

**OLEAN CITY SCHOOL DISTRICT  
VISUAL ART DEPARTMENT  
MISSION STATEMENT**

**JUNE 2007**

- The mission of the Olean City School District Visual Art Department is to develop a visually educated student and enable him/her to:**
- Develop skills of observation as they learn to examine the objects and events of their lives.**
- Grow in their ability to describe, interpret, evaluate, and respond to work in the Visual Arts.**
- Through examination of their own work and that of other people, times, and places, students shall learn to unravel the essence of human expression and to appraise its purpose and importance.**

## **Student outcomes as a result of successful completion of the Visual Art course of study:**

- Recognize and understand the complex nature of visual expression.
- Recognize and understand past and current artworks and their relationship within history.
- Identify and appreciate the similarities and differences of diverse cultures as expressed through their art.
- Understand the variety of the functions and purposes for creating art.
- Understand the changing nature of art; art as a universal language of symbols and images, and as an intrinsic element of human expression.
- Recognize art as integral to daily life in that our constructed environment is shaped and influenced by the elements of art and principles of design.
- Demonstrate an understanding of art criticism and aesthetics using the specialized language of each.
- Analyze, evaluate and judge their own artwork and that of others within the context of a Discipline-Based Art Education (DBAE)
- Discover, utilize, and transfer connections between the visual arts and other disciplines.
- Strengthen their creative, problem-solving, and critical thinking skills while accepting multiple solutions to a single problem.
- Create original artwork in a variety of media utilizing the elements of art and the principles of design.

## Visual Arts Belief Statements

The following statements are intended to form the philosophical framework for visual arts Lesson Plans and curricular decisions. Many of the following principles, assumptions, and standards are derived from the National Standards for Art Education (1994) and the New York State Standards (1996).

The arts have been a part of humanity from the very beginning. People create art to make connections and to construct meaning, and these connections serve as bridges to each new generation. The arts are deeply embedded in our daily life, whether we realize it or not, and are an inseparable part of our humanity.

- **The arts have both intrinsic and instrumental value; they have worth in and of themselves and can also be used to achieve a multitude of purposes.**
- **The arts play a valued role in creating cultures and building civilizations.**
- **The arts are a way of knowing; students grow in their ability to comprehend the world when they learn the arts.**
- **The arts are indispensable to freedom of inquiry and expression.**
- **The modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.**
- **The arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.**
- **Attributes such as self-discipline, the collaborative spirit, and perseverance, which are so necessary to the arts, transfer to the rest of life.**

Study in the Visual Arts develops students' skills of observation as they learn to examine the objects and events of their lives. At the same time, they grow in their ability to describe, interpret, evaluate, and respond to work in the Visual Arts. Through examination of their own work and that of other people, times, and places, students learn to unravel the essence of human expression and to appraise its purpose and importance.

## **Major Areas of Study:**

At the High School level may include but are not limited to the following:

### **Studio Art:**

Contour Drawing	Value Drawing	Prehistoric
Greek & Roman	Self Portraits	Painting
Paper Sculpture	Clay	Art Terminology

### **Drawing & Painting:**

Pencil Drawing	Pastel (dry & oil)	Watercolor
Acrylic	Oil	Gouache
Collage	Colored Pencil	

### **Design:**

Name Tags	Ad Craft	Alphabet
Self Portrait	Sculpture	Effigy Pots
Story Teller	Pop Up	Visual Resume

### **Creative Crafts:**

Paper Making	Marbling	Book Binding
Stained Glass	Clay	Pewter Casting
Ukrainian Eggs	Cut Paper	Print Making

## **Advanced Placement Studio:**

**Technical Drawing**

**Artist's Research**

**Concentration**

**Slides**

**Digital Portfolio**

**Portfolio**

## **Ceramics:**

**Hand Building**

**Coil Construction**

**Slab Construction**

**Extruded Shapes**

**Underglaze**

**Overglaze**

**Sgraffito**

**Equipment Use**

# New York State Art Standards

## Standard 1

**Students will** actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Creating, Performing and Participating in the Arts

**Key Idea:** Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

## Standard 2

**Students will** be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

Knowing and Using Arts Materials and Resources

**Key Idea:** Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

## Standard 3

**Students will** respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Responding To and Analyzing Works of Art

**Key Idea:** Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and

concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Standard 4

**Students will** develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Understanding The Cultural  
Dimensions and Contributions of The Arts

**Key Idea:** Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

## **Visual Arts Standards: GRADES K-4**

These standards provide a framework for helping students learn the characteristics of the \*visual arts by using a wide range of subject matter, symbols, meaningful images, and visual \*expressions, to reflect their \*ideas, feelings, and emotions; and to evaluate the merits of their efforts. The standards address these objectives in ways that promote acquisition of and fluency in new ways of thinking, working, communicating, reasoning, and investigating. They emphasize

student acquisition of the most important and enduring \*ideas, concepts, issues, dilemmas, and knowledge offered by the visual arts. They develop new \*techniques, approaches, and habits for applying knowledge and skills in the visual arts to the world beyond school.

The visual arts are extremely rich. They range from drawing, painting, sculpture, and design, to architecture, film, video, and folk arts. They involve a wide variety of \*tools, techniques, and processes. The standards are structured to recognize that many elements from this broad array can be used to accomplish specific educational objectives. For example, drawing can be used as the basis for creative activity, historical and cultural investigation, or \*analysis, as can any other fields within the visual arts. The standards present educational goals. It is the responsibility of practitioners to choose appropriately from this rich array of content and processes to fulfill these goals in specific circumstances and to develop the curriculum.

To meet the standards, students must learn vocabularies and concepts associated with various types of work in the visual arts and must exhibit their competence at various levels in visual, oral, and written form.

In Kindergarten-Grade 4, young children experiment enthusiastically with \*art materials and investigate the ideas presented to them through visual arts instruction. They exhibit a sense of joy and excitement as they make and share their artwork with others. Creation is at the heart of this instruction. Students learn to work with various tools, processes, and \*media. They learn to coordinate their hands and minds in explorations of the visual world. They learn to make choices that enhance communication of their ideas. Their natural inquisitiveness is promoted, and they learn the value of perseverance.



As they move from kindergarten through the early grades, students develop skills of observation, and they learn to examine the objects and events of their lives. At the same time, they grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts. Through examination of their own work and that of other people, times, and places, students learn to unravel the essence of artwork and to appraise its purpose and value. Through these efforts, students begin to understand the meaning and impact of the visual world in which they live

### **1. Content Standard: Understanding and applying media, techniques, and processes**

Achievement Standard: Students will

- a. know the differences between materials, techniques, and processes
- b. describe how different materials, techniques, and processes cause different responses
- c. use different media, techniques, and processes to communicate ideas, experiences, and stories
- d. use art materials and tools in a safe and responsible manner

### **2. Content Standard: Using knowledge of \*structures and functions**

Achievement Standard: Students will

- a. know the differences among visual characteristics and purposes of art in order to convey ideas
- b. describe how different \*expressive features and \*organizational principles cause different responses
- c. use visual structures and functions of art to communicate ideas

### **3. Content Standard: Choosing and evaluating a range of subject matter, symbols and ideas**

Achievement Standard: Students will

- a. explore and understand prospective content for works of art
- b. select and use subject matter, symbols, and ideas to communicate meaning

### **4. Content Standard: Understanding the visual arts in relation to history and cultures**

Achievement Standard: Students will

- a. know that the visual arts have both a history and specific relationships to various cultures
- b. identify specific works of art as belonging to particular cultures, times, and places
- c. demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

**5. Content Standard: Reflecting upon and \*assessing the characteristics and merits of their work and the work of others**

Achievement Standard: Students will

- a. understand there are various purposes for creating works of visual art
- b. describe how people's experiences influence the development of specific artworks
- c. understand there are different responses to specific artworks

**6. Content Standard: Making connections between visual arts and other disciplines**

Achievement Standard: Students will

- a. understand and use similarities and differences between characteristics of the visual arts and other arts disciplines
- b. identify connections between the visual arts and other disciplines in the curriculum

## Visual Arts Standards: GRADES 5-8

Except as noted, the standards in this section describe the cumulative skills and knowledge expected of all students upon exiting grade 8. Students in grades 5-7 should engage in developmentally appropriate learning experiences to prepare them to achieve these standards at grade 8. These standards presume that the students have achieved the standards specified for grades K-4; they assume that the students will demonstrate higher levels of the expected skills and knowledge, will deal with increasingly complex art works, and will provide more sophisticated responses to works of art. Determining the curriculum and the specific instructional activities necessary to achieve the

standards is the responsibility of states, local school districts, and individual teachers.

Students in grades 5-8 continue to need a framework that aids them in learning the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions. They grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions and in their abilities to evaluate the merits of their efforts. These standards provide that framework in a way that promotes the students' thinking, working, communicating, reasoning, and investigating skills and provides for their growing familiarity with the \*ideas, concepts, issues, dilemmas, and knowledge important in the visual arts. As students gain this knowledge and these skills, they gain in their ability to apply the knowledge and skills in the visual arts to their widening personal worlds.

These standards present educational goals. It is the responsibility of practitioners to choose among the array of possibilities offered by the visual arts to accomplish specific educational objectives in specific circumstances. The visual arts offer the richness of drawing and painting, sculpture, and design; architecture, film, and video; and folk arts--all of these can be used to help students achieve the standards. For example, students could \*create works in the \*medium of videotape, engage in historical and cultural investigations of the medium, and take part in \*analyzing works of art produced on videotape. The visual arts also involve varied \*tools, \*techniques, and \*processes--all of which can play a role in students' achieving the standards, as well.

To meet the standards, students must learn vocabularies and concepts associated with various types of work in the visual arts. As they develop increasing fluency in visual, oral, and written communication, they must exhibit their greater artistic competence through all of these avenues.

In grades 5-8, students' visual expressions become more individualistic and imaginative. The problem-solving activities inherent in art making help them develop cognitive, affective, and psychomotor skills. They select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own \*creative

work. Students understand that making and responding to works of visual art are inextricably interwoven and that \*perception, \*analysis, and critical judgment are inherent to both. Their own art making becomes infused with a variety of images and approaches. They learn that preferences of others may differ from their own. Students refine the questions that they ask in response to artworks. This leads them to an appreciation of multiple artistic solutions and interpretations. Study of historical and cultural \*contexts gives students insights into the role played by the visual arts in human achievement. As they consider examples of visual art works within historical contexts, students gain a deeper appreciation of their own values, of the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs. They understand that the art of a culture is influenced by \*aesthetic ideas as well as by social, political, economic, and other factors. Through these efforts, students develop an understanding of the meaning and import of the visual world in which they live.

## 1. Content Standard: Understanding and applying media, techniques, and processes

Achievement Standard: Students will

- a. select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- b. intentionally take advantage of the qualities and characteristics of \*art media, techniques, and processes to enhance communication of their experiences and ideas

## 2. Content Standard: Using knowledge of \*structures and functions

Achievement Standard: Students will

- a. generalize about the effects of visual structures and functions and reflect upon these effects in their own work
- b. employ organizational structures and analyze what makes them effective or not effective in the communication of ideas
- c. select and use the qualities of structures and functions of art to improve communication of their ideas

### **3. Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas**

Achievement Standard: Students will

- a. integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
- b. use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

### **4. Content Standard: Understanding the visual arts in relation to history and cultures**

Achievement Standard: Students will

- a. know and compare the characteristics of artworks in various eras and cultures
- b. describe and place a variety of art objects in historical and cultural contexts
- c. 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

### **5. Content Standard: Reflecting upon and \*assessing the characteristics and merits of their work and the work of others**

Achievement Standard: Students will

- a. compare multiple purposes for creating works of art
- b. analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry
- c. describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

### **6. Content Standard: Making connections between visual arts and other disciplines**

Achievement Standard: Students will

- a. compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
- b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

## **VISUAL ARTS National Standards:9-12**

In grades 9-12, students extend their study of the visual arts. They continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions. They grow more sophisticated in their employment of the visual arts to reflect their feelings and emotions and continue to expand their abilities to evaluate the merits of their efforts. These standards provide a framework for that study in a way that promotes the maturing students' thinking, working, communicating, reasoning, and investigating skills. The standards also provide for their growing familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts. As students gain this knowledge and these skills, they gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds.

The visual arts range from the folk arts, drawing, and painting, to sculpture and design, from architecture to film and video--and any of these can be used to help students meet the educational goals embodied in these standards. For example, graphic design (or any other field within the visual arts) can be used as the basis for creative activity, historical and cultural investigations, or \*analysis throughout the standards. The visual arts involve varied \*tools, \*techniques, and \*processes--all of which also provide opportunities for working toward the standards. It is the responsibility of practitioners to choose from among the array of possibilities offered by the visual arts to accomplish specific educational objectives in specific circumstances.

In grades 9-12, students develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills. Students understand the multifaceted interplay of different \*media, styles, forms, techniques, and processes in the creation of their work.

Students develop increasing abilities to pose insightful questions about \*contexts, processes, and criteria for evaluation. They use these questions to examine works in light of various analytical methods and to express sophisticated ideas about visual relationships using precise terminology.

They can evaluate artistic character and \*aesthetic qualities in works of art, nature, and human-made environments. They can reflect on the nature of human involvement in art as a viewer, creator, and participant.

Students understand the relationships among art forms and between their own work and that of others. They are able to relate understandings about the historical and cultural contexts of art to situations in contemporary life. They have a broad and in-depth understanding of the meaning and import of the visual world in which they live.

## **1. Content Standard: Understanding and applying media, techniques, and processes**

Achievement Standard, Proficient: Students will

- a. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks
- b. 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

Achievement Standard, Advanced: Students will

- c. communicate ideas regularly at a high level of effectiveness in at least one visual arts medium
- d. initiate, define, and solve challenging \*visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation

## **2. Content Standard: Using knowledge of \*structures and functions**

Achievement Standard, Proficient: Students will

- a. demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish

- commercial, personal, communal, or other purposes of art
- b. evaluate the effectiveness of artworks in terms of organizational structures and functions
- c. create artworks that use \*organizational principles and functions to solve specific visual arts problems

Achievement Standard, Advanced: Students will

- d. demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives
- e. create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions

### **3. Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas**

Achievement Standard, Proficient: Students will

- a. reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture
- b. apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life

Achievement Standard, Advanced: Students will

- c. describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others
- d. 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

### **4. Content Standard: Understanding the visual arts in relation to history and cultures**

Achievement Standard, Proficient: Students will

- a. differentiate among a variety of historical and cultural



contexts in terms of characteristics and purposes of works of art

b. describe the function and explore the meaning of specific art objects within varied cultures, times, and places

c. 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

Achievement Standard, Advanced: Students will

d. analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists

e. analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning

## **5. Content Standard: Reflecting upon and assessing the characteristics and merits of their work and the work of others**

Achievement Standard, Proficient: Students will

a. identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works

b. describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts

c. reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

Achievement Standard, Advanced: Students will

d. correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions

## **6. Content Standard: Making connections between visual arts and other disciplines**

Achievement Standard, Proficient: Students will

- a. 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
- b. compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences

Achievement Standard, Advanced: Students will

- c. synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences