

Boston Public Schools - Visual Arts

Course Title: Kindergarten - 2nd grade Visual Arts

Course #: 811 VISUAL ARTS K-2

This course may be used to fulfill a portion of the arts instructional time mandated by the 2001 revised Boston Public Schools' Arts Education Policy (90 hours of arts instruction per year) and the 1998 Boston Public Schools' Promotion Policy.

Course Description: This course will introduce basic elements of visual arts literacy through hand-on activities. The students will be challenged to develop and refine skills in fine and gross motor skills, eye-hand coordination, associative thinking, creative thinking, socialization, self control, environmental awareness and oral and pictorial expressiveness while demonstrating competency in working with two and three step projects. Students will be introduced to and experiment with various media including: crayons, watercolor, clay, wood, crayons (oil crayon), tempera paint, natural and recycled materials. Students will be introduced to techniques and safety precautions regarding these media, and the care and procedures for their appropriate use. Students will be asked to express their ideas and preferences regarding their art work and art work from other periods of time and cultures. Students will discuss the relationship of visual art to other areas of study and to their personal lives. All students will produce products for school, home and public display.

Instructional Objectives: Students will be able to:

1. Identify elements of visual arts, recognize line and shapes, and identify primary and secondary colors telling how they are made
2. Use media and materials in a safe and responsible way
3. Respond and express their personal feelings, memory, and imagination through their art work and the art work of others
4. See and recall specific works of art belonging to different places, cultures and times
5. Describe how art tells a story and respond to works based on their own experiences
6. Show and tell the various purposes for creating visual art works
7. Make connections between visual arts and other disciplines

Text and Instructional Materials:

- Adventures in Art: - Davis Publications
Big Book K, 1,2
Individual texts 3,4,5,6
- Teacher's Editions and Large Reproductions
- Bilingual materials include assessment masters, studio masters, vocabulary and artist cards
- Test and assessment programs
- Activity Books
- Visual aids: slides, posters, books, fine art prints, artwork -See Resource List (VA-49)

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- Age appropriate literature such as: *The Rainbow Fish*, *George and the Purple Crayon*, *Arrow to the Sun Musician's* and *The Majestic Bird*
- Visual arts media materials: (e.g. crayons, water color paints, clay, wood, acrylic and oil paints, a variety of papers, natural and recycled materials)

Student Products: See **Citywide Arts Standards/Visual Arts K-2 Products**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles, providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

Instructional activities and methods will vary according to the topics and media being explored. Students will study the masters through slides, video, magazines and teacher demonstration. Student will participate in hands-on study and experimentation with art media and materials. Students will explore and be an observer of nature, family and the world around them as material/subjects for their art work. Students will share in the discussion and evaluation of student work.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole, by their performance on a variety of tasks and assignments.

The following is a sample grading policy for **Kindergarten - 2nd Grade Visual Arts:**

Student Product	30%
In class production work:	50%
Respect and sharing of materials	
Listening and following directions	
Working quietly/Staying on task	
Cleaning and organizing room and materials	
Sharing in discussion and evaluation of student work	
Homework assignments	10%
Presenting work orally and visually	10%

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

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Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/ assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs or Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **Kindergarten - 2nd Grade Visual Arts** would be:

- Collect found objects for a class sculpture project.
- Create a drawing from a family scene at home.
- Collect and identify objects with different textures and present items in “show and tell” sessions.
- Work with a parent, sibling, relative or neighbor to create an animal out of materials they have at home.
- Share the process and choices they made to complete the assignment.

Other Opportunities and Expectations: Students should be encouraged to prepare their work for exhibit in any of the following competitions/exhibitions:

- Wang Center *Art for Kids* - November
- Martin L. King Jr. Celebration - January
- Boston Public Library Foundation Publication - February
- All-City Youth Arts Month Exhibit - March
- City Hall Exhibit - March - May
- Monthly School/Classroom Exhibits
- Community Exhibits

Special projects (e.g.: building or playground murals), guests (i.e.: student teachers, college interns, visiting artists, parents), school festivals and field trips will be included whenever resources are available. Student works will be selected for display in school classrooms and hallways, citywide art exhibits and local and state competitions.

Boston Public Schools - Visual Arts

Course Title: 3rd Grade - 5th Grade Visual Arts

Course #: 812 VISUAL ARTS 3-5

This course may be used to fulfill a portion of the arts instructional time mandated by the 2001 revised Boston Public Schools' Arts Education Policy (90 hours of arts instruction per year) and the 1998 Boston Public Schools' Promotion Policy.

Course Description: This course will build upon visual arts literacy gained through previous instruction and hand-on activities. The students will be challenged to review and refine skills in fine and gross motor skills, eye-hand coordination, associative thinking, creative thinking, socialization, self control, environmental awareness and oral and pictorial expressiveness while demonstrating competency in working with two and three step projects. Students will review the techniques, safety precautions and procedures for appropriate media use introduced during Kindergarten through 2nd grade instruction. Students will be expected to recognize line, shapes, primary and secondary colors and develop a formal visual arts vocabulary. Students will begin to experiment with mixing tertiary and complementary colors and with mixing media, and will begin to understand the differences in materials and processes. Students will be asked to express their ideas and preferences regarding their art work and art work from other periods of time and cultures. Students will make choices about the subject matter, symbols and ideas they use to communicate meaning in their art work. Students will keep art journals to express their artistic and personal ideas. All students will produce products for school, home and public display.

Instructional Objectives: Students will be able to:

1. Recognize the elements of visual art - line, shapes, colors, value, textures and patterns and identify and articulate design principles - balance, placement, composition, proportion and overlapping
2. Recognize the differences between materials, techniques and processes and use those materials, techniques and processes in a safe and responsible manner
3. Select and use subject matter, symbols and ideas to communicate meaning
4. Recognize the characteristics of art works in various eras and cultures and discuss how visual arts affect history, culture and the environment
5. Describe how people's experiences are shown in specific art work
6. Use skills of speaking and writing to present visual art works and their connection to other disciplines
7. Use observation, discovery and critical thinking skills to explain various purposes for creating and using visual art in our lives

Text and Instructional Materials:

- Adventures in Art: - Davis Publications
Big Book K, 1,2
Individual texts 3,4,5,6
- Teacher's Editions and Large Reproductions- See Resource List (VA-49)

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- Bilingual materials includes assessment masters, studio masters, vocabulary and artist cards
- Test and assessment programs
- Activity Books
- Visual aids: slides, posters, books, fine art prints, artwork- See Resource List (VA-45)
- Age appropriate literature such as: *Taino Myths*, *Lio and the Snow Dragon*, *Time Life* books about ancient cultures, poetry by Robert Frost, American Indian coyote tales
- Visual arts media materials: (e.g. color pencils, crayons, water color paints, clay, wood, acrylic and oil paints, a variety of papers, natural and recycled materials)
- Internet programs and sites dedicated to visual arts study

Student Products: See **Citywide Arts Standards/Visual Arts 3-5 Products**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles, providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

Instructional activities and methods will vary according to the topics and media being explored. Students will study the masters through slides, video, textbooks, autobiographies, magazines, lecture, and student oral reports. Students will participate in hands-on study of the elements of visual art and design through teacher lecture/demonstrations on the application of media. Students will explore and be an observer of nature, family and the world around them as material/subjects for their art work. Fifth grade students will visit a museum and interact with the art, the museum docent and their teacher(s). Students will access and use the Internet to research art related topics and artwork not available in the school. Students will share in the discussion and evaluation of student work. All students will prepare work for exhibition.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole, by their performance on a variety of tasks and assignments.

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The following is a sample grading policy for **3rd Grade - 5th Grade Visual Arts:**

Student Product	30%
In class production work:	50%
Respect of self and others	
Respect and sharing of materials	
Listening and following directions	
Working quietly/Staying on task	
Cleaning and organizing room and materials	
Sharing in discussion and evaluation of student work	
Homework - Sketchbook and/or journal	10%
Exhibition	10%

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/ assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs or Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **3rd Grade - 5th Grade Visual Arts** would be:

- Create a collage of symbols that describes their personality. Classmates trade works and use questioning techniques and visual arts vocabulary to discover and describe the intended meaning of the symbols and the creating artist.
- Draw a scene of a building in their neighborhood using vanishing point perspective.
- Draw a portrait of a family member using observation and drawing techniques learned in class
- Draw a still-life object found in their house that has special meaning in their lives. This drawing should be included in a sketchbook and accompanied by a written journal entry.
- Work with a parent, sibling, relative or neighbor to create an original self-portrait from materials they have at home. Originality counts. Students share the process and choices they made to complete the assignment.

- **Other Opportunities and Expectations:** Students should be encouraged to prepare their work for exhibit in any of the following competitions/exhibitions:
 - Wang Center *Art for Kids* - November
 - Martin L. King Jr. Celebration - January
 - Boston Public Library Foundation Publication - February
 - All-City Youth Arts Month Exhibit - March
 - United States Savings Bonds - January
 - City Hall Exhibit - March - May
 - Monthly School Exhibits
 - Community Exhibits
 - Massachusetts Art Educator's Association- throughout the year

Special projects (e.g.: building or playground murals), guests (i.e.: student teachers, college interns, visiting artists, parents), school festivals and field trip will be included whenever resources are available. Student works will be selected for display in school classrooms and hallways, citywide art exhibits and local and state competitions.

Boston Public Schools - Visual Arts

Course Title: Middle School Visual Arts I

Course #: 831 MS VISL/ARTS 1

Course Length: One Year

Prerequisite: None

Successful completion of this course may be applied towards partial fulfillment of the Boston Public Schools' middle school arts' requirement as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy.

Course Description: Middle School Art I will be a review and continuation of experiences of visual art at the 3rd through 5th grade level. Students will explore elements and principals of visual arts through the understanding and application of various media, techniques and processes. Using hands-on activities student will challenge their potential to think creatively, solve problems and communicate ideas, feelings and experiences in two and three dimensional works involving both fine and applied forms. Students will review single point perspective, concentrating on size, overlapping, composition and balance. There will be an emphasis on skill building in drawing anatomical studies of animal and human skeletal and muscular structures. Students will experience and study visual images from various cultures, historic times, and discuss the characteristics of these images as they pertain to their own works and the works of others. Students will prepare their work for school, community, system-wide exhibitions and competitions.

Instructional Objectives: Students will be able to:

1. Recognize and understand space concepts and linear perspective
2. Be able to depict 3D form on a 2D surface
3. Select media, techniques, and processes; analyze what makes them effective or not effective in communicating idea; and reflect upon the effectiveness of their choices
4. Use art materials in a safe and responsible manner
5. Employ spatial and temporal concepts to communicate meaning through art work
6. Use subjects, themes and symbols that demonstrate knowledge of content, values and aesthetics that communicate intended meaning in works of art
7. Describe the historical and cultural elements in specific works of art
8. Analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry

Text and Instructional Materials:

- Art and the Human Experience: - Davis Publications
 - Art: A Global Pursuit
 - Art: A Community Connection
- Teacher's Editions
- Teacher's Resource Binder
- Overhead Transparencies-
- See Resource List (VA-49)

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- Large Reproductions
- A varied visual arts reference library which includes access to the World Wide Web and related connections to museums and on-site art around the world.
- Visual aids: slides, posters, books, fine art prints, artwork- See Resource List (VA-45)
- Visual arts media materials: (e.g. crayons, water color paints, clay, wood, acrylic and oil paints, a variety of papers, natural and recycled materials)

Required Products: See **Citywide Arts Standards/Visual Arts 6-8 Products**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles, providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

Instructional activities and methods will vary according to the topics and media being explored. Students will study the masters through slides, video, textbooks, autobiographies, magazines, lecture, and student oral reports. Student will participate in hands-on study of the elements of visual art and design through teacher lecture/ demonstrations on the application of media. Students will share in the discussion and evaluation of student work.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole, by their academic and artistic performance on a variety of tasks and assignments.

The following is a sample grading policy for **Middle School Visual Arts I:**

Student Product	20%
Sketchbook/Art Journal (3 submissions per week)	20%
In-class production work including:	20%
Respect for self and others	
Respect and sharing of materials	
Listening and following directions	
Working quietly and staying on task	
Cleaning and organizing room and materials	
Sharing in discussion and evaluation of student work	

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Homework assignments	20%
Participation in group projects	10%
Exhibition	10%

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/ assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs or Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **Middle School Visual Arts I** would be:

- Keep a sketchbook of three drawings per week.
- Keep a journal or thoughts, ideas, processes, methods, and observations that will influence the student's production work.
- Attend a museum or gallery exhibit and giving an oral report to the class.
- Find and collect found objects to be use in a class project sculpture.

Other Opportunities and Expectations: Visual arts students should participate in at least one of the following system, city, regional, state, or national exhibit and/or scholarship programs :

- Wang Center *Art for Kids* - November - State
- Stay in School - Fall and Spring
- Martin L. King Jr. Celebration - January/March - System
- Boston Public Library Foundation Publication - February/May - City
- All-City Youth Arts Month Exhibit - March - System, State, National
- City Hall Exhibit - March – May- City
- Monthly School Exhibits- System
- Community Exhibits-City
- Massachusetts Art Educator's Association- throughout the year

Special projects, visual art related guests, school/system festivals and field trips will be included whenever resources are available. Student works will be selected for display in school classrooms and hallways, system wide art exhibitions and local and state competitions. Students expressing interest will be assisted in applying to summer and after-school arts-related programs.

Boston Public Schools - Visual Arts

Course Title: Middle School Visual Arts II

Course #: 832 MS VISL/ARTS 2

Course Length: One Year

Prerequisite: Middle School Visual Arts I

Successful completion of this course may be applied towards partial fulfillment of the Boston Public Schools' middle school arts' requirement as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy.

Course Description: Middle School Art II will be a review and refinement of experiences of **Middle School Art I**. Students will explore elements and principals of visual arts through the understanding and application of various media, techniques and processes. Using hands-on activities student will increase their potential to think creatively, solve problems and communicate ideas, feelings and experiences in two and three dimensional works involving both fine and applied forms. Students will study perspective, concentrating on size, overlapping, composition and balance. Drawing will continue to be emphasized with attention being focused on light and shading. Students will experience and study visual images from various cultures, historic times, and discuss the characteristics of these images as they pertain to their own works and the works of others. Students will identify similar vocabulary and concepts among the five art disciplines. Students will prepare their work for school, community, system wide exhibitions and competitions.

Instructional Objectives: Students will be able to:

1. Recognize and understand space concepts and linear perspective
2. Be able to depict 3D form on a 2D surface
3. Select media, techniques, and processes; analyze what makes them effective or not effective in communicating idea; and reflect upon the effectiveness of their choices
4. Use art materials in a safe and responsible manner
5. Employ spatial and temporal concepts to communicate meaning through art work
6. Use subjects, themes and symbols that demonstrate knowledge of content, values and aesthetics that communicate intended meaning in works of art
7. Describe the historical and cultural elements in specific works of art
8. Analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry

Text and Instructional Materials:

- Art and the Human Experience: - Davis Publications
 - Art: A Global Pursuit
 - Art: A Community Connection
- Teacher's Editions
- Teacher's Resource Binder
- Overhead Transparencies
- Large Reproductions

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- A varied visual art reference library that includes access to the World Wide Web, connecting to museums and on-site art around the world.

- Visual aids: slides, posters, books, fine art prints, artwork- See Resource List (VA-48)
- Visual arts media materials: (e.g. crayons, water color paints, clay, wood, acrylic and oil paints, a variety of papers, natural and recycled materials)

Required Products: See **Citywide Arts Standards/Visual Arts 6-8 Products**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students’ varying learning styles, providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

Instructional activities and methods will vary according to the topics and media being explored. Students will study the masters through slides, video, textbooks, autobiographies, magazines, lecture, and student oral reports. Student will participate in hands-on study of the elements of visual art and design through teacher lecture/demonstration and the application of media. Students will share in the discussion and evaluation of student work.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students’ grades should be determined, in whole, by their academic and artistic performance on a variety of tasks and assignments.

The following is a sample grading policy for **Middle School Visual Arts II**

Student Product	20%
Sketchbook/Art Journal (4 submissions per week)	20%
In-class production work including:	20%
Respect for self and others	
Respect and sharing of materials	
Listening and following directions	
Working quietly and staying on task	
Cleaning and organizing room and materials	
Sharing in discussion and evaluation of student work	
Homework assignments	20%
Participation in group projects	10%
Exhibition	10%

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Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/ assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs or Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **Middle School Visual Arts II** would be:

- Students keep a sketchbook of three drawings per week.
- Students keep a journal of thoughts, processes, methods, and observations that will influence the student's production work.
- Students attend a museum or gallery exhibit & give an oral report following this visit on a topic relating to the collection.
- Students collect found objects to be used in a class sculpture.

Other Opportunities and Expectations: Visual arts students should participate in at least two of the following system, city, regional, state, or national exhibit and/or scholarship programs:

- Wang Center *Art for Kids* - November - State
- Martin L. King Jr. Celebration - January/March - System
- Boston Public Library Foundation Publication - February/May - City
- All-City Youth Arts Month Exhibit - March – System, City
- City Hall Exhibit - March - May - City
- Monthly School Exhibits-
- Community Exhibits- City
- Massachusetts Art Educator's Association- throughout the year—State and National

Special projects, visual art related guests, school/system festivals and field trips will be included whenever resources are available. Student works will be selected for display in school classrooms and hallways, system wide art exhibitions and local and state competitions. Students expressing interest will be assisted in applying to summer and after-school arts-related programs.

Boston Public Schools - Visual Arts

Course Title: Middle School Visual Arts III

Course #: 841 MS VISL/ARTS 3

Course Length: One Year Prerequisite: Completion of Middle School Visual Arts II or teacher approval

Successful completion of this course may be applied towards partial fulfillment of the Boston Public Schools' middle school arts' requirement as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy.

Course Description: **Middle School Art III** is designed for those students that are considering pursuing visual art as a career. Students will be expected to do extensive Internet research of visual arts careers. The drawing emphasis will be on portraiture - self and others. Students will practice various perspective drawing and expand their experiences with various media, techniques and processes through the study of symbols and visual images from various cultures, historic times. Students will compare and contrast the characteristics of these images as they pertain to their own works and the works of others. Students will assist the teacher in preparing and installing art work for school, community, system wide exhibitions and competitions. Students will be encouraged to seek instruction in summer and after-school arts-related programs.

Instructional Objectives: Students will be able to:

1. Recognize and understand space concepts and linear perspective
2. Be able to depict 3D form on a 2D surface
3. Select media, techniques, and processes; analyze what makes them effective or not effective in communicating idea; and reflect upon the effectiveness of their choices
4. Use art materials in a safe and responsible manner
5. Employ spatial and temporal concepts to communicate meaning through art work
6. Use subjects, themes and symbols that demonstrate knowledge of content, values and aesthetics that communicate intended meaning in works of art
7. Describe the historical and cultural elements in specific works of art
8. Analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry

Text and Instructional Materials:

- Art and the Human Experience – Davis Publications
 - Art: A Global Pursuit
 - Art: A Community Connection
- Teacher's Editions
- Teacher's Resource Binder
- Overhead Transparencies
- Large Reproductions

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- A varied visual arts reference library including access to the World Wide Web with connections to museums and on-site art around the world.

- Visual aids: slides, posters, books, fine art prints, artwork- See Resource List (VA-49)
- Visual arts media materials: (e.g. crayons, water color paints, clay, wood, acrylic and oil paints, a variety of papers, natural and recycled materials)

Required Products: See **Citywide Arts Standards/Visual Arts 6-8 Products**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students’ varying learning styles, providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

Instructional activities and methods will vary according to the topics and media being explored. Students will study the masters through slides, video, textbooks, autobiographies, magazines, lecture, and student oral reports. Student will participate in hands-on study of the elements of visual art and design through teacher lecture/ demonstration and the application of media. Students will share in the discussion and evaluation of student work. Students will assist the teacher in preparation of art work for public exhibition.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students’ grades should be determined, in whole, by their academic and artistic performance on a variety of tasks and assignments.

The following is a sample grading policy for **Middle School Visual Arts II:**

Student Product	20%
Sketchbook/Art Journal (3 submissions per week)	20%
In-class production work including:	20%
Respect for self and others	
Respect and sharing of materials	
Listening and following directions	
Working quietly and staying on task	
Sharing in discussion and evaluation of student work	
Homework assignments	20%

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Participation in group projects	10%
Exhibition	20%

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: *All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/ assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs or Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.*

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **Middle School Visual Arts III** would be:

- Students keep a sketchbook of five drawings per week.
- Students keep a journal of thoughts, ideas, processes, methods, and observations that will influence the student's production work.
- Students attend a museum or gallery exhibit and give an oral report to the class making a connection between two comparable or contrasting aspects of the collection.
- Students participate in the planning and installation of a school or public exhibit.

Other Opportunities and Expectations: Visual arts students should participate in at least two of the following system, city, regional, state, or national exhibit and/or scholarship programs.

- Wang Center *Art for Kids* - November - System
- Martin L. King Jr. Celebration - January/March - System
- Boston Public Library Foundation Publication - February/May - City
- All-City Youth Arts Month Exhibit - March – System, City
- City Hall Exhibit - March - May - City
- Monthly School Exhibits- System
- Community Exhibits- City
- Massachusetts Art Educator's Association- throughout the year

Special projects, visual art related guests, school/system festivals and field trips will be included whenever resources are available. Student works will be selected for display in school classrooms and hallways, system wide art exhibitions and local and state competitions. Students expressing interest will be assisted in applying to summer and after-school arts-related programs.

Students will be encouraged to apply to the Boston Arts Academy.

Boston Public Schools/Visual Arts

Course Title: Foundations of Visual Arts

Course #: 880 HS F/VISL ARTS

Course Length: One Year Prerequisite: None

Successful completion of this course may be applied towards Boston Public Schools' graduation requirements as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy.

Course Description: Foundations of Visual Arts is an entry level visual arts class. It is offered to any student who has an interest in visual art. Students will explore the elements of art (line shape, color, value, texture and pattern) and principals of design (balance, placement composition, proportion and overlapping) through the understanding and application of various media, techniques and processes. Using hand-on activities, students will challenge their potential to think creatively, solve problems and communicate ideas, feelings and experiences in two and three dimensional works. Students will research and study visual images from various cultures, historic time periods and discuss the characteristics of these images as they pertain to their own works, and the works of others.

Instructional Objectives: Students will be able to:

1. Recognize, and understand the basic elements of art and design
2. Understand and apply a variety of media, techniques and processes with skill, confidence and sensitivity
3. Choose and evaluate a range of subject matter, symbols and ideas as they vary in visual, spatial, temporal, and functional terms
4. Analyze and interpret art works in relation to form, context and purpose
5. Reflect upon and assess the characteristics and merits of his/her own work and the works of others
6. Make connections between visual arts and other disciplines
7. Articulate the meaning and function visual arts will play in his/her personal life, environment and community

Text and Instructional Materials:

- Exploring Visual Design – Davis Publications
- Teacher's Edition
- Large Reproductions
- Test/Assessment Programs
- Activity Books
- Discovering Drawing – Davis Publications
- Teacher's Edition
- See Resource List on page: VA-49

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- Test/Assessment Programs
- A varied visual arts reference library including access to the Internet /WWW with connections to museums and on-site art around the world
- Visual aids: slides, posters, books, fine art prints, artwork- See Resource List (VA-45)
- Visual arts media materials: (e.g. crayons, water color paints, clay, wood, acrylic and oil paints, a variety of papers, natural and recycled materials)

Required Readings: Each student will select at least three teacher approved articles per semester determined by the student’s historical and cultural interests and relationship to a student’s on-going production work.

Required Products: See **Citywide Arts Standards/Visual Arts 9-12 Products**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students’ varying learning styles, providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

Instructional activities and methods will vary according to the topics and media being explored. Students will study the masters through slides, video, textbooks, autobiographies, magazines, lectures, student oral reports and visits to museums and galleries. Students will participate in hands-on study of the elements of visual art and design through teacher lecture/demonstration, audio visual aids, and the application of media. Students will have advance notice and should be prepared with suitable clothing or coveralls for “messy” media applications. Field experiences to post high school programs, galleries, museums, artist studios, printing, casting and installation production sites may be utilized to explore career options and assist the students in determining how visual art plays a role in their personal lives. Students will participate in teacher-guided group and self critique of production/presentational work. Students will work in tandem with teachers as mentors in preparation and completion of exhibitions.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students’ grades should be determined, in whole, by their academic and artistic performance on a variety of tasks and assignments.

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The following is a sample grading policy for **Foundations in Visual Arts**:

Art Journal/Sketchbook	20%
Article reviews	15%
Semester exam	15%
In-class production work	20%
Semester Product/Oral Presentation/Critique	20%
Exhibition	10%

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/ assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs or Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **Foundations of Visual Arts** would be:

- Keep a sketchbook of five drawings per week.
- Keep a journal or thoughts, ideas, processes, methods, and observations that will influence the student's production work.
- Attend a museum or gallery exhibit and give an oral report to the class which demonstrates an understanding of key terms (elements and principals of design, processes etc.) and periods of art history.

Other Opportunities and Expectations: Students seeking additional intensive study in the visual arts should prepare a portfolio and apply to the BPS/MFA Scholarship Program. This all-city scholarship program meets at the Museum of Fine Arts from 2:30 - 4:30 p.m. every Wednesday, Thursday, and Friday. See your guidance counselor or visual arts teacher for more information. **(To be included in every high school visual arts' syllabus)**

Page 4- Foundations of Visual Arts

Visual arts students should participate in at least one of the following system, city, regional, state, or national exhibit and/or scholarship programs:

- Boston Public Schools'/ Museum of Fine Arts Scholarship Program- System
- Wang Center *Art for Kids* - November - System
- Martin L. King Jr. Celebration - January/March - System
- Boston Public Library Foundation Publication - February/May - City
- All-City Youth Arts Month Exhibit - March – System, City
- City Hall Exhibit - March - May - City
- Monthly School Exhibits- System
- Community Exhibits- City
- Massachusetts Art Educator's Association- throughout the year

Artists-in-Residence, arts industry guest speakers and post-secondary art school representatives will supplement regular course work. These activities may change the regular schedule and site for class. Students must be aware of these changes and come prepared to engage in these curriculum-related enrichment activities.

Boston Public Schools - Visual Arts

Course Title: Intermediate 2-D

Course #: 881 HS INTERMED 2-D

Course Length: One year

Prerequisite: Completion of Foundations of Visual Arts with a passing grade or Approval of student portfolio by visual art teacher

Successful completion of this course may be applied towards Boston Public Schools' graduation requirements as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy.

Course Description: Intermediate 2-D is designed for students that have been successful in an introductory visual arts course and wish to study the elements of art and the principals of design as they relate to specific 2-D applications of media, techniques and processes. Students will research and study 2-D visual images from various cultures, historic time periods and process and discuss the characteristics of these images as they pertain to their own works and the works of others. Students will be encouraged to use their personal experiences and research to design original works. Students will learn how to access visual arts, on-line research programs (e.g.: <http://www.artsednet.getty.edu>). Using a personal journal, students will chronicle their ideas through sketches and writing. Students will be involved in group assessment of classmates' completed works and works in progress. Students are required to exhibit selected products in school, system and community exhibits. The planning and execution of visits to museums and galleries, the exploration of visual arts career options, and arranging guest artist visits to the classroom will be shared by students and teacher.

Instructional Objectives: Students will be able to:

1. Recognize, and understand the basic elements of art and design
2. Understand and apply a variety of media, techniques and processes with skill, confidence and sensitivity
3. Choose and evaluate a range of subject matter, symbols and ideas as they vary in visual, spatial, temporal, and functional terms
4. Analyze and interpret art works in relation to form, context and purpose
5. Reflect upon and assess the characteristics and merits of his/her own work and the works of others
6. Make connections between visual arts and other disciplines
7. Articulate the meaning and function visual arts will play in his/her personal life, environment and community

Text and Instructional Materials:

Exploring Visual Design – Davis Publications

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- Large Reproductions
- Test/Assessment Programs
- Activity Books
- Discovering Drawing – Davis Publications
- Teacher’s Edition
- Test/Assessment Programs
- A varied visual arts reference library including access to the Internet/WWW with connections to museums and on-site art around the world.
- Visual aids: slides, posters, books, fine art prints, artwork- See Resource List (VA-49)
- Visual arts media materials: (e.g. crayons, water color paints, clay, wood, acrylic and oil paints, a variety of papers, natural and recycled materials)

Required Readings: Each student will select at least three teacher approved articles per semester determined by the student’s historical and cultural interests and relationship to a student’s on-going production work.

Required Products: See **Citywide Arts Standards/Visual Arts 9-12 Products**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students’ varying learning styles, providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

Instructional activities and methods will vary according to the topics and media being explored. Students will study the masters through slides, video, textbooks, autobiographies, magazines, lecture, student oral reports and visits to museums and galleries. Students will participate in hands-on study of the elements of visual art and design through teacher lecture/demonstration, audio visual aids, and the application of media. (Students will have advance notice and should be prepared with suitable clothing or coveralls for “messy” media applications.) Field experiences to post high school programs, galleries, museums, artist studios, printing, casting and installation production sites may be utilized to explore career options and assist the students in determining how visual art plays a role in their personal lives.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students’ grades should be determined, in whole, by their academic and artistic performance on a variety of tasks and assignments.

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The following is a sample grading policy for **Intermediate 2-D**:

Art Journal/Sketchbook/ Critique	20%
Article reviews	15%
Semester exam	10%
In-class production work	20%
Student Product/Oral Presentation/Critique	25%
Exhibition	10%

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/ assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs or Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **Intermediate 2-D** would be:

- Keep a sketchbook of five drawings per week
- Keep a journal or thoughts, ideas, processes, methods, and observations that will influence the student's production work
- Attend a museum or gallery exhibit and give an oral report to the class with an emphasis on 2-D terminology/concepts.
- Participate in the planning & installation of a school or public exhibit.

Other Opportunities and Expectations: Those students seeking additional intensive study in the visual arts should prepare a portfolio and apply to the BPS/MFA Scholarship Program. This all-city scholarship program meets at the Museum of Fine Arts from 2:30 - 4:30 p.m. every Wednesday, Thursday, and Friday. See your guidance counselor or a visual arts teacher for more information. **(To be included in every high school visual art syllabus)**

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Visual arts students should participate in at least two of the following system, city, regional, state, or national exhibit and/or scholarship programs: (application deadlines for submission noted below)

Application deadline geographic area

- | | | |
|--|-------------------------|----------------|
| • Arts Recognition Talent Search
(<i>juniors / seniors only</i>): | October 1 | National |
| • Wang Center Art for Kids: | November | State |
| • Scholastic Art: | December/January | National |
| • Massachusetts College of Art
Photojournalism Project: | December | Regional |
| • Martin L. King Jr. Celebration: | January/March | System |
| • Boston Public Library Foundation Publication: | February/May | City |
| • All-City Youth Arts Month Exhibit: | March | System, State |
| • Art All-State (<i>juniors only</i>): | January/March interview | State |
| • City Hall Exhibit - | March - May | City |
| • Grace Aznive Scholarship
(<i>seniors planning post-secondary study in visual arts</i>): | May | System |
| • Monthly School Exhibits | Monthly | System |
| • Community Exhibits | | City |
| • Mass. Arts Educator's Association | Throughout Year | State/National |

Artists-in-Residence, arts industry guest speakers and post-secondary art school representatives will supplement our regular course work. These activities may change our regular schedule and site for class. Be aware of these changes and come prepared to engage yourself in these curriculum related enrichment activities.

Boston Public Schools - Visual Arts

Course Title: Intermediate 3-D

Course #: 882 HS INTERMED 3-D

Course Length: One year

Prerequisite: Completion of Foundations of Visual Arts with a passing grade or Approval of student portfolio by visual art teacher

Successful completion of this course may be applied towards Boston Public Schools' graduation requirements as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy.

Course Description: Intermediate 3-D is designed for students that have been successful in an introductory visual arts course and wish to study the elements of art and the principals of design as they relate to specific 3-D applications of media, techniques and processes. Students will research and study 3-D visual images from various cultures, historic time periods and process and discuss the characteristics of these images as they pertain to their own works and the works of others. Students will be encouraged to use their personal experiences and research to design original works. Students will learn how to access visual arts, on-line research programs (e.g.: <http://www.artsednet.getty.edu>). Using a personal journal, students will chronicle their ideas through sketches and writing. Students will be involved in group assessment of classmates' completed works and works in progress. Students are required to exhibit selected products in school, system and community exhibits. The planning and execution of visits to museums and galleries, the exploration of visual arts career options, and arranging guest artist visits to the classroom will be shared by students and teacher.

Instructional Objectives: Students will be able to:

1. Recognize, and understand the basic elements of art and design
2. Understand and apply a variety of media, techniques and processes with skill, confidence and sensitivity
3. Choose and evaluate a range of subject matter, symbols and ideas as they vary in visual, spatial, temporal, and functional terms
4. Analyze and interpret art works in relation to form, context and purpose
5. Reflect upon and assess the characteristics and merits of his/her own work and the works of others
6. Make connections between visual arts and other disciplines
7. Articulate the meaning and function visual arts will play in his/her personal life, environment and community

Text and Instructional Materials:

- Exploring Visual Design – Davis Publications
- Teacher's Edition
- Large Reproductions

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- Test/Assessment Programs
- Activity Books
- Discovering Drawing – Davis Publications
- Teacher’s Edition
- Test/Assessment Programs
- Teacher’s Edition
- Large Reproductions
- Overhead visuals/transparencies
- Activity Books
- Test/Assessment programs.
- A varied visual arts reference library including access to the Internet/WWW with connections to museums and on-site art around the world
- Visual aids: slides, posters, books, fine art prints, artwork- See Resource List (VA-49)
- Visual arts media materials: (e.g. crayons, water color paints, clay, wood, acrylic and oil paints, a variety of papers, natural and recycled materials)

Required Readings: Each student will select at least three teacher approved articles per semester determined by the student’s historical and cultural interests and relationship to a student’s on-going production work.

Required Products: See **Citywide Arts Standards/ Visual Arts 9-12 Products**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students’ varying learning styles, providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

Instructional activities and methods will vary according to the topics and media being explored. Students will study the masters through slides, video, textbooks, autobiographies, magazines, lecture, student oral reports and visits to museums and galleries. Students will participate in hands-on study of the elements of visual art and design through teacher lecture/demonstration, audio visual aids, and the application of media. (Students will have advance notice and should be prepared with suitable clothing or coveralls for “messy” media applications.) Field experiences to post high school programs, galleries, museums, artist studios, printing, casting and installation production sites may be utilized to explore career options and assist the students in determining how visual art plays a role in their personal lives.

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Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole, by their academic and artistic performance on a variety of tasks and assignments.

The following is a sample grading policy for **Intermediate 3 - D**

Art Journal/ Sketchbook/ Critique	20%
Article reviews	15%
Semester exam	10%
In-class production work	20%
Student Product/Oral Presentation/Critique	25%
Exhibition	10%

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/ assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs or Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **Intermediate 3 - D** would be:

- Keep a sketchbook of five drawings per week.
- Keep a journal or thoughts, ideas, processes, methods, and observations that will influence the student's production work.
- Students attend a museum or gallery exhibit and give an oral report to the class relating to 3-D work, demonstrating understanding of 3-D products/terms/materials.

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- Participate in the planning & installation of a school or public exhibit.

Other Opportunities and Expectations: Those students seeking additional intensive study in the visual arts should prepare a portfolio and apply to the BPS/MFA Scholarship Program. This all-city scholarship program meets at the Museum of Fine Arts from 2:30 - 4:30 p.m. every Wednesday, Thursday, and Friday. See your guidance counselor or a visual arts teacher for more information. **(To be included in every high school visual art syllabus)** Visual arts students should participate in at least two of the following system, city, regional, state, or national exhibit and/or scholarship programs: (application deadlines for submission noted below)

	Application deadline	Geographic area
• Arts Recognition Talent Search (<i>juniors and seniors only</i>):	October 1	National
• Wang Center Art for Kids:	November	State
• Scholastic Art:	December/January	National
• Massachusetts College of Art Photojournalism Project:	December	Regional
• Martin L. King Jr. Celebration:	January/March	System
• Boston Public Library Foundation Publication:	February/May	City
• All-City Youth Arts Month Exhibit:	March	System, State
• Art All-State (<i>juniors only</i>):	January/March interview	State
• City Hall Exhibit -	March - May	City
• Grace Aznive Scholarship (<i>Seniors planning post-secondary study in visual arts</i>):	May	System
• Monthly School Exhibits	Monthly	System
• Community Exhibits		City
• Massachusetts Art Educator's Association	Throughout the year	State/National

Artists-in-Residence, arts industry guest speakers and post-secondary art school representatives will supplement our regular course work. These activities may change our regular schedule and site for class. Be aware of these changes and come prepared to engage yourself in these curriculum related enrichment activities.

Boston Public Schools/Visual Arts

Course Title: Visual Arts Portfolio
Course #: 861 V/ART PORTFOLIO
Course Length: One Year

Prerequisite: Interview and portfolio review by Visual Arts Teacher for entry in the program.

Successful completion of this course may be applied towards Boston Public Schools' graduation requirements as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy. *This course may be repeated for credit.*

Course Description: The **Visual Arts Portfolio** builds on the skills gained in drawing from life, both figure and landscape, understanding basic elements of design (composition, balance, proportion, and color) and a familiarity with a variety of art mediums. Students will continue to strengthen their 2-D and 3-D skills, explore the relationships between 2-D and 3-D, and begin to think critically about their own work as well as critique work from other artists. Students will be expected to have an advanced knowledge of a variety of media and techniques. Students should be comfortable working independently, analyzing and interpreting art works in relation to form, context, and purpose, and using additional resources and research to enhance their skills. Students will develop a dynamic portfolio of at least 8 pieces of work reflective of their mastery of skills, their understanding of the elements of visual communication, and their ability to express their ideas and creativity through the medium. In all levels students should be able to produce work incorporating visual elements to the best of their ability and appropriate for exhibition at the end of the year.

Instructional Objectives: Students will be able to:

1. Recognize and understand the basic elements of art and design
2. Understand and apply a variety of media, techniques and processes with skill, confidence and sensitivity
3. Choose and evaluate a range of subject matter, symbols and ideas as they vary in visual, spatial, temporal and functional terms
4. Analyze and interpret art works in relation to form, context and purpose
5. Reflect upon and assess the characteristics and merits of his/her own work and the work of others
6. Make connections between visual art and other disciplines
7. Articulate the meaning and function visual arts will play in his/her personal life, environment, and community

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Text and Instructional Materials:

- Exploring Visual Design – Davis Publications
- Teacher’s Edition
- Large Reproductions
- Test/Assessment Programs
- Activity Books
- Discovering Drawing – Davis Publications
- Teacher’s Edition
- Test/Assessment Programs
- Discovering Art History - Davis Publications
- Teacher’s Edition
- Large Reproductions
- Overhead visuals/transparencies
- Activity Books
- Test/Assessment programs.
- A varied visual arts reference library including access to the Internet/WWW with connections to museums and on-site art around the work
- Visual aids: slides, posters, videos, books, fine art prints, artwork- See Resource List (VA- 49)
- Visual arts media materials: (e.g. crayons, water color paints, clay, wood, acrylic and oil paints, a variety of papers, natural and recycled materials)

Required Readings: Each student will select at least three teacher appointed articles per semester determined by the students historical and cultural interests and in relationship to a student’s ongoing production work.

Required Products: See **Citywide Arts Standards/Visual Arts Advanced Products**. The required student product for **Visual Arts Portfolio** will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students’ varying learning styles, providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

Instructional activities and methods will vary according to the topics and media being explored. Students will study the masters through slides, video, textbooks, autobiographies, magazines, lecture, student oral reports and visits to the MFA and other museums and galleries. Students will participate in the hands-on study of the elements of visual art and design through teacher lecture/demonstration, audio/visual aids, and the

Page 3 – Visual Arts Portfolio

application of the media. Field experiences to post high school programs, galleries, museums, artist studios, printing, casting and installation production sites will be utilized to explore career options and assist the students in determining how visual arts plays a role in their personal lives.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole, by their academic and artistic performance on a variety of tasks and assignments.

The following is a sample grading policy for **Visual Arts Portfolio**:

Sketchbooks	10%
Article Reviews	10%
Student Product/Individual Portfolio Review	50%
Participation in Classroom Critiques	20%
Final Exhibition	10%

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/ assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs or Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **Visual Arts Portfolio** would be:

- Keep a sketchbook of five drawings per week.
- Keep a journal or thoughts, ideas, processes, methods, and observations that will influence the student's production work.
- Attend a museum or gallery exhibit and giving an oral report to the class.
- Assist in the planning and installation of an all city exhibit or public exhibit of students' works.

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Other Opportunities and Expectations: Visual arts students should participate in at least three of the following system, city, regional, state, or national exhibit and/or scholarship programs: (application deadlines for submission noted below)

	Application deadline	Geographic area
• Arts Recognition Talent Search (<i>juniors and seniors only</i>):	October 1	National
• Wang Center <i>Art for Kids</i> :	November	State
• Scholastic Art:	December/January	National
• Massachusetts College of Art Photojournalism Project:	December	Regional
• Martin L. King Jr. Celebration:	January/March	System
• Boston Public Library Foundation Publication:	February/May	City
• All-City Youth Arts Month Exhibit:	March	System, State
• Art All-State (<i>juniors only</i>):	January/March interview	State
• City Hall Exhibit -	March - May	City
• Grace Aznive Scholarship (<i>Seniors planning post-secondary study in visual arts</i>):	May	System
• Monthly School Exhibits	Monthly	System
• Community Exhibits		City
• Mass. Art Educator's Association	Throughout the year	State/National

Artists-in-Residence, arts industry guest speakers and post-secondary art school representatives will supplement our regular course work. These activities may change our regular schedule and site for class. Be aware of these changes and come prepared to engage yourself in these curriculum related enrichment activities.

Boston Public Schools - Visual Arts

Course Title: Boston Public Schools/Museum of Fine Arts Scholarship Program

Course #: 883, 884, 885, 886 BPS/MFA F/A SP1, 2, 3, 4 respectively

Course Length: One Year

Prerequisite: Interview/portfolio review for entry in the program. Students are placed in a level based on their interview/portfolio review. Only one level may be achieved each school year.

Successful completion of this course may be applied towards Boston Public Schools' graduation requirements as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy. *This course may be repeated for credit.*

Course Description: The **BPS/MFA Scholarship Program** addresses four skill levels, each level building on the skills gained in the previous level.

Level One students will be expected to recognize and understand a variety of basic skills inclusive of drawing from life, both figure and landscape, understanding basic elements of design (composition, balance, proportion, and color) and a familiarity with a variety of art mediums.

Level Two students will continue to strengthen their 2-D skills, explore the relationships between 2-D and 3-D, and begin to think critically about their own work as well as critique work from other artists.

Level Three students will be expected to have an advanced knowledge of a wide variety of media and techniques. Students will work independently, analyzing and interpreting art works in relation to form, context, and purpose, and using additional resources and research to enhance their skills.

Level Four students will develop a dynamic portfolio of at least 8 pieces of work reflective of their mastery of skills, their understanding of the elements of visual communication, and their ability to express their ideas and creativity through several mediums. In all levels students will produce work incorporating visual elements to the best of their ability and appropriate for exhibition at the end of the year.

Instructional Objectives: Students will be able to:

1. Recognize and understand the elements of art and design
2. Understand and apply a variety of media, techniques and processes with skill, confidence and sensitivity

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3. Analyze and interpret art works in relation to form, context and purpose
4. Choose and evaluate a range of subject matter, symbols and ideas as they vary in visual, spatial, temporal and functional terms
5. Reflect upon and assess the characteristics and merits of his/her own work and the work of others
6. Make connections between visual art and other disciplines
7. Articulate the meaning and function visual arts will play in his/her personal life, environment, and community
8. Exhibit full portfolio for assessment and individual works for exhibition twice during the school year.

Text and Instructional Materials:

- Exploring Visual Design – Davis Publications
- Teacher’s Edition
- Large Reproductions
- Test/Assessment Programs
- Activity Books
- Discovering Drawing – Davis Publications
- Teacher’s Edition
- Test/Assessment Programs
- Discovering Art History - Davis Publications
- Teacher’s Edition
- Large Reproductions
- Overhead visuals/transparencies
- Activity Books
- Test/Assessment programs.
- A varied visual arts reference library including access to the Internet/WWW with connections to museums and on-site art around the work
- Visual aids: slides, posters, videos, books, fine art prints, artwork—See resources VA 49
- Visual arts media materials: (e.g. crayons, water color paints, clay, wood, acrylic and oil paints, a variety of papers, natural and recycled materials)

The students in this program will have access to the Museum of Fine Arts collection as well as visits to several local galleries. Optional field trips to out-of-town and out-of-state museums and galleries may be initiated.

Required Readings: Each student will select at least three teacher appointed articles per semester determined by the students historical and cultural interests and in relationship to a student’s ongoing production work.

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Required Products: See **Citywide Arts Standards/Visual Arts Advanced Products**. The required student products for the **BPS/MFA Scholarship Program** will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles, providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

Instructional activities and methods will vary according to the topics and media being explored. Students will study the masters through slides, video, textbooks, autobiographies, magazines, lecture, student oral reports and visits to the MFA and other museums and galleries. Students will participate in the hands-on study of the elements of visual art and design through teacher lecture/demonstration, audio/visual aids, and the application of the media. Field experiences to post high school programs, galleries, museums, artist studios, printing, casting and installation production sites will be utilized to explore career options and assist the students in determining how visual arts plays a role in their personal lives.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole, by their academic and artistic performance on a variety of tasks and assignments.

The following is a sample grading policy for the **BPS/MFA Scholarship Program:**

Sketchbooks	10%
Article Reviews	10%
Student Product/Individual Portfolio Review	50%
Participation in Classroom Critiques	20%
Final Exhibition	10%

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/ assessments needed to determine competency regarding the **BPS**

Citywide Learning Standards. IEPs or Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

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Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **BPS/MFA Fine Arts Scholarship Program** would be:

- Keep a sketchbook of five drawings per week.
- Keep a journal or thoughts, ideas, processes, methods, and observations that will influence the student’s production work.
- Attend a museum or gallery exhibit other than the MFA and present an oral report to the class.
- Assist in the planning and installation of an exhibit of all-city students’ works.
- Assist in the planning and installation of their own BPS/MFA scholarship program public exhibit.

Other Opportunities and Expectations: Visual arts students should participate in at least three of the following system, city, regional, state, or national exhibit and/or scholarship programs (application deadlines for submission noted below)

	Application deadline	Geographic area
• Arts Recognition Talent Search: (Juniors and Seniors only)	October 1	National
• Wang Center <i>Art for Kids</i> :	November	State
• Scholastic Art:	December/January	National
• Massachusetts College of Art Photojournalism Project:	December	Regional
• Martin L. King Jr. Celebration:	January/March	System
• Boston Public Library Foundation Publication:	February/May	City
• All-City Youth Arts Month Exhibit:	March	System, State
• Art All-State: (Juniors only)	January/March interview	State
• City Hall Exhibit -	March - May	City
• Grace Aznive Scholarship (<i>Seniors planning post-secondary study in visual arts</i>):	May	System
• Monthly School Exhibits	Monthly	System
• Mass. Arts Educator’s Association	Throughout the year	State/National

- Community Exhibits

City

Page 5 - BPS/MFA Scholarship Program

BPS/MFA Scholarship students (levels three and four) will have the opportunity to participate in the College Board/Advanced Placement Studio Art program and submit a slide portfolio for College Board scoring. Teachers will assist students in preparation of their portfolio submission.

Artists-in-Residence, arts industry guest speakers and post-secondary art school representatives will supplement the regular course work. These activities may change the regular schedule and site for class. Students should be aware of these changes and come prepared to engage in these curriculum-related enrichment activities.

Boston Public Schools - Visual Arts

Course Title: Advanced Placement Studio Art

Course #: 871 AP ART

Course Length: One Year

Prerequisite: B or A in Foundations. Interview/ Portfolio review and approval or teacher.

Successful completion of this course may be applied towards Boston Public Schools' graduation requirements as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy. *This course may be repeated for credit.*

Course Description: Advanced Placement Studio Art offers exemplary visual arts students intensive, focused and advanced study, studio application, reflection, methods, peer and expert critique and assessment. Students will develop a thesis portfolio reflective of their mastery of skills, their understanding of the elements of arts, design, and visual communication in several mediums. Students will use advanced knowledge of a wide variety of media, application techniques, and historical context to express their ideas and creativity. Students will work independently (with teacher facilitation) to analyze and interpret art works in relation to form, context and purpose. Research techniques, including technology, will be applied. Students will submit a portfolio.

Instructional Objectives: Students will be able to:

1. Recognize and understand the basic elements of art and design
2. Understand and apply a variety of media, techniques and processes with skill, confidence and sensitivity
3. Choose and evaluate a range of subject matter, symbols and ideas as they vary in visual, spatial, temporal and functional terms
4. Analyze and interpret art works in relation to form, context and purpose
5. Reflect upon and assess the characteristics and merits of his/her own work and the work of others
6. Make connections between visual art and other disciplines
7. Articulate the meaning and function visual arts will play in his/her personal life, environment, and community
8. Submit a portfolio to the College Board/Advanced Placement—Visual Arts for assessment

Text and Instructional Materials:

- Exploring Visual Design – Davis Publications
- Teacher's Edition
- Large Reproductions

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- Test/Assessment Programs
- Activity Books
- Discovering Drawing – Davis Publications
- Teacher’s Edition
- Test/Assessment Programs
- Discovering Art History - Davis Publications
- Teacher’s Edition
- Large Reproductions
- Overhead visuals/transparencies
- Activity Books
- Test/Assessment programs.
- A varied visual arts reference library including access to the Internet/WWW with connections to museums and on-site art around the work
- Visual aids: slides, posters, videos, books, fine art prints, artwork—See page VA-49
- Visual arts media materials: (e.g. crayons, water color paints, clay, wood, acrylic and oil paints, a variety of papers, natural and recycled materials)
- College Board Advanced Placement—Visual Arts website:
(apcentral.collegeboard.com)

Required Readings: Each student will select at least three teacher appointed articles per semester determined by the students historical and cultural interests and in relationship to a student’s ongoing production work.

Required Products: See **Citywide Arts Standards/Visual Arts Advanced Products**. The required student product for **Visual Arts Portfolio** will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students’ varying learning styles, providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

Instructional activities and methods will vary according to the topics and media being explored. Students will study the masters through slides, video, textbooks, autobiographies, magazines, lecture, student oral reports and visits to the MFA and other museums and galleries. Students will participate in the hands-on study of the elements of visual art and design through teacher lecture/demonstration, audio/visual aids, and the application of the media. Field experiences to post high school programs, galleries, museums, artist studios, printing, casting and installation production sites will be utilized

Page 3 – Advanced Placement Studio Art

to explore career options and assist the students in determining how visual arts plays a role in their personal lives.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole, by their academic and artistic performance on a variety of tasks and assignments.

The following is a sample grading policy for **Visual Arts Portfolio**:

Sketchbooks	10%
Article Reviews	10%
Student Product/Individual Portfolio Review (and submission to College Board for assessment)	50%
Participation in Classroom Critiques	20%
Final Exhibition	10%

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products and classroom tests/ assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs or Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things, to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **Visual Arts Portfolio** would be:

- Keep a sketchbook of five drawings per week.
- Keep a journal or thoughts, ideas, processes, methods, and observations that will influence the student's production work.
- Attend at least two museums or gallery exhibits and give an oral report to the class.
- Assist in the planning and installation of an all city exhibit of other students' works.

- Assist in the planning and installation of their own public exhibit or AP exhibit.

Other Opportunities and Expectations: Visual arts students should participate in at least three of the following system, city, regional, state, or national exhibit and/or scholarship programs: (application deadlines for submission noted below)

	Application deadline	Geographic area
• Arts Recognition Talent Search: (juniors and seniors only)	October 1	National
• Wang Center <i>Art for Kids</i> :	November	State
• Scholastic Art:	December/January	National
• Mass. College of Art Photojournalism Project:	December	Regional
• Martin L. King Jr. Celebration:	January/March	System
• Boston Public Library Foundation Publication:	February/May	City
• All-City Youth Arts Month Exhibit:	March	System, State
• Art All-State: (juniors only)	January/March interview	State
• City Hall Exhibit -	March - May	City
• Grace Aznive Scholarship (<i>Seniors planning post-secondary study in visual arts</i>):	May	System
• Monthly School Exhibits	Monthly	System
• Community Exhibits		City
• Mass Arts Educators Association	Throughout the year	State/National

Artists-in-Residence, arts industry guest speakers and post-secondary art school representatives will supplement our regular course work. These activities may change our regular schedule and site for class. Be aware of these changes and come prepared to engage yourself in these curriculum related enrichment activities.

BPS Visual Arts Classroom Resources:

Slide Projector Sets (visual arts programs received slide sets as specified, SY03):

Kodak Carousel 4600 Slide Projector
(1 per program- ELM & MS level)
(1 per every 2 staff, HS level)

100-150 Zoom Lens
(1 per program- ELM & MS level)
(1 per every 2 staff, HS level)

Slide Projector Case
(1 per program- ELM & MS level)
(1 per every 2 staff, HS level)

Spare Projector Bulb
(1 per program- ELM & MS level)
(1 per every 2 staff, HS level))

80 Slide Trays (set of 2)
(1 per program- ELM & MS level)
(1 per every 2 staff, HS level)

ELM Textbook Series:

"Adventures in Art"

Published by: Davis Publications

ELM Classroom Resource Library Collection:

Postcard Sets and Reference Books:

African Masks (postcards)
Art of Place (postcards)
Arts of the Pacific Islands
Building Great Design with Paper
Chagall

Chuck Close- Up Close
Days of Respect
Gustav Klimpt
Honoring Our Ancestors
Jacob Lawrence: American Scenes
Just Like Me

Keith Haring

Lichtenstein

Milagros

Mola, Cuna Life Stories and Art
One Day in Japan with Hokusai
Paintings by African-Americans (postcards)
Rivera
Spirit of the Cloth: Contemporary African American Quilts
The Blue Rider
Words with Wings

K-8 Slide Sets- Published by Davis Publications:

Ancient Egypt

Ancient Greece
Ancient Rome
Calder
Exploring African-American Art
Exploring Latin America
Exploring Native American Art
Lawrence
O'Keefe

MS Textbook Series:

"Art: A Global Pursuit"
"Art: A Community Connection"

Published by: Davis Publications
Published by: Davis Publications

MS Classroom Resource Library Collection:

Postcard Sets and Reference Books:

Arts of the Pacific Islands
Art of Place (postcards)
Words with Wings
Paintings by African-Americans (postcards)
Jacob Lawrence: American Scenes
Spirit of the Cloth: Contemporary African American Quilts
Milagros

Mola, Cuna Life Stories and Art
Just Like Me

Honoring Our Ancestors
African Masks (postcards)
Chuck Close- Up Close
Chagall

Rivera
Keith Haring

One Day in Japan with Hokusai
Gustav Klimpt
The Blue Rider
Lichtenstein

Building Great Design with Paper
Days of Respect

K-8 Slide Sets- Published by Davis Publications:

Ancient Egypt
Ancient Greece
Ancient Rome
Exploring Latin America
Exploring Native American Art
Exploring African-American Art
Calder
Lawrence
O'Keefe

HS Textbook Series:

"Discovering Drawing"

Published by: Davis Publications

"Exploring Visual Design"
"Discovering Art History"
AP Studio Art Materials

Published by: Davis Publications
Published by: Davis Publications
Published by: the College Board

HS Classroom Resource Library Collection:

Postcard Sets and Reference Books:

ABC of Chinese Painting
African American Art Cards
African Masks (postcards)

Age of Industry
Age of the Renaissance
Art of Place (postcards)

Arts of the Pacific Islands
Black Art & Culture in the 20th Century
Blue Ride, The
Building Great Design with Paper

Chagall

Chuck Close- Up Close

Claes Oldenburg
Days of Respect
Elements of Art:
Georgia O'Keeffe
Gustav Klimpt
Honoring Our Ancestors
Jacob Lawrence: American Scenes
Just Like Me

Keith Haring

Lichtenstein

Milagros

Mola, Cuna Life Stories and Art
One Day in Japan with Hokusai

Rivera
Spirit of the Cloth: Contemporary African American Quilts

Words with Wings

HS Slide Sets- Published by Davis Publications:

Jacob Lawrence
Jacob Lawrence: American Scenes
Just Like Me

Keith Haring

Lichtenstein

Line, Shape, Mass

Perspective

Renoir

Rivera

Sculpture- Stone, Wood, Clay

Survey of American Art

Value, Texture, Color

Advanced Placement (AP) Studio Art * (HS) Program- Digital Camera Sets:

Olympus D550 Digital Zoom Camera

Digital Camera Accessory Kit (Lens etc.)

Tamrac Digital Photography Equipment Bag

64 MB Smart Media Memory Card

Smart Media Floppy Adapter

Promaster 6200 Tripod

**SY04* Purchase of slide sets for AP Studio Art and other related materials is proposed.
All such materials are published by The College Board.**