

PreK-12 Art Framework

Fall, 2009

Addendum added June 2018



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District Mission and Beliefs

PreK-12 Art Philosophy

District Mission:

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

District Beliefs:

We believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- Educated and involved citizens are necessary to sustain our democratic society.
- Public education benefits the entire community and is the shared responsibility of all.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

PreK-12 Art Philosophy Statement:

Art is a conscious, human expression in visual form. It has been, is, and always will be the means by which each culture records, expresses and interprets the world. Visual arts are essential to the understanding of and participation in our global society.

A sequential, structured art education fosters the student's perception of both his and her real and imagined worlds. Problem solving and creative thinking encourages the student to relate to visual knowledge and to respond with originality, fluency, flexibility and imagination. The use and application of skills, processes and media encourages individual creative growth, self-discipline and realization of ideas.

MILLARD ESSENTIAL LEARNER OUTCOMES

- CITIZENSHIP • CONSUMER ECONOMICS • FINE AND PERFORMING ARTS • HUMAN RELATIONS
 • LITERACY AND COMMUNICATION • MATHEMATICS • READINESS FOR WORK • READINESS FOR LIFE-LONG LEARNING
 • SCIENCE • SOCIAL STUDIES • TECHNOLOGY • WELLNESS

ACADEMIC SKILLS AND APPLICATIONS	LIFE SKILLS AND PERFORMANCES
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Students will demonstrate proficiency by meeting established standards on District-wide assessments. This proficiency, along with the successful completion of 225 credits and a Personal Learning Plan (PLP), is used for diploma granting or denial.

LANGUAGE ARTS

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will apply writing skills and strategies to communicate.

MATHEMATICS

4. Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.
5. Understand and use attributes of geometric figures and systems of measurement.
6. Demonstrate knowledge of and use coordinate systems and algebraic concepts.
7. Select, organize, display and analyze data.
8. Apply appropriate mathematical strategies to solve problems.

SCIENCE

9. Use scientific processes to understand the unifying concepts of the natural world.
10. Demonstrate understanding of life, physical, earth and space sciences.

SOCIAL STUDIES

11. Demonstrate understanding of structure, operations and relationships among local, state, national and international governments.
12. Demonstrate practical knowledge of history, economics and geography.
13. Understand global interdependence.

Course outcomes and assessments will determine program and building accountability in the areas of clarity (what is to be taught), competence (what is to be learned), consistency (among buildings), continuity (articulation) and communication (among teachers and with parents). The following indicators are not used by district-wide assessments for diploma-granting or denial.

LANGUAGE ARTS

- Students will learn and apply speaking and listening skills and strategies to communicate.
- Students will identify, locate, and evaluate information.

CONSUMER ECONOMICS

- Demonstrate skills in managing money.
- Make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Understand ethnic and cultural differences.
- Understand human differences.

TECHNOLOGY

- Obtain information electronically and organizes it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.

WELLNESS

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.

Within the school setting, students in the Millard Schools will:

READINESS FOR WORK

- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.

READINESS FOR LIFE-LONG LEARNING

- Demonstrate ability to set and pursue short term and long term goals.
- Obtain, organize and evaluate information successfully.
- Develop the attributes of:
 - integrity,
 - self-discipline,
 - positive attitude,
 - perseverance.

CITIZENSHIP

- Participate in community and/or school organization.
- Respect diversity.
- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.

Revised: Strategic Planning, December 5, 1996
 T-Chart Approved: Millard Board of Education,
 January 13, 1997

Rule Adopted: May 3, 1999
 Revised: June 18, 2001; July 21, 2003;
 December 4, 2006; March 2, 2009

Millard Public Schools
 Omaha, NE



PreK-12 Art Core Committee Members 2008-09

Elementary

John Becker	Grade 4	Rockwell
Linda Donohue	Art Specialist	Rohwer
Tara Fabian	Grade 3	Ackerman
Candace Jones	Grade 4	Upchurch
Melissa Gilbert	Principal	Ackerman
Carrie Novotny-Buss	Principal	Ezra

Secondary

Danna Becerra	Art Teacher	Andersen MS
Carla Real	Art Teacher	Beadle MS
Barb Mertz	Art Teacher	Central MS
Susan Pierson	Art Teacher	Kiewit MS
Angie Schramm	Art Teacher	Millard North MS
Margie Schimenti	Art Teacher	Millard North HS
Julie Lade-Wills	Art Teacher	Millard West HS
Janelle McKain	Art Department Head	Millard South HS
Mickie Gehringer	Assistant Principal	Russell MS
Jenna Lichter	Assistant Principal	Millard South HS

Other District Personnel & Community Members

Polly Struyk	Parent	Willowdale
Anne Oeth	ACP Program	District
Jacen Lefholtz	MEP Technology Facilitator	District
Candra Guenther	K-12 Art MEP Facilitator	District
Carol Newton	Director of Elem. Ed., Early Childhood	District
Nancy Johnston	Director of Secondary Education	District

Phase I PreK-12 Research Subcommittees 2008-09

1. Elementary Art

John Becker	Rockwell	Grade 4
Linda Donohue	Rohwer	Art
Carla Real	BMS	Art
Dianna Ringleb	Black Elk	Grade 1
Becky Zach, RMS-Art		

2. Trends and Best Practices

Tara Fabian	Ackerman	Grade 3
Gina Wiitanen	Sandoz	Grade 5
Ashley Rawlings	BMS	Art
Julie Lade-Wills	MWHS	Art
Tracy Glantz	MSHS	Art
Tony Brisbois	MNHS	Art

3. Scope and Sequence

John Becker	Rockwell	Grade 4
Linda Donohue	Rohwer	Art
Danielle Fisher	Black Elk	Grade 5
Amber Doolittle	MNMS	Art
Susan Pierson	KMS	Art
Becky Zach	KMS	Art
Jeanne Kelley	MNHS	Art Department Head
Joanie Sanders	MWHS	Art Department Head
Janelle McKain	MSHS	Art Department Head
Kris Hoffman	MWHS	Art
Theresa Carrol	MSHS	Art
Tracy Glantz	MSHS	Art

4. Technology

Candy Jones	Upchurch	Grade 4
Tana Wallace	Aldrich	Art
Barb Mertz	CMS	Art
Angie Schramm	MNMS	Art
Joanie Sanders	MWHS	Art Department Head
Meta Felt	MSHS	Art
Tony Brisbois	MNHS	Art
Jacen Lefholtz	District	MEP Technology Facilitator

Art Framework Committee Members 2009

Danielle Fisher	Black Elk	Grade 5
Linda Donohue	Rohwer	Art
Becky Zach	RMS	Art
Susan Pierson	KMS	Art
Amber Doolittle	MNMS	Art
Kris Hoffman	MWHS	Art
Tracy Glantz	MSHS	Art
Jeanne Kelley	MNHS	Art Department Head
Shelley McCabe	Elementary MEP	Consultant for PreK level

Art Curriculum Meetings

Phase I (2008-09)

Date	Group - Purpose
August, 2008	PreK-12 Questionnaire: surveyed the critical issues and thoughts in regard to what the entire department believed are strengths, weaknesses, and areas of improvement for the next curriculum cycle
October 2, 2008	Art Core Committee: identified critical issues in art and determined the direction of the subcommittee research during Phase I
October 30, 2008	Elementary Art Committee: met to specifically research elementary needs and determine how to provide support for elementary classroom teachers, who teach the art curriculum
November 25, 2008	Trends and Best Practices Committee: researched topics on art best practices (instructional) and trends
Jan. 27 & Feb. 27, 2009	Scope and Sequence Committee: examined current and potential art classes to meet the needs of students and analyzed the developmental level of students at all grade levels and create a scope and sequence
February 19, 2009	Technology Research Committee: identified the PreK-12 curriculum and instructional needs based on technology
April 30, 2009	Art Core Committee: reconvened to hear subcommittee reports and approve the members recommendations
September 15, 2009	Art Framework Committee: identified National Standards and indicators for each grade level and created a PreK-12 Art Matrix
September 24, 2009	Art Framework Committee: met to review the PreK-12 Art Matrix and assure alignment across the curriculum

Introduction to PreK-12 Art Matrix

Introduction

The Pre- K-12 Art Standards and Indicators are sequenced in the following Matrix. For the purpose of vertical articulation, 5th grade is included in both elementary and secondary matrices.

Nomenclature

The nomenclature for the standards and indicators is as follows:

A	Art
N	National Standard
M	Millard Standard
P4-12	Grade Level
1-6	Content Standards

National Art Standard 1: Understanding and applying media, technique, and processes.

National Art Standard 2: Using knowledge of structures and functions.

National Art Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Art Standard 4: Understanding the visual arts in relation to history and cultures.

National Art Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

National Art Standard 6: Making connections between visual arts and other disciplines.

Example

A N P4. 1.1 Art, National Standard, Pre-school, Standard 1, Indicator 1

A M 01. 2.3 Art, Millard Standard, 1st Grade, National Standard 2, Indicator 3

PreK-12 Comprehensive Art Standard
National Standard 1: Understanding and applying media, techniques, and processes.

Grade Level Standards

Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A M P4.1.1 Explore the differences between materials, techniques, and processes	A M 00.1.1 Explore the differences between materials, techniques, and processes	A M 01.1.1 Explore the differences between materials, techniques, and processes	A M 02.1.1 Identify the differences between materials, techniques, and processes	A M 03.1.1 Identify the differences between materials, techniques, and processes	A N 04.1.1 Know the differences between materials, techniques, and processes	A M 05.1.1 Identify media, techniques, and processes; discuss what makes them effective or not effective in communicating ideas
A M P4.1.2 Explore how different materials, techniques, and processes cause different responses	A M 00.1.2 Explore how different materials, techniques, and processes cause different responses	A M 01.1.2 Explore how different materials, techniques, and processes cause different responses	A M 02.1.2 Experience how different materials, techniques, and processes cause different responses	A M 03.1.2 Identify how different materials, techniques, and processes cause different responses	A N 04.1.2 Describe how different materials, techniques, and processes cause different responses	A M 05.1.2 Show how different materials, techniques, and processes cause different responses, recognize the qualities and characteristics of art media, techniques, and processes <i>(Note: this standard now encompasses the ideas in both A N 04.1.2 and A N 04.1.3)</i>
A M P4.1.3 Explore different media, techniques, and processes to communicate ideas, experiences, and stories	A M 00.1.3 Explore different media, techniques, and processes to communicate ideas, experiences, and stories	A M 01.1.3 Explore different media, techniques, and processes to communicate ideas, experiences, and stories	A M 02.1.3 Discuss different media, techniques, and processes to communicate ideas, experiences, and stories	A M 03.1.3 Discuss different media, techniques, and processes to communicate ideas, experiences, and stories	A N 04.1.3 Use different media, techniques, and processes to communicate ideas, experiences, and stories	
A M P4.1.4 Use grade level materials and tools in a safe and responsible manner	A M 00.1.4 Use grade level materials and tools in a safe and responsible manner	AM 01.1.4 Use grade level materials and tools in a safe and responsible manner	A M 02.1.4 Use grade level materials and tools in a safe and responsible manner	A M 03.1.4 Use grade level materials and tools in a safe and responsible manner	A N 04.1.4 Use art materials in a safe and responsible manner	A N 05.1.4 Use art materials in a safe and responsible manner

**PreK-12 Comprehensive Art Standard
National Standard 2: Using knowledge of structures and functions**

Grade Level Standards

Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
			A M 02.2.1 Discuss the differences among visual characteristics and purposes of art to convey ideas	A M 03.2.1 Identify the differences among visual characteristics and purposes of art to convey ideas	A N 04.2.1 Know the differences among visual characteristics and purposes of art to convey ideas	A M 05.2.1 Know and compare the differences among visual characteristics and purposes of art to convey ideas
			A M 02.2.2 Explore how different expressive features and organizational principles cause different responses	A M 03.2.2 Recognize how different expressive features and organizational principles cause different responses	A N 04.2.2 Describe how different expressive features and organizational principles cause different responses	A M 05. 2.2 Describe and relate how different expressive features and organizational principles cause different responses
A M P4.2.3 Explore visual structures and functions to communicate ideas	A M 00.2.3 Explore visual structures and functions to communicate ideas	A M 01.2.3 Explore visual structures and functions to communicate ideas	A M 02.2.3 Identify visual structures and functions to communicate ideas	A M 03.2.3 Identify visual structures and functions to communicate ideas	A N 04.2.3 Use visual structures and functions to communicate ideas	A M 05.2.3 Use visual structures and functions to improve communication of their ideas

PreK-12 Comprehensive Art Standard
National Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Grade Level Standards

Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A M P4.3.1 Explore prospective content for works of art	A M 00.3.1 Explore prospective content for works of art	A M 01.3.1 Explore prospective content for works of art	A M 02.3.1 Explore and select prospective content for works of art	A M 03.3.1 Explore and select prospective content for works of art	A N 04.3.1 Explore and understand prospective content for works of art	A M 05.3.1 Communicate an understanding of prospective content for their own works of art
A M P4.3.2 Explore subject matter, symbols, and ideas to communicate meaning	A M 00.3.2 Explore subject matter, symbols, and ideas to communicate meaning	A M 01.3.2 Identify subject matter, symbols, and ideas to communicate meaning	A M 02.3.2 Identify subject matter, symbols, and ideas to communicate meaning	A M 03.3.2 Identify subject matter, symbols, and ideas to communicate meaning	A N 04.3.2 Select and use subject matter, symbols, and ideas to communicate meaning	A M 05.3.2 Describe subject matter, symbols, and ideas to communicate intended meaning in artworks

PreK-12 Comprehensive Art Standard
National Standard 4: Understanding the visual arts in relation to history and cultures

Grade Level Standards

Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
			A M 02.4.1 Explore how the visual arts have both a history and specific relationships to various cultures	A M 03.4.1 Recognize that the visual arts have both a history and specific relationships to various cultures	A N 04.4.1 Know that the visual arts have both a history and specific relationships to various cultures	A M 05.4.1 Know that the visual arts have both a history and specific relationships to various eras and cultures
A M P4.4.2 Explore specific works of art as belonging to particular cultures, times, and places	A M 00.4.2 Explore specific works of art as belonging to particular cultures, times, and places	A M 01.4.2 Explore specific works of art as belonging to particular cultures, times, and places	A M 02.4.2 Recognize specific works of art as belonging to particular cultures, times, and places	A M 03.4.2 Recognize specific works of art as belonging to particular cultures, times, and places	A N 04.4.2 Identify specific works of art as belonging to particular cultures, times, and places	A M 05.4.2 Explain specific works of art as belonging to particular cultures, times, and places
			A M 02.4.3 Explore how history, culture, and the visual arts can influence each other in making and studying works of art	A M 03.4.3 Understand how history, culture, and the visual arts can influence each other in making and studying works of art	A N 04.4.3 Demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art	A M 05.4.3 Identify and explain how history, culture, and the visual arts can influence each other in making and studying works of art

PreK-12 Comprehensive Art Standard
National Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Grade Level Standards

Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A M P4.5.1 Explore various purposes for creating works of visual art	A M 00.5.1 Explore various purposes for creating works of visual art	A M 01.5.1 Explore various purposes for creating works of visual art	A M 02.5.1 Discuss various purposes for creating works of visual art	A M 03.5.1 Identify various purposes for creating works of visual art	A N 04.5.1 Understand there are various purposes for creating works of visual art	A M 05.5.1 Understand and compare various purposes for creating works of visual art
A M P4.5.2 Explore how people's experiences influence the development of specific artworks	A M 00.5.2 Explore how people's experiences influence the development of specific artworks	A M 01.5.2 Explore how people's experiences influence the development of specific artworks	A M 02.5.2 Discuss how people's experiences influence the development of specific artworks	A M 03.5.2 Identify how people's experiences influence the development of specific artworks	A N 04.5.2 Describe how people's experiences influence the development of specific artworks	A M 05.5.2 Discuss how people's experiences influence the development of specific artworks
A M P4.5.3 Explore different responses to specific artworks	A M 00.5.3 Explore different responses to specific art works	A M 01.5.3 Explore different responses to specific art works	A M 02.5.3 Know there are different responses to specific art works	A M 03.5.3 Know there are different responses to specific art works	A N 04.5.3 Understand there are different responses to specific art works	A M 05.5.3 Understand there are different responses to specific art works, discuss a variety of individual responses to their own artworks and to artworks from various eras and cultures

PreK-12 Comprehensive Art Standard
National Standard 6: Making connections between visual arts and other disciplines

Grade Level Standards

Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A M P4.6.1 Discuss similarities and differences between characteristics of the visual arts and other disciplines	A M 00.6.1 Discuss similarities and differences between characteristics of the visual arts and other disciplines	A M 01.6.1 Discuss similarities and differences between characteristics of the visual arts and other disciplines	A M 02.6.1 Discuss similarities and differences between characteristics of the visual arts and other disciplines	A M 03.6.2 Compare similarities and differences between characteristics of the visual arts and other disciplines	A N 04.6.1 Understand and use similarities and differences between characteristics of the visual arts and other disciplines	A M 05.6.1 Describe and use similarities and differences between characteristics of the visual arts and other disciplines
A M P4.6.2 Explore connections between the visual arts and other disciplines in the curriculum	A M 00.6.2 Explore connections between the visual arts and other disciplines in the curriculum	A M 01.6.2 Discuss connections between the visual arts and other disciplines in the curriculum	A M 02.6.2 Discuss connections between the visual arts and other disciplines in the curriculum	A M 03.6.2 Describe connections between the visual arts and other disciplines in the curriculum	A N 04.6.2 Identify connections between the visual arts and other disciplines in the curriculum	A M 05.6.2 Show connections between the visual arts and other disciplines in the curriculum
ART COURSE						
Pre K Art	Kindergarten Art	Grade 1 Art	Grade 2 Art	Grade 3 Art	Grade 4 Art	Grade 5 Art

PreK-12 ART SCOPE AND SEQUENCE CHART
Comprehensive Art Standard
National Standard 1: Understanding and applying media, techniques, and processes

Grade Level Standards

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
A M 05.1.1 Identify media, techniques, and processes; discuss what makes them effective or not effective in communicating ideas	A M 06.1.1 Identify media, techniques, and processes; discuss what makes them effective or not effective in communicating ideas	A M 07.1.1 Practice media, techniques, and processes; discuss what makes them effective or not effective in communicating ideas; and determine the effectiveness of their choices	A N 08.1.1 Select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices	A M 09.1.1 Demonstrate understanding of techniques and processes specific for each media.	A M 10.1.1 Apply media, techniques and processes specific to their art discipline	A N 11.1.1 Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks	A N 12.1.1 Communicate ideas regularly at a high level of effectiveness in at least one visual arts medium
A M 05.1.2 Show how different materials, techniques, and processes cause different responses, recognize the qualities and characteristics of art media, techniques, and processes <i>(Note: this standard encompasses the ideas in both A N 04.1.2 and A N 04.1.3)</i>	A M 06.1.2 Show how different materials, techniques, and processes cause different responses, recognize the qualities and characteristics of art media, techniques, and processes	A M 07.1.2 Identify how the qualities and characteristics of art media, techniques, and processes enhance communication of their experiences and ideas	A N 08.1.2 Intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas	A M 09.1.2 Examine the effective and ineffective communication of ideas in artwork.	A M 10.1.2 Analyze and apply how to communicate effectively in artwork	A N 11.1.2 Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use	A N 12.1.2 Initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation
A N 05.1.4 Use art materials in a safe and responsible manner	A N 06.1.4 Use art materials in a safe and responsible manner	A N 07.1.4 Use art materials in a safe and responsible manner	A N 08.1.4 Use art materials in a safe and responsible manner	A N 09.1.4 Use art materials in a safe and responsible manner	A N 10.1.4 Use art materials in a safe and responsible manner	A N 11.1.4 Use art materials in a safe and responsible manner	A N 12.1.4 Use art materials in a safe and responsible manner

PreK-12 ART SCOPE AND SEQUENCE CHART
Comprehensive Art Standard
National Standard 2: Using knowledge of structures and functions

Grade Level Standards

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
A M 05.2.1 Know and compare the differences among visual characteristics and purposes of art to convey ideas	A M 06.2.1 Review the differences among visual characteristics and purposes of art to convey ideas	A M 07.2.1 Identify the differences among visual characteristics and purposes of art to convey ideas; discuss the effects of visual structures and functions and reflect upon these effects in their own art	A N 08.2.1 Generalize about the effects of visual structures and functions and reflect upon these effects in their own art	A M 09.2.1 Demonstrate understanding of the effects of visual structures and functions in their own artwork	A M 10.2.1 Demonstrate competence in the use of visual structures and functions in their own artwork	A N 11.2.1 Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art	A N 12.2.1 Demonstrate the ability to compare two or more perspectives about the use of the Elements and Principles of Art and to defend personal evaluations of these perspectives
A M 05. 2.2 Describe and relate how different expressive features and organizational principles cause different responses	A M 06.2.2 Identify how different expressive features and organizational principles cause different responses	A M 07.2.2 Discuss organizational structures and analyze what makes them effective or not effective in the communication of ideas	A N 08.2.2 Employ organizational structures and analyze what makes them effective or not effective in the communication of ideas	A M 09.2.2 Select and use the organizational structures to analyze the Elements and Principles as to what makes them effective or ineffective in the communicate of ideas	A M 10.2.2 Select and use the organizational structures to analyze the Elements and Principles as to what makes them effective or ineffective in the communicate of ideas	A N 11.2.2 Evaluate the effectiveness of artworks in terms of organizational structures and functions	A N 12.2.2 Create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions
A M 05.2.3 Use visual structures and functions to improve communication of their ideas	A M 06.2.3 Identify the qualities of structures and functions of art to improve communication of their ideas	A M 07.2.3 Identify and use the qualities of structures and functions of art to improve communication of their ideas	A N 08.2.3 Select and use the qualities of structures and functions of art to improve communication of their ideas	A M 09.2.3 Select and use the organizational structures to analyze the Elements and Principles to improve the communication of ideas	A M 10.2.3 Explain the organizational structures to analyze the Elements and Principles to improve the communication of ideas.	A M 11.2.3 Compare the organizational structures to analyze the Elements and Principles to solve specific visual arts problems	A N 12.2.3 Create artworks that use organizational principles and functions to solve specific visual arts problems

PreK-12 ART SCOPE AND SEQUENCE CHART
Comprehensive Art Standard
National Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Grade Level Standards

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<p>A M 05.3.1 Communicate an understanding of prospective content for their own works of art</p>	<p>A M 06.3.1 Examine visual, spatial, and temporal concepts with content to communicate intended meaning in their artwork</p>	<p>A M 07.3.1 Assemble visual, spatial, and temporal concepts with content to communicate intended meaning in their artwork</p>	<p>A N 08.3.1 Integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artwork</p>	<p>A M 09.3.1 Identify, analyze, and integrate visual and spatial concepts for the intended meaning in art</p>	<p>A M 10.3.1 Apply subjects, symbols, and ideas in their artwork that reflects visual, spatial, and temporal components</p>	<p>A N 11.3.1 Reflect on how artworks differ visually, spatially, temporally, and functionally, and how these are related to history and culture</p>	<p>A N 12.3.1 Reflect on how artworks differ visually, spatially, temporally, and functionally, and how these are related to history and culture</p>
<p>A M 05.3.2 Describe subject matter, symbols, and ideas to communicate intended meaning in artworks</p>	<p>A M 06.3.2 List subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks</p>	<p>A M 07.3.2 Select subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks</p>	<p>A N 08.3.2 Use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks</p>	<p>A M 09.3.2 Demonstrate understanding of subjects, themes, and symbols to express knowledge of context, values, and aesthetics</p>	<p>A M 10.3.2 Demonstrate understanding of subjects, themes, and symbols to express knowledge of context, values, and aesthetics</p>	<p>A N 11.3.2 Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life</p>	<p>A N 12.3.2 Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others</p>

PreK-12 ART SCOPE AND SEQUENCE CHART
Comprehensive Art Standard
National Standard 4: Understanding the visual arts in relation to history and cultures

Grade Level Standards

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
A M 05.4.1 Know that the visual arts have both a history and specific relationships to various eras and cultures	A M 06.4.1 Discuss the characteristics of artworks in various eras and cultures	A M 06.4.1 Identify and relate the characteristics of artworks in various eras and cultures	A N 08.4.1 Know and compare the characteristics of artworks in various eras and cultures	A M 09.4.1 Identify and discuss the characteristics of artworks in historical and cultural contexts	A M 10.4.1 Know and compare historical and cultural influence in artworks	A M 11.4.1 Analyze and interpret artworks for relationships among style, context, and purpose	A N 12.4.1 Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
A M 05.4.2 Explain specific works of art as belonging to particular cultures, times, and places	A M 06.4.2 Discuss a variety of art objects in historical and cultural contexts	A M 07.4.2 Compare and place a variety of art objects in historical and cultural contexts	A N 08.4.2 Describe and place a variety of art objects in historical and cultural contexts	A M 09.4.2 Demonstrate how history, culture, and the visual arts are interrelated	A M 10.4.2 Describe the functions and explore the meaning of specifics in artwork	A M 11.4.2 Analyze common characteristics of visual arts evident across time and among cultures	A N 12.4.2 Describe the function and explore the meaning of specific art objects within varied cultures, times, and places
A M 05.4.3 Identify and explain how history, culture, and the visual arts can influence each other in making and studying works of art	A M 06.4.3 Discuss how history, culture, and the visual arts can influence each other in making and studying works of art	A M 07.4.3 Demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art	A N 08.4.3 Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art	A M 09.4.3 Explain how the historical and cultural influences give meaning to visual artwork	A M 10.4.3 Explain how the historical and cultural influences give meaning to visual artwork	A N 11.4.3 Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making	A N 12.4.3 Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making

PreK-12 ART SCOPE AND SEQUENCE CHART
Comprehensive Art Standard
National Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Grade Level Standards

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
A M 05.5.1 Understand and compare various purposes for creating works of visual art	A M 06.5.1 Discuss multiple purposes for creating works of art	A M 07.5.1 Discuss and review multiple purposes for creating works of art	A N 08.5.1 Compare multiple purposes for creating works of art	A M 09.5.1 Identify reasons for creating works of art.	A M 10.5.1 Explore the intentions and implications of various purposes in artworks	A N 11.5.1 Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works	A N 12.5.1 Correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions
A M 05.5.2 Discuss how people's experiences influence the development of specific artworks	A M 06.5.2 Discuss how people's experiences influence the development of specific artworks through cultural and aesthetic inquiry	A M 07.5.2 Discuss and clarify contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry	A N 08.5.2 Analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry	A M 09.5.2 Evaluate contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry	A M 10.5.2 Evaluate contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry	A N 11.5.2 Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts	A N 12.5.2 Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts
A M 05.5.3 Understand there are different responses to specific artworks, discuss a variety of individual responses to their own artworks and to artworks from various eras and cultures	A M 06.5.3 Explain and relate a variety of individual responses to their own artworks and to artworks from various eras and cultures	A M 07.5.3 Explain and relate a variety of individual responses to their own artworks and to artworks from various eras and cultures	A N 08.5.3 Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures	A M 09.5.3 Interpret the intentions of artists and artworks from various eras and cultures	A M 10.5.3 Analyze and interpret the intentions of artists and artworks from various eras and cultures	A N 11.5.3 Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art	A N 12.5.3 Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

PreK-12 ART SCOPE AND SEQUENCE CHART
Comprehensive Art Standard
National Standard 6: Making connections between visual arts and other disciplines

Grade Level Standards

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
A M 05.6.1 Describe and use similarities and differences between characteristics of the visual arts and other disciplines	A M 06.6.1 Discuss the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context	A M 07.6.1 Identify the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context	A N 08.6.1 Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context	A M 09.6.1 Compare the characteristics of works in multiple art forms	A M 10.6.1 Compare the characteristics of works in multiple art forms and other disciplines	A N 11.6.1 Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis	A N 12.6.1 Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis
A M 05.6.2 Show connections between the visual arts and other disciplines in the curriculum	A M 06.6.2 Describe connections between the visual arts and other disciplines in the curriculum, practice ways in which the principles and subject matter of other disciplines taught in the school are interrelated to the visual arts	A M 07.6.2 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated to the visual arts	A N 08.6.2 Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated to the visual arts	A M 09.6.2 Evaluate ways in which the principles and subject matter of other disciplines taught in the school are interrelated to the visual arts	A M 10.6.2 Evaluate ways in which the principles and subject matter of other disciplines taught in the school are interrelated to the visual arts	A N 11.6.2 Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences	A N 12.6.2 Synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences

ART COURSES

Elective Courses							
Grade 5 Art	Art 6	Art 7	Drawing Painting Pottery/Sculpture Printmaking/Fiber	Art Foundations Color & Design Art History: Art through the Ages	Art Foundations Color & Design Art History: Art through the Ages Drawing Pottery & Sculpture	Art Foundations Color & Design Art History: Art through the Ages Drawing Advanced Drawing Pottery & Sculpture Advanced Pottery & Sculpture Painting Commercial Graphic Design	Art Foundations Color & Design Art History: Art through the Ages Drawing Advanced Drawing Pottery & Sculpture Advanced Pottery & Sculpture Painting Commercial Graphic Design Advanced Studio

Art Courses and Electives

Introduction

The PreK-12 Art Courses and Electives list on the following page provides a listing of all required and elective courses offered to Millard Public School students. It provides an overall course sequence.

Preschool level art activities are provided by the classroom teacher. Classroom teachers, Kindergarten through fifth grade, provide art instruction at the majority of our elementary schools.

In the sixth and seventh grade, students take Art during a semester (6 weeks) course. Eighth grade students may select an elective class from four different Art course offerings.

Students at the high school level have a variety of Art classes they can elect to participate, including a non-production class, Art History: Art through the Ages.

Recommendations

Committees spent a year completing research and participating in discussions focused on current course offerings, materials, and resources while working with the National Art Standards and Indicators.

High school discussions focused on serving the needs of all students. It was determined to continue to offer the same high school courses. However, two high school art courses will have a name change based on language more fitting of the actual course descriptions, standards, indicators, and lessons within the course.

- Understanding Art will now be called *Art History: Art through the Ages*
- Commercial Art will become *Commercial Graphic Design*.

PreK-12 Art Courses and Electives

Elementary		
Art	Pre K	
Art	Grade 1	
Art	Grade 2	
Art	Grade 3	
Art	Grade 4	
Art	Grade 5	
Middle School		
Art	Grade 6	
Art	Grade 7	
Drawing	Grade 8	
Painting	Grade 8	
Pottery/Sculpture	Grade 8	
Printmaking/Fiber	Grade 8	
High School		
Art History: Art through the Ages	Grades 9-12	5 Credits
Color and Design	Grades 9-12	5 Credits
Art Foundations	Grades 9-12	5 Credits
Pottery and Sculpture	Grades 10-12	5 Credits
Advanced Pottery and Sculpture	Grades 10-12	5 Credits
Drawing	Grades 10-12	5 Credits
Advanced Drawing	Grades 10-12	5 Credits
Painting	Grades 10-12	5 Credits
Commercial Graphic Design	Grades 11-12	5 Credits
Advanced Studio Art	Grade 12	10 Credits

Current Courses and Proposed Changes

Current Courses and Proposed Changes		Rationale
Understanding Art	Art History: Art through the Ages	<ul style="list-style-type: none"> • New name more accurately reflects the standards, indicators and lessons that are taught within the course.
Commercial Art	Commercial Graphic Design	<ul style="list-style-type: none"> • Renaming the class would reflect current terminology. • Commercial Art is an older term that is not typically used any longer.

Revisions to Approved Frameworks to Support the Middle Level Schedule Change for 2018-2019 and Beyond

This an addendum to each of the related frameworks.

Previous	Revised
Art	
Art 6, 7; required	elective
Business and Information Technology	
Computer Applications 6, 7; required Computational Thinking	Elective Computational Thinking and Coding
Family and Consumer Science	
Childcare, Foods & Nutrition, 6 or 7; required	elective
Integrated Learning Lab 6 or 7; required	elective
Industrial Technology	
Industrial Technology 6, 7; required	elective
Music	
General Music 6, 7; required	elective
Language Arts	
Reading 6, 7, 8; required	Young Adult Literature 6, 7, 8; elective
New	Creative Writing 6, 7, 8; elective
Social Studies	
New	Law and Public Service 6, 7, 8; elective
World Language	
Spanish 6	Spanish A; elective
Spanish 7	Spanish B; elective
Language 8	Spanish C; elective
Spanish I	Spanish II-A; elective
	Spanish II-B; elective

New or revised course descriptions

2652/2752/2852 Young Adult Literature (6, 7, 8)

1 Year

This course is designed with the avid reader in mind! Students will read and familiarize themselves with a wide variety of genres from full novels to short stories, articles, poems, blogs, etc. Each hexter will focus on a new and engaging theme. Similar to a book club, students will share responsibility for facilitating discussion of whole class texts and within smaller literature circles. Emphasis will be placed on independent, active reading and responding to both fiction and nonfiction text.

2656/2756/2856 Creative Writing (6, 7, 8)

1 Hexter

This course is an introduction to creative writing for middle school students who enjoy writing and who want to improve their writing techniques. Students will read mentor texts and write daily. Within different units, writers will experiment with a variety of genre and will share their writing in small groups and potentially with the class.

4602/4702/4802 Law and Public Service (6, 7, 8)

1 Hexter

Students will learn about law and public service. This six week course explores the importance of Civic Responsibility, Legal Services, Law Enforcement Services, Correction Services, Security and Protective Services and Emergency and Fire Management Services within our government.

1618 Spanish A**1 Year**

Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish A is the first year of a three year course to be completed in 8th grade. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

1718 Spanish B**1 Year**

Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish B is the second year of a three year course to be completed in 8th grade. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

1818 Spanish C**1 Year**

Students will further develop the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish C is the third year of a three year course sequence. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

1620 Spanish I-A (KMS/NMS for Aldrich students only)**1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). This course begins in sixth grade, meets on alternate days, and will continue with Spanish II-A in seventh grade. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.

1722 Spanish II-A**1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language. This course meets on alternate days, and will continue with Spanish II-B in eighth grade. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.

1826 Spanish II-B**1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language. This course meets on alternate days. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.