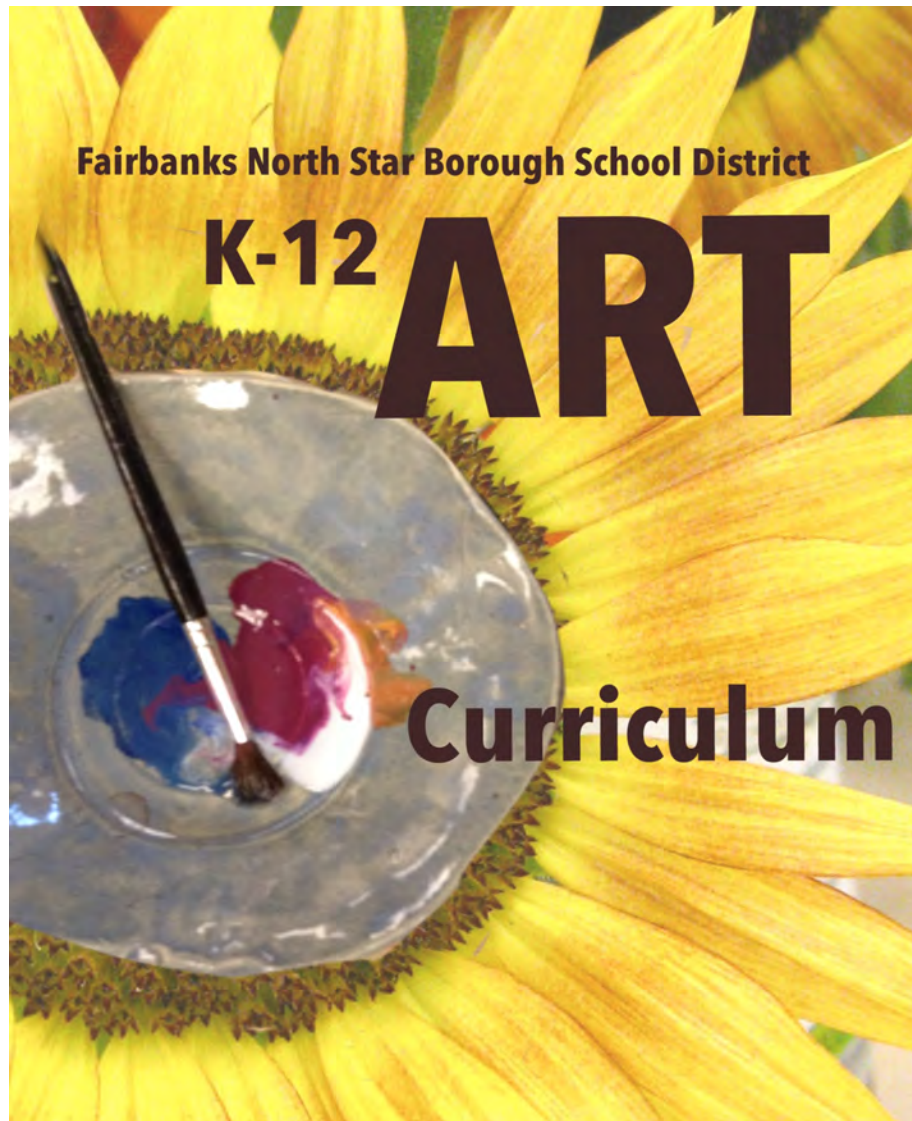




FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT



HIGH SCHOOL (9-12)

Adopted: March 7, 2017

Table of Contents

AP Art History	1
AP Studio Art: 2D Design	2
AP Studio Art: 3D Design	2
AP Studio Art: Drawing.....	2
Alaska Native Art: Beginning 1A/1B	3
Alaska Native Art: Intermediate 1A/1B	3
Alaska Native Art: Advance 1A/1B	3
Alaska Studies Through Art & Media (New!).....	7
Art I: 2D	11
Art II: 2D 1A/1B	11
Art III: 2D 1A/1B	11
Art I: 3D	15
Art II: 3D 1A/1B	15
Art III: 3D 1A/1B	15
Art Workshop 1A/1B	19
Ceramics: Beginning 1A/1B	22
Ceramics: Intermediate 1A/1B.....	22
Ceramics: Advance 1A/1B	22
Digital Arts 1A/1B (New!)	26
Drawing & Design 1A/1B.....	29
Fiber Art: Beginning 1A/1B.....	32
Fiber Art: Intermediate 1A/1B.....	32
Fiber Art: Advance 1A/1B.....	32
Graphic Design 1A/1B	36
Honors Art/Portfolio Development 1A/1B.....	39
Jewelry: Beginning 1A/1B.....	43
Jewelry: Intermediate 1A/1B	43
Jewelry: Advance 1A/1B.....	43
Photography: Beginning 1A/1B	47
Photography: Intermediate 1A/1B.....	47
Photography: Advance 1A/1B	47
Printmaking 1A/1B	51
Sculpture 1A/1B	54
Special Topics in Art 1A/1B	57
Studio Art 1A/1B	60

ADVANCED PLACEMENT ART HISTORY

Grades: 11-12

Length: Two Semesters

Credit: 1 (cross-credited with Social Studies)

Prerequisite: Teacher Recommendation

Course Description:

AP Art History is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art. This course follows the advanced placement course description and uses appropriate materials for art history as set forth by the College Board. The AP exam is strongly encouraged.

Please visit the College Board: AP Central website for more information (<http://apcentral.collegeboard.com>).

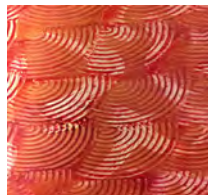
ADVANCED PLACEMENT STUDIO ART: 2D DESIGN

Grades: 11-12

Length: Two Semesters

Credit: 1

Prerequisite: Teacher Recommendation



ADVANCED PLACEMENT STUDIO ART: 3D DESIGN

Grades: 11-12

Length: Two Semesters

Credit: 1

Prerequisite: Teacher Recommendation



ADVANCED PLACEMENT STUDIO ART: DRAWING

Grades: 11-12

Length: Two Semesters

Credit: 1

Prerequisite: Teacher Recommendation



Course Descriptions:

AP Studio Art: 2D Design, AP Studio Art: 3D Design, AP Studio Art: Drawing

The AP program offers three studio art courses and portfolios: *AP Studio Art: 2D Design*, *AP Studio Art: 3D Design*, and *AP Studio Art: Drawing*. The *AP Studio Art* portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The *AP Studio Art* program consists of three portfolios (*2D Design*, *3D Design*, and *Drawing*) corresponding to the most common college foundation courses. Students may choose to submit any or all of the *Drawing*, *2D Design*, or *3D Design* portfolios. Students will create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. The AP exam is strongly encouraged.

Please visit the College Board: AP Central website for more information (<http://apcentral.collegeboard.com>).

ALASKA NATIVE ARTS **(Beginning, Intermediate, Advanced)**

Grades: 9-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisite: *Refer to each course description*



Course Descriptions:

Beginning Alaska Native Arts 1A/1B (Prerequisite: None)

Beginning Alaska Native Arts 1A/1B is designed to introduce students to the arts, histories, and cultures of the indigenous people of Alaska. A balance of studio experiences, technologies, and academic explorations based upon traditional and contemporary art forms make up the central core of this class. Various media, techniques, and processes are explored. Students learn to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of Native art forms in Alaska. *Beginning Alaska Native Arts 1B* requires a greater degree of proficiency and higher expectations from students and teacher.

Intermediate Alaska Native Arts 1A/1B (Prerequisite: *Beginning Alaska Native Arts* or Teacher Recommendation)

Intermediate Alaska Native Arts 1A/1B is for serious students committed to gaining independence, skill, and knowledge, in the field. The course further introduces students to the arts, histories, and cultures of the indigenous people of Alaska. Students are expected to apply the elements and principles of art and to their work. Students make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of Alaska Native arts throughout the world and are encouraged to relate the beauty and meaning of art to their lives. Self-discipline and a willingness to seek new challenges are expected. *Intermediate Alaska Native Arts 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Media components may be explored and utilized.

Advanced Alaska Native Arts 1A/1B: (Prerequisite: *Intermediate Alaska Native Arts* or Teacher Recommendation)

Advanced Alaska Native Arts 1A/1B is for serious students committed to gaining independence, skill, and knowledge, in the field. The course further introduces students to the arts, histories, and cultures of the indigenous people of Alaska. Students are expected to apply the elements and principles of art and to their work. Students make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of Alaska Native arts throughout the world and are encouraged to relate the beauty and meaning of art to their lives. Self-discipline and a willingness to seek new challenges are expected. *Advanced Alaska Native Arts 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Media components may be explored and utilized. Tools can be hazardous

if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Media components may be explored and utilized.

Essential Learnings


Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Native Arts Vocabulary Using and Applying the Elements and Principles of Art

Elements of Art: <ul style="list-style-type: none">• line• shape• form• color• value• texture• space	Principles of Art: <ul style="list-style-type: none">• balance• contrast• emphasis• rhythm/pattern• proportion/scale• movement• unity	
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Demonstrate a Basic Understanding of Color Theory and Its Application in Exploring Art

Study traditional use of color by Alaska Native cultures.

Develop Intellectual, Technical, and Expressive Competency in Alaska Native Arts

- expand knowledge of Alaska Native cultures and their art
- set goals and objectives and record progress toward meeting them
- increase proficiency in the use of a variety of traditional Alaskan materials and processes
- continue to develop tool-handling skills while always modeling safe handling techniques

Begin to Understand and Apply the Creative Process

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use, and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self-motivation and developing the ability to meet personal learning goals
- efficient use of class time

PRESENTING

- analyze, interpret, and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist's intent

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Perceiving Beauty and Meaning Through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living

Suggested Artists:	Suggested Activities:	Suggested Media Components:
Alvin Amason Sonya Kelliher Combs Nathan Jackson Bill Reid Ron Senungatuk Denise and Samuel Wallace Da-ka-xeen Mehner John Hoover Melvin Olanna Denise Hardesty Anna Frank Shirley Holmberg	<ul style="list-style-type: none"> • Tlingit Northwest paddles • Athabaskan beadwork • doll making • clothing design • Yupik spoon • carving - soapstone, ivory, baleen, wood • mask carving • drum making • wood masks, panels • basket making • sewing - dolls, blankets, clothes 	<ul style="list-style-type: none"> • digital portfolios • documenting process • time lapse photography • digital photo editing • Internet research • collaborations and partnerships • image slideshows

ALASKA STUDIES THROUGH ART & MEDIA

Grades: 9-12

Length: One Semester

Credit: 0.5

Prerequisite: None

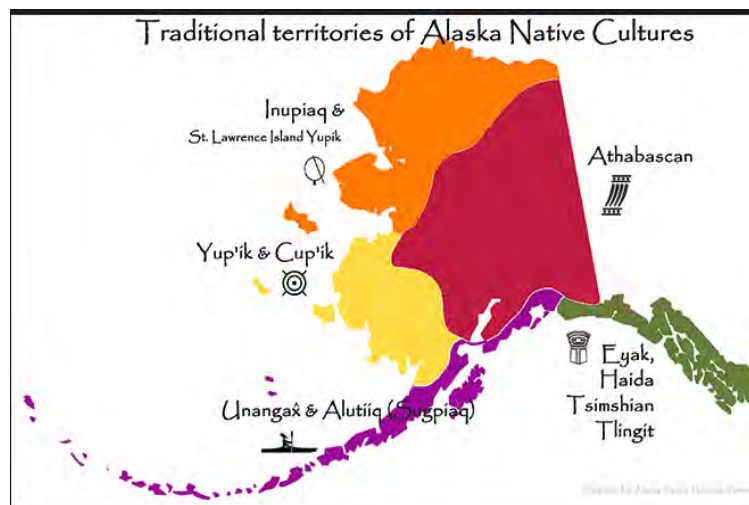


Course Description:

Alaska Studies through Art & Media is designed to introduce students to the arts, histories, and cultures of the indigenous people of Alaska, as well as Alaska's journey into statehood and beyond. A balance of studio experiences, technologies, and academic explorations based upon traditional and contemporary art forms make up the central core of this class. Various media, techniques, and processes are explored. Students learn to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of art in Alaska. This course overviews the political/social/and economic forces have shaped modern day Alaska through an arts lens. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Media components may be explored and utilized.

Students Will Focus Learning About the Main Five Native Alaskan Tribes

- Athabaskan
- Inupiaq
- Yup'ik (Cup'ik)
- Unangax (Alutiiq)
- Haida (Eyak, Tsimshian, Tlingit)



Essential Learnings for History and Art

This course will explore Alaska Studies from a historical and artistic perspective.

Essential Learnings from the Historical Perspective

In addition to the art essential learnings, there will be five essential learnings from the historical perspective:

- students will read, research, and use media components to understand different Native Alaskan cultural perspectives for a deeper understanding and meaning of our unique Alaskan history
- students will analyze, create, and interpret visual data, maps of Alaska, and other visual material, for a deeper understanding of Alaska and its cultural diversity
- students will compare and contrast the lives of the five main Alaska Native tribes, as well as the relationships between the Native Alaskans, Russians, and Americans
- students will demonstrate an understanding of the historical rights and responsibilities of Alaskans and the Native people's quest for civil rights, especially how it was shaped by the Alaskan and U.S. constitutions
- students will understand how the historical Alaskan perspectives of the past impact current events, politics, and attitudes that are impacting Alaska today

Essential Learnings from an Art Perspective

Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Demonstrate a Basic Understanding of Color Theory and Its Application in Exploring Art

Study traditional use of color by Alaska Native cultures.

Develop Intellectual, Technical, and Expressive Competency in Alaska Native Arts

- expand knowledge of Alaska Native cultures and their art
- set goals and objectives and record progress toward meeting them
- increase proficiency in the use of a variety of traditional Alaskan materials and processes
- continue to develop tool-handling skills while always modeling safe handling techniques

Begin to Understand and Apply the Creative Process

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use, and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self-motivation and developing the ability to meet personal learning goals
- efficient use of class time

PRESENTING

- analyze, interpret, and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist's intent

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Perceiving Beauty and Meaning Through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living

Suggested Artists:	Suggested Activities:	Suggested Media Components:
<p>Alvin Amason Sonya Kelliher Combs Nathan Jackson Bill Reid Ron Senungetuk Denise and Samuel Wallace Da-ka-xeen Mehner John Hoover Melvin Olanna Nina and Josephine Crumrine Jon Van Zyle Sydney Lawrence Randall Compton Rusty Heurlin Ted Lambert Eustace Ziegler Fred Machetanz Bill Brody Kick Bush Kesler Woodward Margaret and Olaus Murie Andrew Okpeaha MacLean Rachel Naninaaq Edwardson Crystal Kaaakeeyáa Worl Apayo Moore Drew Michael Allison Warden</p>	<ul style="list-style-type: none"> • Tlingit Northwest paddles • Athabaskan beadwork • doll making • clothing design • Yupik spoon • carving - soapstone, ivory, baleen, wood • mask carving • drum making • wood masks, panels • basket making • sewing - dolls, blankets, clothes • map making • landscape painting • “Road to Statehood” collage • visit to the UAF Museum • classroom visits from Elders and Native artists • visit to Morris Thompson Cultural and Visitor Center • Native dancing • writing workshops with traditional stories and myths • storyknifing 	<ul style="list-style-type: none"> • digital portfolios • documenting process • time lapse photography • digital photo editing • Internet research • collaborations and partnerships • image slideshows • video production

ART I: 2D, ART II: 2D, ART III: 2D

Art I: 2D

Grades: 9-12

Length: One Semester

Credit: 0.5

Prerequisites: None



Course Descriptions:

Art I: 2D is a foundation for all upper level art classes. This course covers the fundamental skills, knowledge, attitudes, and technology necessary to begin producing and understanding the visual arts. Students learn to create, present, respond, and connect. *Art I: 2D* will introduce students to a basic understanding of two-dimensional art through an exploration of drawing, painting, printmaking, and mixed media collage. This course teaches the use of elements of art and principles of design, art history, artist research, creative thinking skills, visual culture, and the development of studio attitudes and aptitudes. Media components may be explored and utilized. Portfolio development may be required.

Art II: 2D 1A/1B

Grades: 9-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisites: *Art I: 2D* or Teacher Recommendation

Course Descriptions:

Art II: 2D 1A/1B is an intermediate level course where students refine their drawing, design, painting, and printmaking skills. A variety of subject matter, materials and technologies will be used to solve two-dimensional visual problems. Students will continue to create, present, respond, and connect to art in their personal lives. Fall semester will focus on drawing and design skills. Spring semester will focus on painting and printmaking. Portfolio and sketchbook development may be required. Media components may be explored and utilized. Students intending to take *AP Studio Art: Drawing or 2D Design* are encouraged to take two semesters of *Art II: 2D 1A/1B*.

Art III: 2D 1A/1B

Grades: 9-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisites: *Art II: 2D 1A/1B* or Teacher Recommendation

Course Descriptions:

Art III: 2D 1A/1B is an advanced level course. Students will build on skills developed in *Art I: 2D* and *Art II: 2D*, by creating, presenting, responding, and connecting to artistic ideas and personal

meaning. Students will continue to develop and refine the practice of studio production and studio thinking. They will continue to use and apply a knowledge of aesthetics and design, art history and culture, and valuing and critiquing. Students at this level will demonstrate a higher level of independent thought, and begin working on a breadth of artwork designed to stimulate their creativity and originality. They will explore various media and methods and begin to develop a *voice*. Students will learn to work in a series in preparation for an AP or Honors Portfolio. Work in this course will increase in complexity, rigor, and personal expression. Portfolio and Sketchbook development will be required. Media components may be explored and utilized. Students who intend to take *AP Studio Art: Drawing or 2D* should take two semesters of *Art III: 2D 1A/1B*.

Essential Learnings


Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Visual Arts Vocabulary Using and Applying the Elements and Principles of Art

<p>Elements of Art:</p> <ul style="list-style-type: none"> • line • shape • form • color • value • texture • space 	<p>Principles of Art:</p> <ul style="list-style-type: none"> • balance • contrast • emphasis • rhythm/pattern • proportion/scale • movement • unity 	
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Begin to Understand Color Vocabulary, Theory and Its Application

<ul style="list-style-type: none"> • primary • secondary • tertiary • hue • value • intensity • tint • tone • shade 	<ul style="list-style-type: none"> • complementary • split complementary • analogous • monochromatic • achromatic • color tetrad • color diad 	<ul style="list-style-type: none"> • pigment color wheel • light color wheel(RGB) • print colors(CMYK)
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Demonstrate Basic Skills Through Various Media Including Drawing, Painting, Printmaking, and Mixed Media

Explore basic drawing techniques such as gesture, shading, contour line, learn, and demonstrate different ways to show perspective, learn compositional skills and experiment with different compositions, and work with transparent and opaque media.

Begin to Understand and Apply the Creative Process

- choose a topic or an idea brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self-motivation and developing the ability to meet personal learning goals
- efficient use of class time

PRESENTING

- analyze, interpret and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist's intent

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Perceiving Beauty and Meaning Through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living

Suggested Artists:

Ansel Adams	Barbara Krueger	Cindy Sherman
Diane Arbus	Dorothea Lange	Jaune Quick-to-See Smith
Romare Bearden	Jacob Lawrence	Nancy Spero
Imogene Cunningham	Sherrrie Levine	Pat Stier
Edward Curtis	Piet Mondrian	Paul Strand
Stuart Davis	Robert Motherwell	Masami Teraoka
Max Ernst	Gabriele Munter	Edouard Vuillard
Keith Haring	Robert Rauschenberg	Edward Weston
Hannah Hoch	Faith Ringgold	David Wojnarowicz
Katsushika Hokusai	Andres Serrano	Andrew Wyeth
William Johnson	Miriam Shapiro	

Suggested Activities:

Students must produce a body of work that demonstrates a range of abilities and versatility with technique, problem-solving, and ideation. This may include, but is not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, or printmaking.

- spatial investigation: introduce color and complex variations to include spatial depth
- color theory: explore the complexity of color using limited palettes
- abstractions: stylize individual objects, interior spaces of the figure
- curved and angled compositions: explore existing forms using curved and angled shapes
- photograms: explore repetitive patterns and other variations
- (digital) portraits: combine various (digital) effects and processes
- (digital) landscape: experiment with filters and special effects to create metaphysical forms
- still life as design: approach the still life as a study in color manipulation and stylization of the 2d elements
- fabric design: create a swatch of fabric using the internal structure of a fruit or vegetable to create a non-directional pattern
- opposites attract: create a drawing of two opposite objects, creating unity between the objects through line, color, etc.

Suggested Media Components:

- digital portfolios
- documenting process
- time lapse photography
- digital photo editing
- Internet research
- collaborations and partnerships

ART I: 3D, ART II: 3D, ART III: 3D

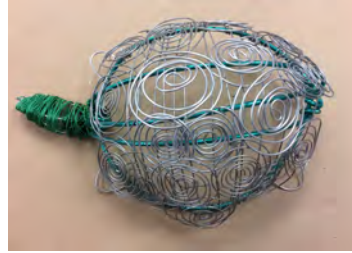
Art I: 3D

Grades: 9-12

Length: One Semester

Credit: 0.5

Prerequisites: None



Course Descriptions:

Art I: 3D is a foundation for all upper level 3D art classes. This course covers the fundamental skills, knowledge, attitudes, and technology necessary to begin producing and understanding the visual arts. Students learn to create, present, respond, and connect. *Art I: 3D* will introduce students to a basic understanding of three-dimensional art through an exploration of ceramics, sculpture, jewelry, fiber art, and mixed media assemblage. This course teaches the use of elements of art and principles of design, art history, artist research, creative thinking skills, Visual Culture, and the development of studio attitudes and aptitudes. Media components may be explored and utilized. Portfolio development may be required.

Art II: 3D 1A/1B

Grades: 9-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisites: *Art I: 3D* or Teacher Recommendation

Course Descriptions:

Art II: 3D 1A/1B is an intermediate level course where students will refine ceramic, sculpture, jewelry, fiber art, book arts, and assemblage skills. A variety of subject matter, materials and technologies will be used to solve three-dimensional visual problems. Students will continue to create, present, respond, and connect to art in their personal lives. Fall and spring semester will differ in content. Portfolio and sketchbook development may be required. Media components may be explored and utilized. Students intending to take *AP Studio Art: 3D Design* are encouraged to take two semesters of *Art II: 3D 1A/1B*.

Art III: 3D 1A/1B

Grades: 9-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisites: *Art II: 3D* or Teacher Recommendation

Course Descriptions:

Art III: 3D 1A/1B is an advanced level course. Students will build on skills developed in *Art I: 3D* and *Art II: 3D*, creating, presenting, responding, and connecting to artistic ideas and personal meaning. Students will continue to develop and refine the practice of studio production and


studio thinking, continue to use and apply a knowledge of aesthetics and design, art history and culture, and valuing and critiquing. Students at this level will demonstrate a higher level of independent thought, and begin working on a breath of artwork designed to stimulate their creativity and originality. They will explore various media and methods and begin to develop a “voice.” Students will learn to work in a series in preparation for an AP or Honors Portfolio. Work in this course will increase in complexity, rigor, and personal expression. Portfolio and sketchbook development will be required. Media components may be explored and utilized. Students who intend to take *AP Studio Portfolio: 3D* should take two semesters of *Art III: 3D 1A/1B*.

Essential Learnings: Four artistic processes will be developed; creating, presenting, responding, and connecting.

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Visual Arts Vocabulary Using and Applying the Elements and Principles of Art

<p>Elements of Art:</p> <ul style="list-style-type: none"> • line • shape • form • color • value • texture • space 	<p>Principles of Art:</p> <ul style="list-style-type: none"> • balance • contrast • emphasis • rhythm/pattern • proportion/scale • movement • unity 	
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Begin to Understand Color Vocabulary, Theory and Its Application

<ul style="list-style-type: none"> • primary • secondary • tertiary • hue • value • intensity • tint • tone • shade 	<ul style="list-style-type: none"> • complementary • split complementary • analogous • monochromatic • achromatic • color tetrad • color diad 	<ul style="list-style-type: none"> • pigment color wheel • light color wheel(RGB) • print colors(CMYK)
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Demonstrate Basic Skills Through Various Media Including Drawing, Painting, Printmaking, and Mixed Media

Explore basic drawing techniques such as gesture, shading, contour line, learn, and demonstrate different ways to show perspective, learn compositional skills and experiment with different compositions, and work with transparent and opaque media.

Begin to Understand and Apply the Creative Process:

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self-motivation and developing the ability to meet personal learning goals
- efficient use of class time

PRESENTING

- analyze, interpret and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist's intent

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Perceiving Beauty and Meaning Through Art:

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living

Suggested Artists:

Alvin Amason
Ron Senungatuk
Michael Cardew
Shoji Hamada
Bernard Leach
Maria Martinez
Michelangelo Buonarroti
Alexander Calder
Amedeo Modigliani
Henry Moore
Louise Nevelson

Lucie Rie
Anasazi Native Pottery
Japanese Traditional "Old Kilns"
Mexican Folk Pottery
Denise & Samuel Wallace
Andy Cooperman
Thomas Mann
Andy Goldsworthy
Auguste Rodin
Alberto Giacometti
Claus Oldenberg

Suggested Activities:

- clay - realistic, modeled figures
- soapstone – Henry Moore simplified, stylized figures
- alabaster – nonobjective sculpture
- altered theme books
- wire sculpture or jewelry
- paper mache' animals
- ceramic pottery with coil and slab
- basketry techniques
- papermaking and casting
- wood carved culture mask
- Nevelson assemblage using wood scraps
- plaster sculpture of hand(s) in action, using gauze or blocks
- mosaic art
- installation/diorama
- assemblage
- polymer clay jewelry and sculpture
- environmental art

Suggested Media Components:

- digital portfolios
- documenting process
- time lapse photography
- digital photo editing
- Internet research
- collaborations and partnerships

ART WORKSHOP 1A/1B

Grades: 9-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisite: None

Course Description:

Art Workshop 1A/1B is a survey of art experiences designed for beginners. Students experiment with a variety of techniques and materials that may include drawing, painting, printmaking, sculpting, digital art, photography, Alaska Native art, fiber, ceramics, collage, or glass mosaics. Students learn to create and critique their own art and the art of others and are encouraged to relate the beauty and meaning of art in their lives. This course stresses the use of elements and principles of art, the study of artists, the improvement of creative thinking skills, and the process of making informed judgments about art. Students are exposed to the historical and contemporary role of the arts in Alaska, the nation, and the world. Media components may be explored and utilized.

Essential Learnings


Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Visual Arts Vocabulary Using and Applying the Elements and Principles of Art

Elements of Art: <ul style="list-style-type: none">• line• shape• form• color• value• texture• space	Principles of Art: <ul style="list-style-type: none">• balance• contrast• emphasis• rhythm/pattern• proportion/scale• movement• unity	
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Begin to Understand Color Vocabulary, Theory and Its Application

<ul style="list-style-type: none">• primary• secondary• tertiary• hue• value• intensity• tint• tone• shade	<ul style="list-style-type: none">• complementary• split complementary• analogous• monochromatic• achromatic• color tetrad• color diad	<ul style="list-style-type: none">• pigment color wheel• light color wheel(RGB)• print colors(CMYK)
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Demonstrate Basic Skills Through Various Media Including Drawing, Painting, Printmaking, and Mixed Media

Explore basic drawing techniques such as gesture, shading, contour line, learn, and demonstrate different ways to show perspective, learn compositional skills and experiment with different compositions, and work with transparent and opaque media.

Begin to Understand and Apply the Creative Process

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self-motivation and developing the ability to meet personal learning goals
- efficient use of class time

PRESENTING

- analyze, interpret and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist’s intent

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Perceiving Beauty and Meaning Through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living

Suggested artists:	Suggested activities:	Suggested Media Components:
Alexander Calder Salvador Dali Rene Magritte Piet Mondrian Bridget Riley Auguste Rodin Andy Warhol Georgia O’keeffe	<ul style="list-style-type: none"> • grid drawing • coutour drawing • acrylic painting • stamping/lino prints • ceramics • photogrphy • graphic design • pastel/chalk drawing • collage • Alaska native mask making 	<ul style="list-style-type: none"> • digital portfolios • documenting process • time lapse photography • digital photo editing • Internet research • image sharing • digital slideshows

CERAMICS

(Beginning, Intermediate, Advanced)

Grades: 9-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisite: *Refer to each course description*



Course Descriptions:

Beginning Ceramics 1A/1B (Prerequisite: None)

Beginning Ceramics 1A/1B covers the fundamental skills, knowledge, attitudes, and techniques necessary to begin understanding ceramics. Students learn a variety of hand-building techniques while working with clay and may be introduced to the potter's wheel. They begin to apply design elements and the principles of art. Students learn to critique their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. Students are exposed to the historical and contemporary role of ceramics from various cultures throughout the world. Media components may be explored and utilized.

Intermediate Ceramics 1A/1B (Prerequisite: *Beginning Ceramics* or Teacher Recommendation)

Intermediate Ceramics 1A/1B is for students committed to gaining independence, skill, and knowledge in the field. Self-discipline and a willingness to seek new challenges are expected. Students continue to make critical judgments about their own art and the art of others. They are exposed to the historical and contemporary role of pottery from various cultures throughout the world and are encouraged to relate the beauty and meaning of art to their lives. *Intermediate Ceramics 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Media components may be explored and utilized.

Advanced Ceramics 1A/1B (Prerequisite: *Intermediate Ceramics* or Teacher Recommendation)

Advanced Ceramics 1A/1B is for students seeking a rigorous level of independence, skill, and knowledge in the field. Self-discipline and a willingness to seek new challenges are expected. Students continue to make critical judgments about their own art and the art of others. They are exposed to the historical and contemporary role of pottery from various cultures throughout the world and are encouraged to relate the beauty and meaning of art to their lives. *Advanced Ceramics 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Building towards an AP 3D digital portfolio will be strongly encouraged. Media components may be explored and utilized.

Essential Learnings


Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting.

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Visual Arts Vocabulary Using and Applying the Elements and Principles of Art

Elements of Art: <ul style="list-style-type: none">• line• shape• form• color• value• texture• space	Principles of Art: <ul style="list-style-type: none">• balance• contrast• emphasis• rhythm/pattern• proportion/scale• movement• unity	
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Use a Variety of Techniques and Tools to Gain Skill in Pottery

- demonstrate wedging the proper care of clay
- develop skill in hand-building techniques (e.g., pinch, slab, coil)
- develop skill on the potter's wheel
- understand glazing and firing techniques
- use a sketchbook, rubric, or media component to gather and develop ideas and record results
- experiment with multiple surface textures and decorating techniques
- solve a variety of 3D design problems: conceive an idea, consider form and function when planning, select appropriate techniques, construct and finish the surface to enhance the form
- in higher level courses, solve challenging problems, take risks, and try a variety of ways to work

Begin to Understand and Apply the Creative Process

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults

- self-motivation and developing the ability to meet own learning needs
- efficient use of class time

PRESENTING

- analyze, interpret and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist's intent

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Perceiving Beauty and Meaning Through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living

Suggested Artists:	Suggested Activities:	Suggested Media Components
<p>Michael Cardew Shoji Hamada Bernard Leach Maria Martinez Lucie Rie Anasazi Native pottery Japanese traditional Mexican folk contemporary ceramic artists</p>	<ul style="list-style-type: none"> • pinch/coil pots • slab boxes • pottery wheel cylinders • rattles • sculptures • bowls/platters/plates • cups • teapots • candle holders • Serving dishes • masks • vases 	<ul style="list-style-type: none"> • digital portfolio • documenting process • time lapse photography • digital photo editing • Internet research • image sharing • digital slideshows

DIGITAL ARTS 1A/1B

Grades: 10-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisite: *Studio Art 1A/1B* or Teacher Recommendation

Course Description:

Digital Arts 1A/1B will explore the diversity of processes and concepts in computer graphic art and design. Students will look at the cutting-edge technology, computer art programs, and the computer art industry. With this knowledge, students will work on developing their own digital visual art. Students will be expected to recognize and critique artistic themes in computer generated art and animation works. Group and individual critiques will be used. Media components may be explored and utilized.

Essential Learnings

Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting


Students will:

- learn to use the computers and programs associated with digital and graphic art
- become familiar with basic processes and concepts in computer graphic art
- demonstrate an awareness of the influences of visual culture in society as it relates to digital art

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Visual Arts Vocabulary Using and Applying the Elements and Principles of Art

Elements of Art: <ul style="list-style-type: none">• line• shape• form• color• value• texture• space	Principles of Art: <ul style="list-style-type: none">• balance• contrast• emphasis• rhythm/pattern• proportion/scale• movement• unity	
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Begin to Understand Color Vocabulary, Theory, and its Application

<ul style="list-style-type: none">• primary• secondary• tertiary• hue• value• intensity• tint• tone• shade	<ul style="list-style-type: none">• complementary• split complementary• analogous• monochromatic• achromatic	<ul style="list-style-type: none">• pigment color wheel• light color wheel (RGB)• print colors (CMYK)
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Demonstrate Basic Skills Through Various Digital Media Using Computers, i-Pads, and Other Tablets

- explore basic digital drawing techniques
- learn and demonstrate different ways to show perspective
- learn compositional skills and experiment with different compositions
- work with layers

Begin to Understand and Apply the Creative Process

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- digital citizenship
- respectful interaction with peers and adults
- self-motivation and developing the ability to meet personal learning goals
- efficient use of class time
- credibility and accuracy of visual, digital, and written resources
- avoiding plagiarism, copyright violations, and following a standard format for citation

PRESENTING

- analyze, interpret and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios
- share work on the web

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist’s intent

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Perceiving Beauty and Meaning Through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living

Suggested Artists:		Suggested Activities:	Suggested Media Components:
Laurence Gartel	Eihachiro Nakame	<ul style="list-style-type: none"> • digital portrait • surrealist landscape • publications • digital figures • abstract art • animated art • altered photography • time-lapse photography • digital portfolio • website design • reinterpretations of famous artwork • architectural drawing • mixed media collage • history of computer graphics 	<ul style="list-style-type: none"> • digital photography • digital portfolios • time-lapse photography • digital photo editing/altering • Internet research • collaborative shared projects • produce, publish, and update individual or shared media projects • multimedia projects • drawing on tablets
Barbara Kasten	Melvin Prueitt		
Barbara Nessim	Joseph Scala		
Charles Csuri	Lillian Schwartz		
Stewart Dickson	Steve Strassman		
Susumu Endo	Peter Struycken		
Larry Elin	Joan Truckenbrod		
David Em	John Whitney		
Darcy Gerbarg			
Aldo Giorgini			
Karen Huff			
Kenneth Knowlton			
Dorothy Krause			
Robert Mallery			
Aaron Marcus			
Leslie Mezei			
Ann Murray			

DRAWING & DESIGN 1A/1B

Grades: 11-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisite: *Studio Art 1A/1B* or Teacher Recommendation

Course Description:

In *Drawing & Design 1A/1B*, students refine their drawing and design skills. A variety of subject matter, materials, and technologies are used to solve two-dimensional and three-dimensional problems. Students continue to develop critiquing skills and are encouraged to relate beauty and meaning of art to their lives. They gain an understanding of values, beliefs, ideas, and traditions of various cultures through the study of drawing and design. *Drawing & Design 1B* requires a greater degree of proficiency. Portfolio development may be required. Media components may be explored and utilized.

Essential Learnings


Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Visual Arts Vocabulary Using and Applying the Elements and Principles of Art

Elements of Art: <ul style="list-style-type: none">• line• shape• form• color• value• texture• space	Principles of Art: <ul style="list-style-type: none">• balance• contrast• emphasis• rhythm/pattern• proportion/scale• movement• unity	
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Demonstrate Increased Skills of Observation and Image-making

Develop Technical and Expressive Competency in Drawing

- use the elements and principles of art to create an aesthetic composition
- draw expressively and communicate emotions and ideas
- use a sketchbook/journal to gather and develop ideas, set goals, and record results

- understand and apply color theory
- demonstrate effort toward the development of personal expression, sensitivity, and style
- select appropriate media and techniques to best communicate ideas

Continue to Employ Original Thought in Art Production

- avoid stereotyped and copied art
- discover a variety of inspirational sources
- take risks, pushing beyond comfort zone
- demonstrate an open-minded approach to diversity of ideas and artistic styles
- use a sketchbook/journal to gather and develop ideas and record results

Begin to Understand and Apply the Creative Process

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self-motivation and developing the ability to meet personal learning goals
- efficient use of class time

PRESENTING

- analyze, interpret and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist's intent

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Perceiving Beauty and Meaning Through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living

<p>Suggested Artists:</p> <p>Leonardo da Vinci Edgar Degas David Hockney Joan Miró Pablo Picasso John Singer Sargent J.M.W. Turner Rembrandt Harmenszoon van Rijn Vincent van Gogh Rex Ray Joseph Stella Bridget Riley Fiona Tang</p>	<p>Suggested Activities:</p> <ul style="list-style-type: none"> • line drawings in various media (e.g., pencil, ball point, felt tip, charcoal, chalk, conte, india ink) • experimenting with different types of line and expressive mark making • value studies in various media (try studies using both a full and limited range of values and direct and indirect light sources) • observational still life drawing (opaque and transparent objects, reflective and matte objects, smooth and textural objects, geometric and organic forms) • 1-point and 2-point perspective applied to drawings of hallways, stairwells, landscapes, urban environment • observational figure drawing (contour, gestural, hands/feet, portraits, self-portraits) 	<ul style="list-style-type: none"> • design projects such as book design, illustration, comic book design, caricatures, illuminated letters, logo design, prints, wire sculpture, fabric design, cut/torn paper, positive/negative space, assemblage, collage, stained glass, scratchboard, masks, package design <p>Suggested Media Components:</p> <ul style="list-style-type: none"> • digital portfolios • documenting process • time lapse photography • digital photo editing • Internet research • collaborative shared projects • produce, publish, and update individual or shared media projects
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FIBER ART 1A/1B **(Beginning, Intermediate, Advanced)**

Grades: 9-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisite: (*Refer to each course description*)



Course Descriptions:

Beginning Fiber Art 1A/1B (Prerequisite: None)

In *Beginning Fiber Art 1A/1B*, students will learn to use various fibers as a medium to produce art. Students learn to create and critique art and are encouraged to relate the beauty and meaning of art to their lives. This course stresses the use of the elements and principles of art, the study of artists, the improvement of creative thinking skills, and the process of learning to make informed judgments about art. Students are exposed to the historical and contemporary role of fiber art in Alaska, the nation, and the world. Students do not need to be proficient in drawing to enroll. Portfolio development may be required.

Intermediate Fiber Art 1A/1B (Prerequisite: *Beginning Fiber Art 1A/1B* or Teacher Recommendation)

In *Intermediate Fiber Art 1A/1B*, students will use various fibers as a medium to produce art. Students continue to create and critique art and are encouraged to relate the beauty and meaning of art to their lives. *Intermediate Fiber Art 1A/1B* stresses the use of the elements and principles of art, the study of fiber artists, the improvement of creative thinking skills, and the process of learning to make informed judgements about art. Students are exposed to the historical and contemporary role of fiber art in Alaska, the nation, and the world. Students do not need to be proficient in drawing to enroll. Portfolio development may be required.

Advanced Fiber Art 1A/1B (Prerequisite: *Intermediate Fiber Art 1A/1B* or Teacher Recommendation)

In *Advanced Fiber Art 1A/1B*, students will continue to refine the use of various fibers as a medium to produce art. Students continue to create and critique art and are encouraged to relate the beauty and meaning of art to their lives. *Advanced Fiber Art 1A/1B* stresses the use of the elements and principles of art, the study of fiber artists, the improvement of creative thinking skills, and the process of learning to make informed judgments about art. Students are exposed to the historical and contemporary role of fiber art in Alaska, the nation, and the world. Students will exhibit a greater level of proficiency, independence, and self-direction. Students do not need to be proficient in drawing to enroll. Portfolio development may be required.

Essential Learnings


Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Visual Arts Vocabulary Using and Applying the Elements and Principles of Art

<p>Elements of Art:</p> <ul style="list-style-type: none"> • line • shape • form • color • value • texture • space 	<p>Principles of Art:</p> <ul style="list-style-type: none"> • balance • contrast • emphasis • rhythm/pattern • proportion/scale • movement • unity 	
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Begin to Understand Color Vocabulary, Theory and Its Application:

<ul style="list-style-type: none"> • primary • secondary • tertiary • hue • value • intensity • tint • tone • shade • neutral 	<ul style="list-style-type: none"> • complementary • split complementary • analogous • monochromatic • achromatic 	<ul style="list-style-type: none"> • Pigment color wheel • light color wheel (RGB) • print colors (CMYK)
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Demonstrate Basic Skills Through Various Media Including Drawing, Painting, Printmaking, Sculpture, Metals, Fiber, and Mixed Media

Explore basic drawing techniques such as gesture, contour line, and value work. Create art considering color, composition, and use of space. Experiment with materials to create 3D projects.

Begin to Understand and Apply the Creative Process

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self-motivation and developing the ability to meet personal learning goals
- efficient use of class time

PRESENTING

- analyze, interpret and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work
- prepare art for exhibit/display

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist's intent
- express and defend an informed opinion

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Suggested Artists:	Suggested Activities:	Suggested Media Components:
Magdalena Abakanowitz Ted Hallman Fran Reed Peter Collingwood Cynthia Sherrer Anni Albers Ed Rossbach Fern Jacobs Diane Itter Sheila Hicks Faith Ringold Lenore Tawny Judy Chicago	<ul style="list-style-type: none"> • braiding, twining, finger weaving, macramé using various fibers • crocheting and knitting • sewing various fibers; free-form embellishment • simple looms: card weaving, band weaving • table and floor looms • felting • papermaking; bookbinding • dyeing, printing, stamping 	<ul style="list-style-type: none"> • digital portfolios • documenting process • time-lapse photography • digital photo editing • Internet research

GRAPHIC DESIGN 1A/1B

Grades: 10-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisite: *Studio Art 1A/1B, Art I: 2D,*
or Teacher Recommendation



Course Description:

Graphic Design 1A/1B is the creative planning and execution of visual communication. This course introduces art intended to communicate information and advertising. The focus is on studying and using layouts and concepts used in the graphic design industry. Analog and digital media will be used. Layout, typography, scanning, and photography are involved in the production of visual communication. Portfolio development may be required. Media components may be explored and utilized.

Essential Learnings

Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Visual Arts Vocabulary Using and Applying the Elements and Principles of Art

<p>Elements of Art:</p> <ul style="list-style-type: none"> • line • shape • form • color • value • texture • space 	<p>Principles of Art:</p> <ul style="list-style-type: none"> • balance • contrast • emphasis • rhythm/pattern • proportion/scale • movement • unity 	A black and white image of a highly detailed, symmetrical mandala. It features a central point from which numerous lines radiate outwards, creating a complex, star-like or floral pattern. The lines vary in thickness and intersect to form intricate geometric and organic shapes.
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Begin to Understand Color Vocabulary, Theory and Its Application

<ul style="list-style-type: none">• primary• secondary• tertiary• hue• value• intensity• tint• tone• shade	<ul style="list-style-type: none">• complementary• split complementary• analogous• monochromatic• achromatic	<ul style="list-style-type: none">• pigment color wheel• light color wheel(RGB)• print colors(CMYK)
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Demonstrate Basic Skills Through Various Media Including Drawing, Painting, Printmaking, and Mixed Media

- explore basic drawing techniques such as gesture, shading, and contour lines
- learn and demonstrate different ways to show perspective
- learn compositional skills and experiment with different compositions
- work with transparent and opaque media

Begin to Understand and Apply the Creative Process

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self-motivation and developing the ability to meet personal learning goals
- efficient use of class time

PRESENTING

- analyze, interpret and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist’s intent

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Perceiving Beauty and Meaning Through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living

Suggested Artists:	Suggested Activities: <ul style="list-style-type: none">• design a self-promotional poster• design a logo• alter a photo using adobe• design a label for an imaginary product• design a magazine cover• design a newsletter or newspaper• design a set of postage stamps or currency	Suggested Media Components: <ul style="list-style-type: none">• digital portfolios• documenting process• time lapse photography• digital photo editing• Internet research
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HONORS ART/PORTFOLIO DEVELOPMENT 1A/1B

Grades: 9-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisite: *Drawing & Design 1A/1B* or Teacher Recommendation

Course Description:

Honors Art/Portfolio Development 1A/1B is a course designed for serious art students with a commitment to develop their technical skills in two-dimensional or three-dimensional art. Through supervised study, students will build a portfolio that demonstrates an ability to solve a variety of artistic problems and work with many approaches. Self-discipline and a willingness to seek new challenges are demanded. Students continue to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. Students are expected to investigate the historical and contemporary role of art throughout the world. Portfolio development is required. This course develops students' understanding of color theory and painting skills. Students explore a variety of painting media, approaches, techniques, surfaces, and technologies. They continue to critique their own art and the art of others. They are encouraged to relate beauty and meaning of art to their lives and to develop an understanding of values, beliefs, ideas, and traditions of various cultures through the study of art. Portfolio development may be required. Media components may be explored and utilized.

Essential Learnings


Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Visual Arts Vocabulary Using and Applying the Elements and Principles of Art

<p>Elements of Art:</p> <ul style="list-style-type: none"> • line • shape • form • color • value • texture • space 	<p>Principles of Art:</p> <ul style="list-style-type: none"> • balance • contrast • emphasis • rhythm/pattern • proportion/scale • movement • unity 	
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Develop a Portfolio That Shows a High Degree of Accomplishment

- create works that exhibit a synthesis of form, technique, and content
- create works that exhibit personal expression, sensitivity, and style
- create works that demonstrate broad experience and a high degree of success
- evaluate works of art in written and verbal form

Understand and Apply the Creative Process

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Use Original Thought in Art Production

- avoid stereotyped and copied art
- discover a variety of inspirational sources
- take risks, pushing beyond comfort zone
- demonstrate an open-minded approach to diversity of ideas and artistic styles
- use a sketchbook/journal to gather and develop ideas and record results

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self-motivation and developing the ability to meet personal learning goals
- efficient use of class time

PRESENTING

- analyze, interpret and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Proficiently Use Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist's intent

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Perceiving Beauty and Meaning through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living

Suggested Artists:	Suggested Activities:	Suggested Media Components:
<p>Ansel Adams Diane Arbus Romere Bearden Imogene Cunningham Edward Curtis Stuart Davis Max Earnst Keith Haring Hannah Hoch Katsushika Hokusai William Johnson Barbara Krueger Dorothea Lange Jacob Lawrence Sherrie Levine Piet Mondrian Robert Motherwell Gabriele Munter Robert Rauschenberg Faith Ringgold Andres Serrano Miriam Shapiro Cindy Sherman Jaune Quick-to-See Smith Nancy Spero Pat Stier Paul Strand Masami Teraoka Edouard Vuillard Edward Weston David Wojnarowicz Andrew Wyeth</p>	<ul style="list-style-type: none"> • Students must produce a body of work that demonstrates a range of abilities and versatility with technique, problem-solving, and ideation. This may include, but is not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, or printmaking. • spatial investigation: introduce color and complex variations to include spatial depth • color theory: explore the complexity of color using limited palettes • abstractions: stylize individual objects, interior spaces of the figure • curved and angled compositions: explore existing forms using curved and angled shapes • photograms: explore repetitive patterns and other variations • (digital) portraits: combine various (digital) effects and processes • (digital) landscape: experiment with filters and special effects to create metaphysical forms • still life as design: approach the still life as a study in color manipulation and stylization of the 2-d elements • fabric design: create a swatch of fabric using the internal structure of a fruit or vegetable to create a non-directional pattern • opposites attract: create a drawing of two opposite objects, creating unity between the objects through line, color, etc. 	<ul style="list-style-type: none"> • digital portfolios • documenting process • time lapse photography • digital photo editing • Internet research • collaborative shared projects • produce, publish, and update individual or shared media projects

JEWELRY

(Beginning, Intermediate, Advanced)

Grades: 10-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisite: *Refer to each course description*



Course Descriptions:

Beginning Jewelry 1A/1B (Prerequisite: None)

Beginning Jewelry 1A/1B covers the fundamental skills, knowledge, attitudes, and technology necessary to begin to understand jewelry. Various jewelry-making processes are explored as students work with different materials and tools. Students learn to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of jewelry throughout the world. *Beginning Jewelry 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Portfolio development may be required. Media components may be explored and utilized.

Intermediate Jewelry 1A/1B (Prerequisite: *Beginning Jewelry 1A/1B* or Teacher Recommendation)

Intermediate Jewelry 1A/1B continues to cover the fundamental skills, knowledge, attitudes, and technology necessary to begin to understand jewelry. Various jewelry-making processes are explored as students work with different materials and tools. Students learn to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of jewelry throughout the world. *Intermediate Jewelry 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Portfolio development may be required. Media components may be explored and utilized.

Advanced Jewelry 1A/1B: (Prerequisite: *Intermediate Jewelry 1A/1B* or Teacher Recommendation)

Advanced Jewelry 1A/1B continues to build on the skills, knowledge, attitudes, and technology necessary create jewelry. Various jewelry-making processes are explored as students work with different materials and tools. Students learn to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of jewelry throughout the world. *Advanced Jewelry 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Tools can be hazardous if used improperly; self-discipline is a must. A

safety test must be passed before hazardous tools or materials may be used. Portfolio development may be required. Media components may be explored and utilized.

Essential Learnings


Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Begin Developing a Visual Arts Vocabulary and Apply the Elements and Principles of Art

<p>Elements of Art:</p> <ul style="list-style-type: none"> • line • shape • form • color • value • texture • space 	<p>Principles of Art:</p> <ul style="list-style-type: none"> • balance • contrast • emphasis • rhythm/pattern • proportion/scale • movement • unity 	
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Begin to Develop a Jewelry Vocabulary

Demonstrate Jewelry Design Skills Through the Use of Various Materials and Processes

- become proficient in cutting, soldering, annealing, bending, and forging metals
- create jewelry that may include rings, bracelets, earrings, and necklaces
- learn several finishing techniques and surface treatments
- create figurative and non-figurative designs
- use a sketchbook/journal to gather and develop ideas and record results

Begin to Understand and Apply the Creative Process

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use, and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self-motivation and developing the ability to meet personal learning goals
- efficient use of class time

PRESENTING

- analyze, interpret, and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist's intent

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Perceiving Beauty and Meaning Through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living

Suggested Artists:	Suggested Activities:	Suggested Media Components:
<p>Abrasha Andy Cooperman Linda Darty Robert Ebendorf Arline Fisch Judy Gumm Nancy Linkin Barbara Minor Turid Senungetuk Denise and Samuel Wallace</p>	<ul style="list-style-type: none"> • rings • pendants • key rings in a variety of materials • polymer clay beads • lamp worked beads • macramé knotting techniques • metal work – sawing, piercing, soldering • metal fasteners – simple hook, toggle clasps, hook and ring • metal chains 	<ul style="list-style-type: none"> • digital portfolios • documenting process • time lapse photography • digital photo editing • Internet research

PHOTOGRAPHY

(Beginning, Intermediate, Advanced)

Grades: 9-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisite: Refer to each course description



Course Descriptions:

Beginning Photography 1A/1B (Prerequisite: None)

Beginning Photography 1A/1B covers the fundamental skills, knowledge, and techniques necessary to begin to understand the photographic process. Students learn the basic functions of a manual SLR 35mm camera, and or a DSLR digital camera, how to process black and white film, and/or digital images, and print film negatives and positives and/or digital images. Students will learn the elements and principles of art and begin to apply them to their work. Students learn to make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of photography throughout the world and are encouraged to relate the beauty and meaning of photographic art to their lives. Extensive out-of-class work is required to be successful in photography. *Beginning photography 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Media components may be explored and utilized.

Intermediate Photography 1A/1B (Prerequisite: *Beginning Photography 1A/1B* or Teacher Recommendation)

Intermediate photography 1A/1B is for serious students committed to gaining independence, technical skill, and knowledge, in the traditional and digital photographic process. It covers and expands the fundamental skills, knowledge and techniques necessary to advance in photography. Emphasis will be on refining camera work, composition, visual concepts; exposure, development of the negative, and printing skills in black and white or digital photos and the digital process. Students are expected to apply the elements and principles of art and to their work. Students make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of photography throughout the world and are encouraged to relate the beauty and meaning of photographic art to their lives. Self-discipline is a must since extensive out-of-class work is required to be successful in photography. *Intermediate photography 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Media components may be explored and utilized.

Advanced Photography 1A/1B: (Prerequisite: *Intermediate Photography 1A/1B* or Teacher Recommendation)

Advanced photography 1A/1B is for higher level students committed to gaining independence, technical skill, and knowledge, in the traditional and digital photographic process. It covers and expands the fundamental skills, knowledge and techniques necessary to advance in

photography. Emphasis will be on refining camera work, composition, visual concepts; exposure, development of the negative, and printing skills in black and white or digital photos and the digital process. Students are expected to apply the elements and principles of art and to their work. Students make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of photography throughout the world and are encouraged to relate the beauty and meaning of photographic art to their lives. Self-discipline is a must since extensive out-of-class work is required to be successful in photography. All advanced students are encouraged to work towards developing a 2D AP digital portfolio. *Advanced Photography 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Media components may be explored and utilized.

Essential Learnings


Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Visual Arts Vocabulary Using and Applying the Elements and Principles of Art

<p>Elements of Art:</p> <ul style="list-style-type: none"> • line • shape • form • color • value • texture • space 	<p>Principles of Art:</p> <ul style="list-style-type: none"> • balance • contrast • emphasis • rhythm/pattern • proportion/scale • movement • unity 	
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Use a Variety of Techniques and Tools to Gain Skill in Photography

- demonstrate proper use and care of the 35mm or DSLR digital camera and the lab equipment
- follow proper procedures for handling, processing, and printing film and or digital photos
- troubleshoot negatives and or prints and/or digital imagery
- take pictures outside of class time
- learn advanced techniques

Begin to Understand and Apply the Creative Process

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use, and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self-motivation and developing the ability to meet personal learning goals
- efficient use of class time

PRESENTING

- analyze, interpret, and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist's intent

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Perceiving Beauty and Meaning Through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living

Suggested Artists:	Suggested Activities:	Suggested Media Components:
<p>Ansel Adams Richard Avedon Edward Curtis Paul Strand Dorothea Lange Annie Liebovitz Alfred Steichen</p>	<ul style="list-style-type: none"> • photo history timeline • pinhole camera • photogram • basic camera operation and function • focus on shutter and function • photographic composition exploration • advanced techniques • digital portfolio development 	<ul style="list-style-type: none"> • digital portfolios • documenting process • time lapse photography • digital photo editing • Internet research • image sharing • digital slideshow

PRINTMAKING 1A/1B

Grades: 9-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisite: *Studio Art 1A/1B* or Teacher Recommendation

Course Description:

Printmaking 1A/1B is an art of making multiple originals. Students will learn the history of the field and explore various processes such as silk screening, lithography, monoprinting, etching, and woodcuts. This course stresses the use of the elements and principles of art and the improvement of creative thinking skills. Students continue to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. They gain an understanding of values, beliefs, ideas, and traditions of various cultures through the study of printmaking. *Printmaking 1B* requires a greater degree of proficiency and higher expectations from students and teacher. A safety test must be passed before students are allowed to use potentially harmful tools, chemicals, materials, or machinery. Portfolio development may be required. Media components may be explored and utilized.

Essential Learnings


Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Printmaking Vocabulary Using and Applying the Elements and Principles of Art

Elements of art: <ul style="list-style-type: none">• line• shape• form• color• value• texture• space	Principles of art: <ul style="list-style-type: none">• balance• contrast• emphasis• rhythm/pattern• proportion/scale• movement• unity	
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Continue to Demonstrate Increased Skills of Observation and Image-making.

Begin to Understand and Apply the Creative Process

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self-motivation and developing the ability to meet personal learning goals
- efficient use of class time

PRESENTING

- analyze, interpret and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Practice Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist's intent

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Perceiving Beauty and Meaning Through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living

Suggested Artists:	Suggested Activities:	Suggested Media Components:
Mary Cassatt Currier & Ives Winslow Homer Robert Rauschenburg Tamarind Institute Rembrandt Harmenszoon van Rijn Andy Warhol Cape Dorset Printmakers Elizabeth Cattle Rockwell Kent Charles White Alex Katz Hokusai Katsushika Ando Hiroshige	<ul style="list-style-type: none"> • linoleum printing landscape • wood block self-portrait that may include an embossed print on watercolor paper • masking tape on silkscreen, non-objective design • rubylith[®] on silkscreen of an original logo • photosensitive emulsion on silkscreen of an original t-shirt design, bumper sticker, spirit design, or locker sticker design • collograph or lithograph of a cityscape or waterscape • monoprint of a gesture drawing 	<ul style="list-style-type: none"> • digital portfolios • documenting process • time lapse photography • digital photo editing • Internet research • collaborative shared projects • produce, publish, and update individual or shared media projects

SCULPTURE 1A/1B

Grades: 9-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisite: None



Course Description:

Sculpture 1A/1B covers the fundamental skills, knowledge, and technology necessary to begin to understand sculpture. Various sculptural processes are explored, and students work with a variety of materials and tools. Students learn to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of sculpture throughout the world. *Sculpture 1B* requires a greater degree of proficiency and higher expectations from students and teacher. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Media components may be explored and utilized.

Essential Learnings

Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Sculptural Arts Vocabulary Using and Applying the Elements and Principles of Art

<p>Elements of Art:</p> <ul style="list-style-type: none"> • line • shape • form • color • value • texture • space 	<p>Principles of Art:</p> <ul style="list-style-type: none"> • balance • contrast • emphasis • rhythm/pattern • proportion/scale • movement • unity 	
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Demonstrate 3D Design Skills Through the Use of Various Materials and Processes

- create sculpture using modeling, carving, and assemblage techniques
- work in various media, such as paper, plaster, wood, wire, clay, soapstone, and found objects
- create figurative, abstract, anon-objective art
- use a sketchbook/journal to gather and develop ideas and record results

Begin to Understand and Apply the Creative Process

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate personal responsibility through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self-motivation and developing the ability to meet personal learning goals
- efficient use of class time

PRESENTING

- analyze, interpret and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist's intent

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Perceiving Beauty and Meaning Through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living

Suggested Artists:	Suggested Activities:	Suggested Media Components:
Michaelangelo Buonarroti Alexander Calder Leonardo DaVinci Andy Goldsworthy Alberto Gracometti Amedeo Modigliani Henry Moore Louise Nevelson Auguste Rodin	<ul style="list-style-type: none"> • clay - realistic figures • soapstone - simple figures • alabaster - nonobjective • books • wood carvings • masks • assemblage • plaster sculptures from blocks 	<ul style="list-style-type: none"> • digital portfolios • documenting process • time lapse photography • digital photo editing • Internet research • collaborations and partnerships • image slideshows

SPECIAL TOPICS IN ART 1A/1B

Grades: 10-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisite: *Studio Art 1A/1B* or Teacher Recommendation

Course Description:

Special Topics in Art 1A/1B provides serious art students an opportunity to investigate individual interest areas in the visual arts through supervised study. Self-discipline and a willingness to seek new challenges are expected. Students continue to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. Students are expected to investigate the historical and contemporary role of art throughout the world. Portfolio development is required. Media components may be explored and utilized.

Essential Learnings


Four artistic processes will be developed

- creating
- presenting
- responding
- connecting

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Visual Arts Vocabulary Using and Applying the Elements and Principles of Art

Elements of Art: <ul style="list-style-type: none">• line• shape• form• color• value• texture• space	Principles of Art: <ul style="list-style-type: none">• balance• contrast• emphasis• rhythm/pattern• proportion/scale• movement• unity	
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Develop a Plan of Study in Collaboration with the Teacher

- set goals and objectives and record progress
- research topics
- seek and accept input from teacher and peers

Understand and Apply the Creative Process

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self-motivation and developing the ability to meet personal learning goals
- efficient use of class time

PRESENTING

- analyze, interpret and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Continue Practicing Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist's intent

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Perceiving Beauty and Meaning Through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living

Suggested Artists:	Suggested Activities:	Suggested Media Components:
<p>Michelangelo Buonarroti Leonardo da Vinci Keith Haring Frank Lloyd Wright Georgia O’Keffe Vincent Van Gogh Sandy Skoglund Jamie Smith Rex Ray Cara Walker Joseph Albers Mark Rothko Grandma Moses Louise Nevelson John Hoover</p>	<p>Teacher and student develop activities and projects that will increase the student’s artistic skill in a variety of media critiques, self-evaluation, and teacher evaluation.</p>	<ul style="list-style-type: none"> • digital portfolios • documenting process • time lapse photography • digital photo editing • Internet research • collaborative shared projects • produce, publish, and update individual or shared media projects

STUDIO ART 1A/1B

Grades: 9-12

Length: One or Two Semesters

Credit: 0.5 or 1

Prerequisite: None

Course Description:

Studio Art 1A/1B is recommended as a foundation for most other art courses. This primarily two-dimensional course covers fundamental skills, knowledge, attitudes, and technology necessary to begin producing and understanding the visual arts. Students learn to create and critique art and are encouraged to relate the beauty and meaning of art to their lives. This course stresses the use of the elements and principles of art, the study of artists, the improvement of creative thinking skills, and the process of learning to make informed judgments about art. Students are exposed to the historical and contemporary role of the arts in Alaska, the nation, and the world. *Studio Art 1B* requires a greater degree of proficiency and higher expectations from students and teachers. Students do not need to be proficient in drawing to enroll. Portfolio development may be required. Media components may be explored or utilized.

Essential Learnings


Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Visual Arts Vocabulary Using and Applying the Elements and Principles of Art

Elements of Art: <ul style="list-style-type: none">• line• shape• form• color• value• texture• space	Principles of Art: <ul style="list-style-type: none">• balance• contrast• emphasis• rhythm/pattern• proportion/scale• movement• unity	
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Begin to Understand Color Vocabulary, Theory and Its Application

<ul style="list-style-type: none">• primary• secondary• tertiary• hue• value• intensity• tint• tone• shade	<ul style="list-style-type: none">• complementary• split complementary• analogous• monochromatic• achromatic• color tetrad• color diad	<ul style="list-style-type: none">• pigment color wheel• light color wheel(RGB)• print colors(CMYK)
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Demonstrate Basic Skills Through Various Media Including Drawing, Painting, Printmaking, and Mixed Media

Explore basic drawing techniques such as gesture, shading, contour line, learn, and demonstrate different ways to show perspective, learn compositional skills and experiment with different compositions, and work with transparent and opaque media.

Begin to Understand and Apply the Creative Process

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self-motivation and developing the ability to meet personal learning goals
- efficient use of class time

PRESENTING

- analyze, interpret and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios

RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist’s intent

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present
- identify art from Alaska Native cultures
- create art in the style of an influential artist

Perceiving Beauty and Meaning Through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living

Suggested Artists:	Suggested Activities:	Suggested Media Components:
Salvador Dali (surrealism) Dale DeArmond (printmaking) Juan Gris (cubism) Keith Haring Alexei Jawlensky (expressionism) Jasper Johns Kathe Kollwitz (printmaking) René Magritte (surrealism) Maria Martinez Henry Moore Edvard Munch (expressionism) Gabriele Munter (expressionism) Georgia O’Keeffe Pablo Picasso (cubism) Jackson Pollock German Expressionists (printmaking)	<ul style="list-style-type: none"> • calligraphic line • clay masks • contour line drawing • fabric painting • grid drawing • landscape painting • logo design • optical art • painting – watercolor and acrylic • papier-mâché • perspective • printmaking – stamp prints, linoleum prints, monoprints, embossed prints • shading techniques in various media • soapstone carving • stippling • unique color wheel design • wire sculpture • wood cut or linoleum printing 	<ul style="list-style-type: none"> • digital portfolios • documenting process • time lapse photography • digital photo editing • Internet research • collaborations and partnerships

