

LAFAYETTE PARISH SCHOOL SYSTEM

VISUAL ARTS MISSION STATEMENT AND VISION

MISSION

The mission of the Lafayette Parish Visual Arts Department is to provide each student with the skills needed to experience a lifetime love of art while stimulating creativity and critical thinking skills. We will also integrate core curriculum into the arts curricula on a daily basis in order to enrich the content and meet state and national standards.

VISION

The Lafayette Parish Visual Arts Department will encourage all students to achieve their greatest potential by:

* valuing a life enriched by the arts
* using the arts as a creative expression
* achieving cognitive development (critical and flexible thinking)
* learning other content areas through the arts
* embracing Acadiana’s strong presence of artistic expression
* providing an opportunity to select art as a profession
* inspiring students to realize their full artistic potential while equipping them with skills needed to succeed in today's world

CURRICULUM

The Visual Arts Curriculum for all levels will be based on the National and State Standards in conjunction with the incorporation of Common Core State Standards. Also, the curriculum will focus on the elements and principles of design, various art disciplines, practices, and assessments.

**Key Ideas:**

* Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.
* Artists communicate ideas through artworks by selecting and applying art elements and principles.
* Viewers’ respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the quality of artwork through art criticism.
* Visual art is connected to performing arts, communication arts, math, science, and social studies.
* Visually literate citizens understand the role and functions of art in history and culture. Artists influence and are influenced by the cultures and time periods in which they live.

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| **Fundamental Skills** | | | | |  |
|  | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** |
| **COURSE OUTLINE** | * Identify types of lines (Straight, curvy, zigzag) * Identify shapes * Identify colors * Identify values of color in art (light/dark, night/day) * Identify pattern concepts of art * Identify texture as the look and feel of an object * Develop skills in using basic art vocabulary * Explore multicultural art forms * Express opinions about art | * Identify variety of line, shapes and textures * Identify warm and cool colors * Classify space in art (foreground/background) * Explore images from past and present * Develop skills in basic art vocabulary * Identify balance in art (symmetry) * Explore printmaking * Express opinions about art * Explore multicultural art forms | * Identify variety of line, texture in art * Identify types of shape(geometric/organic/free form and 2D/3D) * Identify types of space in art (positive and negative) * Identify primary/secondary colors * Classify proportion as size relationship between parts of picture * Explore images from past and present * Express opinion about art * Explore multicultural art forms | * Identify variety of line, texture, shapes as elements of art * Identify and create color/value in art (tint/shades) * Classify proportion as size relationship between parts of picture * Classify space in art (foreground, middle ground, background) * Explore sculptural form * Explore basic printmaking * Identify texture in art (actual/visual) * Express opinion about art * Explore images from past and present * Explore multicultural art forms | * Identify all of the elements of art in depth * Identify and create all parts of the color wheel * Classify proportion as size relationship between parts of a picture * Identify line (contour and gesture) * Identify and create value in art ( Value scales) * Explore printmaking techniques * Explore coiling/basic techniques in clay * Identify how to create movement in art * Identify and create texture in art (actual/visual) * Explore images from past and present * Express opinions about art through dialogue and written assessment * Use creativity and problem solving skills when creating art * Explore 3D building techniques for sculptural art * Explore multicultural art forms |

### Kindergarten-Grade 4

### Grade 5-Grade 8

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| **Fundamental Skills** | | | | |
|  | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** |
| **COURSE OUTLINE** | * Line: Contour, gesture, implied, sketch, horizontal, vertical lines * Shape: organic, geometric, symbolic, and shapes in a composition * Color: Primary, secondary, intermediate, complementary, warm/cool, and value to create a composition. Color Wheel * Space: Positive/negative space, perspective, 2-d and 3-d * Texture: smooth, rough, fuzzy * Pattern: Variety of patterns * Value: tines, shades, and neutral colors * Form: Draw and shade various 2-D forms and create 3-D forms * Composition: Foreground, middle ground, and background * Balance: Radial symmetry * Rhythm: Patterns and shapes to create rhythm * Emphasis and focal point * Art critiques * Artist Statements | * Safety Prodedures/Rules * Line: Contour, Implied Sketch, horizontal, vertical, diagonal, curved * Shape: Organic, geometric, symbolic, 2D/3D * Color: Primary, secondary, intermediate, complementary, warm/cool, neutral colors, Analogous, monochromatic * Space: Positive/negative space, perspective, 2-d and 3-d, Foreground, middle ground, Background * Texture: smooth, rough, fuzzy, collage, simulated texture * Pattern: Variety of patterns, textiles, tessellations * Value: tints, shades, and neutral colors * Form: Draw and shade various 2-D forms and create 3-D forms, Sculpture * Composition: Foreground, middle ground, and background * Balance: Symmetry and asymmetry * Rhythm: Patterns and shapes to create rhythm * Emphasis: By focal point and color * Art History   2-D Materials: Dry media, wet media, collage, printmaking  3-D Materials: paper, textiles, recycled materials, found objects  Assessments: Art Critiques, Artist Statements, Quizes, Unit Tests, Bell Ringers, Journal/Sketchbook Work, Rubrics | * Safety Prodedures/Rules * Line: Contour, Implied Sketch, horizontal, vertical, diagonal, curved, sketch, line personality * Shape: Organic, geometric, symbolic, 2D/3D, implied shapes * Color: Primary, secondary, intermediate, complementary, warm/cool, neutral colors, , analogous, monochromatic, using color to create moods, color wheel * Space: Positive/negative space, perspective, 2-d and 3-d, Foreground, middle ground, background, perspective in landscapes * Texture: smooth, rough, fuzzy, collage, simulated texture * Pattern: Variety of patterns, textiles, tessellations * Value: tints, shades, value scale, value drawing, hatching, crosshatching * Form: Draw and shade various 2-D forms and create 3-D forms, sculpture, drawing shapes from observation * Composition: Foreground, middle ground, and background * Balance: Symmetry and asymmetry * Rhythm: Patterns and shapes to create rhythm * Emphasis: By focal point and color * Using a grid * Art History   2-D Materials: Dry media, wet media, collage, printmaking  3-D Materials: clay, paper, textiles, recycled materials, found objects, pottery  Assessments: Art Critiques, Artist Statements, Quizes, Unit Tests, Bell Ringers, Journal/Sketchbook Work, Rubrics, research/reports | * Safety Prodedures/Rules * Line: Contour, blind contour, Implied Sketch, horizontal, vertical, diagonal, curved, sketch, line personality, zentangles, gesture * Shape: Organic, geometric, symbolic, 2D/3D, implied shapes * Color: Primary, secondary, intermediate, complementary, warm/cool, neutral colors, analogous, monochromatic, using color to create moods, advanced color wheel * Space: Positive/negative space, perspective, 2-d and 3-d, Foreground, middle ground, background, perspective in landscape, vanishing point * Texture: smooth, rough, fuzzy, collage, simulated texture * Pattern: Variety of patterns, textiles, tessellations, using texture to imply * Value: tints, shades, value scale, value drawing, value painting, hatching, crosshatching stippling * Form: Draw and shade various 2-D forms and create 3-D forms, painting 2D/3D forms, sculpture, drawing shapes from observation * Composition: Foreground, middle ground, and background * Balance: Symmetry and asymmetry, radial balance * Rhythm: Patterns and shapes to create rhythm * Emphasis: By focal point and color * Using a Grid * Art History * Problem Solving   2-D Materials: Dry media, wet media, collage, printmaking  3-D Materials: clay, paper, textiles, recycled materials, found objects, pottery  Assessments: Art Critiques, Artist Statements, Quizes, Unit Tests, Bell Ringers, Journal/Sketchbook Work, Rubrics, research/reports |

### Art 1-Art 4

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| **Fundamental Skills** | | | | |
|  | **Art 1** | **Art 2** | **Art 3** | **Art 4** |
| **COURSE OUTLINE** | * What is Art? * Elements of Art * Principles of Art * Intro to Different Mediums/Media * Drawing * Perspective * Color Theory * Sketchbook and/or Portfolio * Art History * Art Critiques * Identify and Apply | * Review of Elements of Art * Review of Principles of Art * Mastery of Elements and Principles * Careers in the Arts * Design * Analyze, Apply, Interpret * Sketchbook and/or Portfolio * Art History * Art Critiques | * Mastery of Elements and Principles * Studio Studies * Advanced Media * Painting * Personal Style Development * Self-Evaluations * Analyze Artwork * Teacher Driven Assignments * Apply (Real World Application) * Sketchbook and/or Portfolio * Art History * Art Critiques | * Mastery of Elements and Principles * Studio Studies * Advanced Media * Personal Style Development * Career Driven * Community Involvement * Student Driven Assignments * Finalize Portfolio From Art 1-4 * Art History * Art Critiques |

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| Elements and Principles: Art 1-4 | | | | | | | |
| **A.** | Line | **Shape** | **Value** | **Color** | **Form** | **Texture** | **Space** |
| * Types of Line * Contour Line * Blind Contour Line * Line Variation * Gesture Line * Line Personality * Vertical Line * Horizontal Line * Diagonal Line * Line as Pattern * Zentangle * Implied Line * Curved Line * Printmaking * Use line expressively to convey ideas | * Organic Shapes * Geometric Shapes * Difference between shape and form * Implied shapes * Use shape to convey ideas | * Value Scale * Value Variation * Line as Value * Hatching * Crosshatching * Stippling * Contrast * Circular Blending * Layering * Range of Values * Use value to convey ideas * Using value to create Illusion | * Hue * Primary Colors * Secondary Colors * Intermediate Colors * Complementary Colors * Monochromatic Colors * Analogous Colors * Warm Colors * Cool Colors * Color Wheel * Neutral Colors * Tints and Shades * Color Creating Moods * Split Complementary Color Scheme * Use color to convey ideas | * Difference between shape and form * Draw geometric forms: cylinder, sphere, cube, and cone * Sculpture * Low/High Relief * Use form to convey ideas | * Real Texture * Implied Texture * Rubbings * Surface Quality * Collage * Simulated Texture * Contrasting texture * Use texture to convey ideas | * Positive Space * Negative Space * Picture Plane * Composition * Vanishing Point * Horizon Line * Foreground/Middle ground/Background * One Point Perspective * Two Point Perspective * Landscapes * Use space to convey ideas |
| **Elements Of Art** |

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| Elements and Principles: Art 1-4 | | | | | | | |
| **B.** | Balance | **Emphasis** | **Contrast** | **Rhythm** | **Unity** | **Proportion** | **Space** |
| * Symmetry * Asymmetry * Centered * Radial Balance * Compositional Balance | * Focal Point * Isolation * Location | * Color Contrast * Size Contrast * Value Contrast * Texture Contrast | * Repetition * Repeating one element * Alternating pattern (abab) * Progressive Rhythm | * Using the elements to create unity in artwork | * Facial Proportion * Realistic Proportion * Figure Proportion * Foreshortening | * Positive Space * Negative Space * Picture Plane * Composition * Vanishing Point * Horizon Line * Foreground/Middle ground/Background * One Point Perspective * Two Point Perspective * Landscapes * Use space to convey ideas |
| **Principles Of Art** |

### Other Classes

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| **Fundamental Skills** | | | | |
|  | **Ceramics & Sculpture** | **Survey of the Arts** | **Photo 1** | **Photo 2** |
| **COURSE OUTLINE** | * Drawing Basic Forms * Elements and Principles * Ceramics: Safety Procedures, tools, equipment, cleanup, storage, Pinching, Decorative Techniques, Drying Process, Firing, Glazing, Slab Building, Coil Building, Texture * Color Theory: Color terms, Color Wheel, Using a Ruler, Painting a Value Scale, Painting an Intensity Scale, Color Schemes * Sculpture: Safety, Storage, Cleanup, Terms, Wire, Plaster, Relief, Carving, Sculptors through History | * **Students get introduced to each time period, do research, give summaries, create examples, bring examples, and do critiques.** * Art Across Time, Cave Art, Egyptian Art, Greek & Roman Art, Baroque, Gothic, Medieval, Romanticism, Impressionism, Post-Impressionism, Modern Art, Environmental Art * Music Across Time: Trial, Instrumental, Jazz, Blues, Folk, Modern * Dance Across Time: Tribal, Ballet, Jazz, Tap, Folk, Modern * Theater Across Time: Stage Craft, Acting, Movement, Popular Productions | * Elements and Principles of Art * Photographic Composition * Photography from the past and present * Photograms * Parts and function of a camera * Loading and processing film * Contact Sheets * Darkroom * Editing pictures * Printing pictures * Dodging and Burning * Portraits and studio setup * Depth of Field * Digital Photography * Photoshop * Photographers throughout history * Altered Books | * Review of Elements and Principles * Altered Books * Weekly photographer research * Sabattier Effect * Image Blending on Camera * Blending with Enlarger * Messy Negatives * Hand Coloring * Lumen Prints * Photomontage * Magazine and Print Transfers * Texture Screens * Bleaching * Flash * Complex Printing * Chromoskedasic * Individualized Assignments |

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| Art Criticism – LPSS | | | | | | | | | | | | | |
| **A.** | Grade K | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Art 1** | **Art 2** | **Art 3** | **Art 4** |
| Not assessed at this level | Discuss a response (feeling or idea) to an artwork based upon the student’s life experience | Explain different responses you have to different artworks | Compare different responses students may have to the same artwork | Discuss and develop answers to questions about art, such as:   * What is art? * What is beauty? | Discuss and develop answers to questions about art, such as: Who decides what makes an artwork special, valuable or good? | Discuss how different cultures have different concepts of beauty  Explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs | Discuss and develop answers to questions about art:   * What is art? * Should art look real? * Should art be beautiful? * Should art look real?   Compare and contrast responses of class members to realistic, abstract, and non-objective artworks | Discuss how people might respond differently to specific American artworks based upon their sub group (e.g., race, gender, attitude toward the environment, business, immigrant group, age, religion, economic status, or level of education) | Discuss personal beliefs about the nature of art  Define aesthetics as the branch of philosophy that deals with the nature and value of art  Discuss and develop answers to questions about art, such as:   * What is art? * Why do responses vary? * Who decides what makes an artwork special, valuable or good? | Discuss how perceptions in art reflect community and/or culture beliefs and values  Compare how responses to works of art differ based on whether the viewer is a member of the culture in which the art was created | Discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition) | Discuss the evolution of personal beliefs about the nature of art  Discuss how personal and cultural beliefs influence the interpretation of the meaning, message, or value of a work of art |
| **Aesthetics** |

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| Art Criticism – LPSS | | | | | | | | | | | | | |
| **B.** | Grade K | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Art 1** | **Art 2** | **Art 3** | **Art 4** |
| Identify the subject of artworks | Identify the following in artworks:  Lines,  Shapes,  Colors,  Patterns | Identify the following in artworks:  Geometric shapes,  Geometric forms,  Foreground and background,  Real textures,  Contrast/ variety of colors | Identify the following in artworks:  Warm and Cool Colors,  Symmetrical Balance,  Invented textures,  Horizontal,  Diagonal, and vertical lines,  Contrast/ variety of sizes | Describe the use of the following in artworks:  Outlines,  Organic shapes,  Organic forms,  Tints and shades,  Values,  Positive and negative space,  Radial balance,  Center of interest/focal  Point,  Contrast/ variety of values,  Complex patterns,  Facial  proportions | Describe the use of the following in artworks:  Contour lines,  Symbolic shapes,  Illusion of form,  Implied/  simulated textures,  Intermediate and Neutral colors,  Asymmetrical  Balance,  Contrast /variety of textures,  Perspective: change in size,  Point of view | Identify the type of artwork (e.g., painting, drawing, print, sculpture)  Identify and explain symbolism or message communicated in an artwork  Match the artwork with an aesthetic theory:  Showing a real or idealized image of life (Imitationalism);  Expressing feelings (Emotionalism/Expressionism);  Emphasis on elements and principles (Formalism);  Serving a purpose in the society or culture (Functionalism) | Describe the artwork and subject matter  Describe elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in artworks  Interpret the subject and theme, supporting them with the artist’s use of elements and principles  Select an aesthetic theory and explain why it best fits the artwork:  Showing a real or idealized image of life (Imitationalism);  Expressing feelings (Emotionalism/ Expressionism);  Emphasis on elements and principles (Formalism);  Serving a purpose in the society or culture (Functionalism) | Describe artwork in detail  Analyze the use of elements and principles used in artworks  Interpret the meaning of work  Judge the work from each aesthetic theory:  Showing a real or idealized image of life (Imitationalism;  Expressing feelings (Emotionalism/ Expressionism);  Emphasis on elements and principles (Formalism);  Serving a purpose in the society or culture (Functionalism) | With one artwork:  describe artwork;  analyze the use of elements and principles in the work;  Interpret the meaning of the work (subject, theme, symbolism, message communicated);  Judge the work from various perspectives:  Showing a real or idealized image of life (Imitationalism);  Expressing feelings (Emotionalism/ Expressionism);  Emphasis on elements and principles (Formalism);  Serving a purpose in the society or culture (Functionalism) | Compare and contrast two artworks:  describe artwork  analyze the use of elements and principles in the work  Interpret the meaning of the work (subject, theme, symbolism, message communicated)  Judge the work from various perspectives  Showing a real or idealized image of life (Imitationalism)  Expressing feelings (Emotionalism/ Expressionism)  Emphasis on elements and principles (Formalism)  Serving a purpose in the society or culture (Functionalism) | Compare and contrast student artwork with professional artworks or masterpieces:  describe artwork  Analyze the use of elements and principles in the work  Interpret the meaning of the work (subject, theme, symbolism, message communicated)  Judge the work from various perspectives  Showing a real or idealized image of life (Imitationalism)  Expressing feelings (Emotionalism/ Expressionism)  Emphasis on elements and principles (Formalism)  Serving a purpose in the society or culture (Functionalism) | Use the following process with a body of work (portfolio)  Describe artwork  Analyze the use of elements and principles in the work  Interpret the meaning of the work (subject, theme, symbolism, message communicated)  Showing a real or idealized image of life (Imitationalism)  Expressing feelings (Emotionalism/ Expressionism)  Emphasis on elements and principles (Formalism)  Serving a purpose in the society or culture (Functionalism) |
| **Art Criticism** |