from the teacher.

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Aesthetics

Grade: Grade 10
MLR Span: 9 - 12

MLR Content Standard: D: Aesthetics and Criticism
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

*Assessment

	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<p>1.Students analyze and evaluate art forms.</p> <p>a.Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes as referenced in <u>Standard A: Disciplinary Literacy.</u></p> <p>b.Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/non-print sources.</p> <p>c.Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</p> <p>d.Research and explain how art and artists reflect and shape their time and culture.</p>	<p>Students will use literacy practices to reinforce learning.</p>	<p>Literacy exercises such as word wall, question answer relationships and triple entry vocabulary are used as an support to the Pottery Vocabulary and Philbrick tests.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Connections

Grade: Grade 10
MLR Span: 9 - 12

MLR Content Standard: E: Visual and Performing Arts Connections
Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

*Assessment

Connections	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
The Arts and History and World Culture	1.Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.	Students will: learn about how other cultures and our own have used pottery and ceramics.	Through making pottery students learn how people have manipulated clay to produce ceramic objects. Studying early American and Native American ceramics through the study of the Philbricks and Abnaki ceramic artists.
The Arts and Other Disciplines	2.Students analyze skills and concepts that are similar across disciplines.	Students will: learn skills and concepts that are similar across disciplines. The concepts of form, balance and texture are explored, that are used in all types of art. Chemistry and Physics are explored through the medium of ceramics as well.	Skills as diverse as design and craftsmanship are explored through working with clay. Form, balance and texture are emphasized. The chemistry of glazes and the physics involved in firing the pottery teaches concepts that are similar across disciplines.
Goal Setting	3.Students make short-term and long-term goals related time management, interpersonal interactions, or skill development that will lead to success in the arts.	Students will: Make long and short term goals and learn time management throughout the course. The production of ceramic objects requires them to think about how long it takes to dry, moving the pottery onto the	The students will create a number of ceramic objects that require an attention to process and time management. They will work together to make projects that require skill and an attention to

<p>Impact of the Arts on Lifestyle and Career</p>	<p>4. Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p>	<p>appropriate shelves and a sense of the processes and time involved in making pottery.</p> <p>These skills will lead to success in not just the arts, but any endeavor that requires them to manage their time and work with other people with skill to create things.</p> <p>Students will learn how their knowledge of arts relates to school to school and school to work transitions.</p> <p>The production of quality objects is a skill that is always in demand.</p> <p>Students will learn how to work through a process to create artwork, but that also relates to a life that is spent in creative pursuits of any kind.</p>	<p>detail.</p> <p>Students create pottery pieces that they can keep and give.</p> <p>These are both functional and decorative, but are going to be around for a long time and speak to the skill and dedication of the student who made them.</p>
<p>Interpersonal Skills</p>	<p>5. Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p>	<p>Students will: Work with their classmates and teachers to create ceramic objects.</p> <p>They will need to get along with others to have a productive classroom environment/</p> <p>They work as a group to get some of the projects done.</p>	<p>Students work together to produce works of art that are fired and glazed.</p> <p>They need to work in a way that respects other people and their work.</p> <p>They work as a group to get some of the projects done.</p> <p>They need to respect differences and work</p>

	<p>d.Managing conflict</p> <p>e.Accepting/giving/using constructive feedback</p> <p>f.Accepting responsibility for personal behavior</p> <p>g.Demonstrating ethical behavior</p> <p>h.Following established rules/etiquette for observing/listening to art</p> <p>i.Demonstrating safe behavior</p>	<p>They will learn about safety in the pottery classroom and the safe way to use tools.</p>	<p>together to get projects done.</p> <p>Safety is the top priority, of course in any class.</p>
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