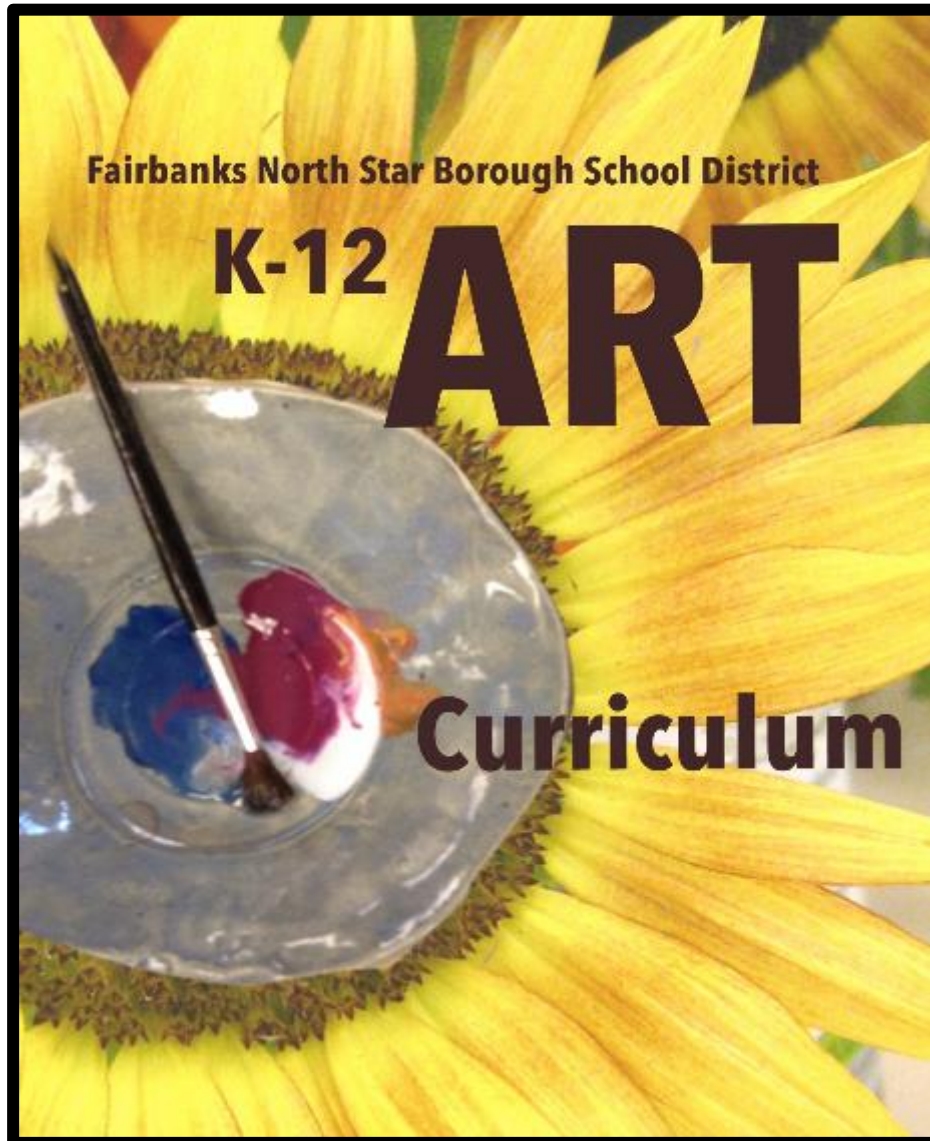




FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT



Adopted: March 7, 2017

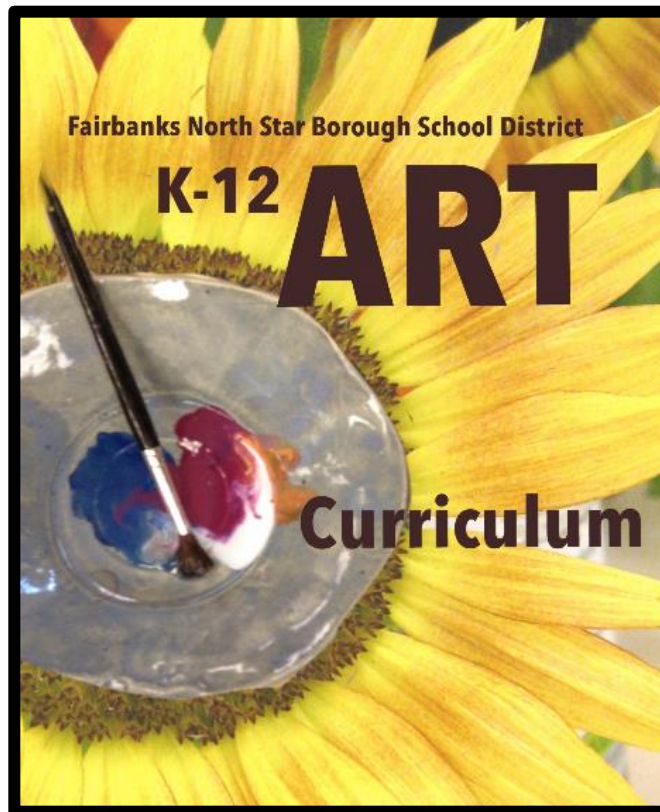
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FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT



INTRODUCTION

Adopted: March 7, 2017

ACKNOWLEDGEMENTS

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ADDITIONAL RECOGNITION

We would also like to recognize the Board Curriculum Advisory Committee, the Fairbanks North Star Borough Board of Education and the many teachers, administrators, parents, and community members who have so willingly given of their time and expertise in the planning and revision process of this document.

PHILOSOPHY & MISSION STATEMENTS

PHILOSOPHY

Art is a universal language bridging time, culture, and national barriers. It continually reflects and preserves society. Art education is a discipline in which a student actively participates intellectually, emotionally, socially, and aesthetically. It is an integral part of the core curriculum and has a fundamental presence in all curricular areas.

The growth and development of each individual is enriched through art education since it celebrates uniqueness, self-expression, and diversity. Art appreciation and production activities encourage critical thinking and creative problem-solving skills. It provides a means for appreciating and respecting ourselves and others.

MISSION

The Fairbanks North Star Borough School District will support, develop, and expand quality art instruction at all levels. To maximize student success, the district will support art educators and classroom teachers in ongoing professional development.

The FNSBSD Art Curriculum will include:

- Classroom opportunities appropriate to students' intellectual and physical levels.
- Art Lessons that reflect historical, multicultural, and community respect.
- A positive climate to encourage exploration and reflection.
- Opportunities to promote and recognize students' intellectual and artistic development.
- Transferable knowledge and skills that provide for future growth and development.
- Links from visual arts to other disciplines.
- Technological resources and support.
- Opportunities to share student work at local, state, and national levels.
- Support for student instruction with ongoing professional development for teachers.

EXPLANATION OF TERMS

Alaska Content & Performance Standards (GLEs) (Revised March, 2006)

Standards adopted by the State Board of Education for what students should be learning in core subject areas. These standards are general statements of what Alaskans want students to know and be able to do as a result of their public school experience.

<https://education.alaska.gov/akstandards/standards/>

Alaska Cultural Standards

Standards endorsed by the State Board of Education that serve to encourage enrichment of the content standards. They are used as a guide to ensure that schools are aware of and sensitive to their surrounding physical and cultural environments.

<https://education.alaska.gov/akstandards/#c3gtabs-cultural>

Benchmark

A point of reference against which individuals are compared and evaluated. In relation to the Alaska Performance Standards, a benchmark identifies a level of expected achievement and is measured at the end of the 3rd, 6th, and 8th grades (benchmark exam). The high school benchmark equivalent, called the College & Career Readiness Assessment, is also required of students before they can receive a high school diploma.

Performance Objectives

Statements that document specific, essential tasks students are expected to accomplish in a given grade level or course.

Ongoing Learner Goals

Objectives that are consistently reinforced. Mastery is not assigned to a specific grade level or course.

Readiness Standards

Expected indicators of student readiness for entering each grade level.

Guaranteed and Viable Curriculum (GVC)

A guaranteed and viable curriculum is one that guarantees equal opportunity for learning for all students. Similarly, it guarantees adequate time for teachers to teach content and for students to learn it. A guaranteed and viable curriculum is one that ensures that the curriculum being taught is the curriculum being assessed. It is viable when adequate time is ensured to teach all determined essential content.

ART CURRICULUM ORGANIZATION

There are two aspects to the organization of the Art Curriculum. They represent the content of art learned and the “actions” of students as learning. The Elementary curriculum revolves around the actions while the secondary curriculum revolves around the content.

The elementary art curriculum addresses content from the active point of view (what students do), integrating all four content areas into the document.

The active element represents the students and what they do when in art class. They are:

- **Producing** — experiencing the processes of art.
- **Perceiving** — the awareness and understanding of art.
- **Reflecting** — relating art to self, world, and time.

The secondary art curriculum is directly organized around four focus areas.

The more concrete element represents the content of art and reflects Discipline-Based Art Education Theory and Alaska Content Standards in the Arts. These areas are:

- **Art production** — the creation of art.
- **Art history** — the study and resultant application of historical learning.
- **Art criticism** — the process of analyzing and discussing art.
- **Aesthetics** — the study of beauty and meaning of art and its relevance.

*Above all, it is a matter of loving art,
not understanding it.*

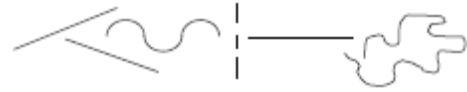
Fernand Leger

ELEMENTS OF ART

~The building blocks of visual art~

LINE

Line is the path of a point moving through space. Types of line can include actual, implied, vertical, horizontal, diagonal, and contour lines.



SHAPE

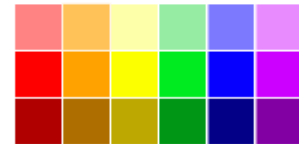
When lines meet shapes are formed. Shapes are flat. Some shapes are geometric such as squares, circles, triangles, rectangles, and ovals. Other shapes are organic or irregular.



COLOR

Color is derived from reflected light. The color wheel shows the chromatic scale and demonstrates three properties:

- 1) Hue, the name of the color (determined by the dominant wavelength)
- 2) Intensity, or the purity and strength of the color defined as brightness or dullness
- 3) Value, the lightness or darkness of the color



VALUE

Value refers to lightness or darkness. Value depends on how much light a surface reflects and is one of the three properties of color.

TEXTURE

Texture appeals to sense of touch, either actual or implied.



FORM

Form has three dimensions: length, width, and depth; and resides in space. Form may be an actual object having volume or implied on a 2-D surface with the use of light and shading techniques.



SPACE

Space refers to:

- 1) the area in which art is organized, and
- 2) an area showing depth or perspective.

Space can be two-dimensional (2-D), three-dimensional (3-D), negative, and/or positive.



PRINCIPLES OF ART

~Use or arrangement of the building blocks of visual art~

BALANCE

Balance is a sense of stability in an artwork. There are three kinds of balance: symmetrical (formal), asymmetrical (informal), and radial.



CONTRAST

Contrast emphasizes the differences in the elements of art used in a work of art (refers to distinctive compositional areas created by the arrangement of the elements of art).

EMPHASIS

Emphasis refers to developing points of interest that pull the viewer's eye to important parts of the artwork.

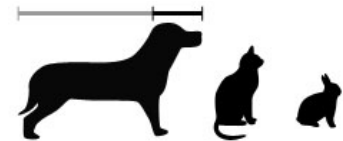
RHYTHM/PATTERN

Rhythm/pattern refers to the repetition or recurrence of a design element, exact or varied, which establishes a visual beat.



PROPORTION/SCALE

Proportion is the size relationship of parts to a whole and is within an object. Scale is the size/weight relationships between shapes/forms and compares different objects.



MOVEMENT

Movement refers to the suggestion of motion through the intentional use of various elements of art. It adds excitement by showing action and directing the viewer's eye through the artwork.



UNITY

Unity is the appearance of oneness.



**You are in dangerous territory
when you venture beyond the boundaries
of what you have been taught;
this is the real wilderness.**

Bill Berry