

# CHESHIRE PUBLIC SCHOOLS SUBJECT AREA SUMMARY SHEETS

## ART

### Curriculum Review Cycle Schedule

18-19	Evaluation – Subcommittee is Formed
19-20	Analyze/Plan-Presentation to CCC
20-21	Implement I
21-22	Implement II
22-23	Implement III

**SUBJECT/DEPARTMENT:       ART**

**MISSION STATEMENT**

*Your mission should answer: Why? It provides clarity of purpose. Your mission gives focus to the question, ‘Why does this curricular area exist?’*

The Cheshire Public Schools Visual Arts Department recognizes art is essential to the entire learning process in the development of every child. Participating in a visual arts program helps students gain respect for alternate ways of thinking, develops creative problem-solving skills, and increases student’s ability to communicate thoughts and ideas in a variety of ways.

Therefore, all children must be afforded the opportunity to create and respond in the visual arts as part of the core curriculum.

## **PERFORMANCE STANDARDS**

*Taken from the CHS Program of Studies*

### **COLLABORATIVE/COOPERATIVE WORKER**

Students will:

- Apply critical and aesthetic criteria (e.g., technique, formal and expressive qualities, content) in order to improve their own and others' work

### **COMMUNITY CONTRIBUTOR**

- Students will:
- Use art media and tools in a safe and responsible manner
- Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups in order to formulate analysis, evaluations and interpretations of meaning

### **COMPLEX THINKER**

- Students will:
- Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- Apply visual arts skills and understandings to solve problems relevant to a variety of careers
- Create and solve interdisciplinary problems using multimedia

### **EFFECTIVE COMMUNICATOR**

- Students will:
- Apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood
- Use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values, to communicate intended meaning
- Defend personal interpretations using reasoned argument
- Communicate ideas consistently at a high level of effectiveness in at least one visual arts medium

### **KNOWLEDGEABLE PERSON**

- Students will:
- Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style
- Analyze and interpret artworks in terms of form, culture and historical context and purpose
- Compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines

### **SELF-DIRECTED LEARNER**

- Students will:
- Apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems

- Compare works of art to one another in terms of history, aesthetics and culture; justify their conclusions; and use these conclusions to inform their own art making

**SKILLED INFORMATION PROCESSOR**

- Students will:
- Use, record and develop ideas for content over time
- Research and analyze historic meaning and purpose in varied works of art
- Judge the effectiveness of different ways of using visual characteristics in conveying ideas
- Reflect critically on various interpretations to better understand specific works of art.

**ANNUAL PROGRAM/DEPARTMENTAL GOALS/STRATEGIC PLANNING  
INITIATIVES**

*What are the goals for your program or department for this curriculum area for this year 2018-2019?*

- Continue the process of updating the visual art curriculum into the Google Format, aligning all lessons with the new National Core Art Standards
- Infuse the National Core Art Standards Creating, Presenting, Responding, Connecting into our lessons
- Digitally document student work at all levels to add to our curriculum as exemplars.
- To increase the use of instructional strategies that support complex thinking.(complex reasoning, inquiry problem-solving skills and the exploration of ideas.)
- To increase the use of instructional strategies that will support social and emotional learning in an effort to have our students demonstrate self-awareness, self-management skills, cultural awareness, relationship skills and responsible decision-making.
- Strengthen the technology component of the K-12 curriculum by implementing the use of Chromebooks as a tool for art making as well as research.
- Provide authentic art making opportunities for all students which will allow for personalized learning.
- Highlight student's written expression regarding their art making decisions art at various venues throughout the year.
- Continue to use learning targets for each unit of study as they are written into our curriculum as a means to further develop student understanding.

## Visual Arts

### What was, What is, What will be Form

Level:   x   K – 6   x   7 – 8   x   9 - 12

Prepared by: Joe Costardo, Shelli Theriault, Michael Earley, Karen Williams

Date: May 1, 2015

	What was	What is	What will be
<b>Curriculum, Objectives, Guides</b>	The K-12 curriculum guide for ART continues to be written. Changes however are implemented faster than they can be recorded.	<ul style="list-style-type: none"> <li>• We will continue to update curriculum during PD days and summer curriculum writing</li> <li>• We will add digital images to our curriculum</li> <li>• Communicate with Deb Burns (K-8) and Laurie Vicario (9-12) on how to strengthen our curriculum connection with other areas</li> <li>• Create and use websites/newsletters to inform parents on curriculum, lesson objectives and grading practices</li> <li>• Create a paper-free curriculum guide, rich with student work</li> </ul>	<p>Further investigate the “open ended lesson” concept and how it can/will apply to our art program</p> <p>Creative problem solving within the framework of our curriculum will become the focus of our lessons</p> <p>Increase the student’s ability to think creatively to solve the objective of the lesson</p> <p>The Visual Art Curriculum K-12 will be written into the online program, Atlas</p>
<b>Texts, Manipulatives, Technology</b>	The former art office has been reconfigured as a computer lab with six Dell computers. The “Computer Enhanced Art” course is added to the curriculum.	<ul style="list-style-type: none"> <li>• The art room computer lab at the High School will be outfitted with four more computers</li> </ul>	<p>Develop and maintain an K-12 Art Department website, beginning first at the high school level.</p> <p>Strengthen the technology component of the K-12 curriculum by implementing technology as a tool for art making</p> <p>Maximize the potential of Powerschool as a tool to inform Students/Parents</p> <p>Update art computer lab at CHS</p>

<p><b>Organizing for Instruction</b></p>	<p>Art teachers attempt to connect with other curricula areas to plan interdisciplinary units of study. These attempts often take place while passing in the halls or through a common lunch time.</p> <p>The class sizes for art have increased dramatically making it difficult to cover the curriculum</p>	<ul style="list-style-type: none"> <li>• Develop a data base that will identify each school's available/needed technology to further develop the technology component of the Visual Arts Curriculum.</li> <li>• We develop a plan to have quality time to meet with teachers of other subjects to coordinate interdisciplinary units of study</li> <li>• Communicate the need for students at Dodd to be grouped within teams in the art room instead of mixed classes in order to create cross curricular lessons</li> <li>• Seek ways to increase time to meet with other departmental teachers/grade levels</li> <li>• Seek opportunities to decrease class size at the middle school</li> <li>• Elementary teachers will pre-schedule time slots (September) for computer lab use throughout the school year in order to meet the technology component of the program</li> </ul>	<p>Ensure that all lessons enable students achieve the highest level of Bloom's Taxonomy - Creating</p> <p>Continue to reach out to other disciplines in an attempt to foster Interdisciplinary lessons</p> <p>Provide authentic art making opportunities for all students</p> <p>Encourage all students to think and create like an artist- TAB (Teaching Artist Behavior)</p>
<p><b>Assessment</b></p>	<p>Rubrics are introduced to assess student work.</p> <p>Benchmark lessons have been established in grades Kindergarten, six, eight, and the Drawing 1 course at CHS</p>	<ul style="list-style-type: none"> <li>• Collect and share common formative assessments tools that are used K-12</li> <li>• Research digital portfolio as an assessment tool in the art room</li> <li>• Increase use of Powerschool</li> </ul>	<p>Develop a common assessment rubric for written reflective pieces at the high school</p> <p>Pilot the Nation art assessment tasks that coincide with the new national art standards.</p>

	Parents seem to be unaware of how students are assessed in art.	capabilities to inform parents on assessment, goals, etc.	
<b>Professional Development</b>	Professional Development continues to be improved allowing department to focus on department concerns.	<ul style="list-style-type: none"> <li>• The CHS art teachers will receive training on the use of Macintosh computers and software at the High School</li> <li>• PD as an art department on how to use technology to share information, resources and materials</li> <li>• PD as a department to work with Photoshop, Photoshop Elements, SMART Boards, new software, etc.</li> <li>• Continue writing/ updating curriculum through summer curriculum writing</li> </ul>	<p>Meet more often as a department</p> <p>Visit a TAB School (Teaching Artistic Behaviors)</p> <p>Implement the new National Visual Arts Standards</p> <p>How to use technology as a vehicle for art making</p>

**TEXTBOOK INFORMATION**

**SUBJECT/DEPARTMENT: ART**

**AUDIT INFO DATE: 2015**

<b>Level/Course</b>	<b>Curriculum Last Update</b>	<b>Title of Textbook Used</b>	<b>Date of Publication</b>
K	2017	N/A	N/A
1	2011	N/A	N/A
2	2011	N/A	N/A
3-6	2018	N/A	N/A
7-8	2018	N/A	N/A
CHS Advanced Drawing and Painting	2016	N/A	N/A
CHS AP Studio Art	2013	N/A	N/A
CHS Clay	2018	N/A	N/A
CHS Computer Enhanced Art	2012	N/A	N/A
CHS Printmaking	Not Written	N/A	N/A
CHS Painting II	2013	N/A	N/A
CHS Advanced Clay	2015	N/A	N/A
CHS 3-D Art	2014	N/A	N/A
CHS Jewelry	2008	N/A	N/A
CHS Drawing I	2018	N/A	N/A
CHS Drawing II	2018	N/A	N/A
CHS Painting I	2018	N/A	N/A
CHS Studio Art	2018	N/A	N/A