

# **K-12 Art**

## **Curriculum Guide: Standards, Concepts, Outcomes Assessments**

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The textbooks and supplements we recommended support the curriculum guide.

## MISSION STATEMENT

The Diocese of Davenport will foster the faith formation and spiritual growth of all persons based on standards of academic excellence which are rooted in Gospel values and Catholic Church teachings and celebrations so that faith becomes living, conscious, and active.

Therefore,

- All faith formation opportunities (parish, school, family) exist to teach and live the Gospel message of Jesus Christ
- Parents are the primary educators, and the parish and school are partners with parents in the faith formation and spiritual development of their children/adolescents
- Each person, regardless of race, cultural heritage, age or sex, will be provided with a warm, caring environment which fosters self-esteem, and helps to develop talents, skills and interests according to individual learning abilities
- The content of all faith formation opportunities within the diocese shall follow the curriculum guidelines set forth by the Diocese of Davenport, the Documents of Vatican II, and the Catechism of the Catholic Church
- All individuals appreciating the value of human dignity for themselves and others come together in liturgical celebration, and are called forth to establish a peace-filled, just, global society

## VISION

The Diocese of Davenport will continue to base expectations of student learning on rigorous standards of academic excellence which address each child's developmental needs, and are rooted in Gospel values and Catholic Church teachings.

## POLICY 610.0

### *Instruction Curriculum Guidelines*

It shall be the policy of the Davenport Diocesan Board of Education to provide guidelines for each curriculum area for grades K-12. A long-range plan for reviewing and refining the curriculum shall be developed and updated annually. Each parish and school, utilizing the diocesan guidelines, shall develop a five-seven year plan for assessment of needs, determination of goals, and selection of instructional materials for each area of the curriculum.

## **PREFACE TO CURRICULUM GUIDE – STANDARDS AND BENCHMARKS**

The Diocesan Standards and Benchmarks do not constitute a curriculum guide, however they are an expectation of a minimum amount of material to be covered in a group of grades or cluster. This document first list the major area of study or standard. The standard or major area of study remains the same for all grade levels. Listed below the standard is either an interval benchmark or a grade level benchmark. These two benchmarks further delineate the information covered to a more specific learning objective. After the grade level benchmark specific skills, vocabulary, and objectives are included to give teachers very specific information for part of a daily lesson.

The Diocesan Standards and Benchmarks should be the driving force for what is taught in the classroom, not a text book or individual preference. These items can form a part of what is taught in the classroom but can not replace the concepts stated in this document.

Another important piece of information included in these standards and benchmarks are references to the Iowa Test of Basic Skills (ITBS) and the Iowa Test of Educational Development (ITED). These footnotes allow the teacher to know what items are included in these standardized tests. Beginning in 2005 the specific grade clusters (i.e., K-2, 3-5, 6-8, 9-12) and number of times the subject is covered on the test will also be listed.

The various State of Iowa Integration Areas are also listed in our standards and benchmarks. These areas are listed as CE-Career Knowledge, CS-Communication Skills, GE-Global Education, TS-Higher Order Thinking Skills, MN-Multicultural and Gender Fair, and T-Technology, and G-Gospel Values.

## DEFINITIONS OF CURRICULUM COMPONENTS

Standards	Standards are general statements that identify what information students should know/understand or what skills/processes they should be able to do as a result of their educational experience
Interval Benchmark	Interval benchmarks describe what students should know and be able to do as a result of their educational experience.
Grade Level Benchmark	Grade Level Benchmark are very similar to interval benchmarks, but are more specific. These statements might be the focus of the lesson or one part of the lesson.
Skills	Skills specific task a student should be able to understand and perform.
Vocabulary	Vocabulary are terms the teacher and students should use to describe particular parts of a benchmark.
Objectives	Objectives are a statement of what the student will know after mastering the concept.

## **INFUSED / INTEGRATION AREAS**

- CE - Career Education
- CS - Communication Skills
- GE - Global Education
- TS - Higher Order Thinking Skills
- MN - Multicultural and Gender Fair
- T - Technology
- G - Gospel Values /Guidance

## TEXTBOOK GUIDELINES

Score by using:

(A)	Excellent
(B)	Good
(C)	Acceptable
(D)	Poor
(NI)	Not Included
(NA)	Not Applicable

### I. Authorship

- \_\_\_\_\_ A. Authorship consistent throughout total program
- \_\_\_\_\_ B. Background qualifications/experience in subject area

### II. General Characteristics

- \_\_\_\_\_ A. Current publication date
- \_\_\_\_\_ B. Attractive appearance
- \_\_\_\_\_ C. Written in clear, concise form
- \_\_\_\_\_ D. Reasonable cost

### III. Philosophy

- \_\_\_\_\_ A. Clearly stated and acceptable
- \_\_\_\_\_ B. Comments: \_\_\_\_\_  
\_\_\_\_\_

### IV. Subject Matter Content, Program, Assessment (Student Textbook)

- \_\_\_\_\_ A. The program is current and research-based (Standards, etc.)
- \_\_\_\_\_ B. Required infusion areas are represented
- \_\_\_\_\_ C. The textbook objectives (general and specific) match curriculum goals  
\_\_\_\_\_ List and comment: *(Please attach separate sheet)*
- \_\_\_\_\_ D. Provides for individual differences *(Identify)*
- \_\_\_\_\_ E. Curriculum is assessment-driven
- \_\_\_\_\_ F. Uses multiple assessment components *(Identify)*
- \_\_\_\_\_ G. Appeals to student interests
- \_\_\_\_\_ H. Provides sufficient coverage
- \_\_\_\_\_ I. Adequately presents concepts and skills

**V. Teacher's Manual**

- \_\_\_\_\_ A. Includes a reproduction of the student text
- \_\_\_\_\_ B. Provides a comprehension program overview
- \_\_\_\_\_ C. Includes a program scope and sequence
- \_\_\_\_\_ D. Provides directions on "how to use" the teaching guide
- \_\_\_\_\_ E. Provides lesson plans
- \_\_\_\_\_ F. Provides ideas for lessons, activities, etc.
- \_\_\_\_\_ G. Provisions for meeting the needs of students of different abilities
- \_\_\_\_\_ H. Evaluation materials, suggestions for multiple assessments
- \_\_\_\_\_ I. Provides list of materials needed for lessons and our explanation of how to use them
- \_\_\_\_\_ J. Provides answers to all problems, questions and exercises.
- \_\_\_\_\_ Comments:

**VI. Textbook Features**

- \_\_\_\_\_ A. Suitable readability
- \_\_\_\_\_ B. Attractive format, illustrations, tables, graphs, etc.
- \_\_\_\_\_ C. Durable and attractive cover
- \_\_\_\_\_ D. Binding is durable and allows book to open flat
- \_\_\_\_\_ E. Pages, paper, and type are appropriate and attractive

**TEXTBOOK EVALUATIONS PROFILE CHART**

(Compile results by category)

- \_\_\_\_\_ I. Authorship
- \_\_\_\_\_ II. General Characteristics
- \_\_\_\_\_ III. Philosophy
- \_\_\_\_\_ IV. Subject Matter Content, Program, Assessments
- \_\_\_\_\_ V. Teacher's Manual
- \_\_\_\_\_ VI. Textbook Features



**Curriculum Guide  
Grades K-4**

**Diocese of Davenport**  
**Art Standards and Benchmarks**  
**Grade Level K-4**

**Standard 1:** Understands and applies media, techniques, and processes related to the visual arts

**A. Interval Benchmark:**

- 1. Grade Level Benchmark:** Knows the differences between art materials, techniques, and processes

**Vocabulary:**

- art material
- paint
- Clay
- Wood
- videotape
- art technique
- overlapping
- shading
- color variation
- size variation
- art process
- sculpture
- casting
- construction
- film

**Objective:**

- Artistic skills and techniques
- Art materials

- 2. Grade Level Benchmark:** Knows how different materials, techniques, and processes cause different responses from the viewer (TS)

**Vocabulary:**

- material
- technique
- process
- viewer

**Objective:**

- Artistic skills and techniques
- Art materials

- 3. Grade Level Benchmark:** Knows how different media, techniques, and processes are used to communicate ideas, experiences, and stories (T)

**Vocabulary:**

- medium
- oil paint
- paint
- watercolor
- stone
- metal
- technique

**Diocese of Davenport**  
**Art Standards and Benchmarks**  
**Grade Level K-4**

- process
- communicate

**Objective:**

- Artistic skills and techniques
- Artistic communication and expression
- Art materials

- 4. Grade Level Benchmark:** Uses art materials and tools in a safe and responsible manner

**Vocabulary:**

- art material
- tool
- brush
- canvas

**Objective:**

- Artistic skills and techniques
- Art materials

**Diocese of Davenport**  
**Art Standards and Benchmarks**  
**Grade Level K-4**

**Standard 2:** Knows how to use structures and functions of art

**A. Interval Benchmark:**

- 1. Grade Level Benchmark:** Knows the differences among visual characteristics and purposes of art

**Vocabulary:**

- visual characteristic
- color
- texture
- cold color
- warm color
- complimentary color

**Objective:**

**Skills:**

- Form and aesthetics
- Sensory characteristics and emotive response
- Artistic skills and techniques
- Purpose and meaning of art

- 2. Grade Level Benchmark:** Understands how different compositional, expressive features, and organizational principles cause different responses (GE)(MN)

**Vocabulary:**

- Composition
- Repetition
- Balance
- Emphasis
- Contrast
- art element
- depth
- perspective
- dimension

**Objective:**

**Skills:**

- Form and aesthetics
- Sensory characteristics and emotive response
- Artistic communication and expression

- 3. Grade Level Benchmark:** Uses visual structures and functions of art to communicate ideas (CS)

**Vocabulary:**

- visual structure
- communicate
- artistic function

**Objective:**

**Diocese of Davenport**  
**Art Standards and Benchmarks**  
**Grade Level K-4**

**Skills:**

- Form and aesthetics
- Sensory characteristics and emotive response
- Artistic communication and expression

**Diocese of Davenport**  
**Art Standards and Benchmarks**  
**Grade Level K-4**

**Standard 3:** Knows a range of subject matter, symbols, and potential ideas in the visual arts

**A. Interval Benchmark:**

**1. Grade Level Benchmark:** Selects prospective ideas for works of art (TS)

**Vocabulary:**

- work of art
- artistic ideas

**Objective:**

- Evaluation and interpretation of art
- Artistic communication and expression

**2. Grade Level Benchmark:** Knows how subject matter, symbols, and ideas are used to communicate meaning (CS) (TS)

**Vocabulary:**

- subject matter
- symbol
- communicate

**Objective:**

- Artistic communication and expression

**Diocese of Davenport**  
**Art Standard And Benchmarks**  
**Grade Level K-4**

**Standard 4:** Understands the visual arts in relation to history and cultures

**A. Interval Benchmark:**

1. **Grade Level Benchmark:** Knows that the visual arts have both a history and a specific relationship to various cultures (GE)(MN)

**Vocabulary:**

- visual art
- history
- culture

**Objectives:**

- Historical and cultural context of artistic works
- Influence of culture/society on art

2. **Grade Level Benchmark:** Identifies specific works of art as belonging to particular cultures, times, and places (GE)(MN)(G)

**Vocabulary:**

- works of art
- culture
- time
- place

**Objective:**

- Historical and cultural context of artistic works
- Influence of culture/society on art

3. **Grade Level Benchmark:** Knows how history, culture, and the visual arts can influence each other

**Vocabulary:**

- History
- Culture
- visual art

**Objective:**

- Historical and cultural context of artistic works
- Influence of culture/society on art
- Art in culture/society

**Diocese of Davenport**  
**Art Standards and Benchmarks**  
**Grade Level K-4**

**Standard 5:** Understands the characteristics and merits of one's own artwork and the artwork of others

**A. Interval Benchmark:**

- 1. Grade Level Benchmark:** Knows various purposes for creating works of visual art (TS)

**Vocabulary:**

- visual art
- artistic purpose

**Objective:**

- Purpose and meaning of art

- 2. Grade Level Benchmark:** Knows how people's experiences can influence the development of specific artworks (CS)

**Vocabulary:**

- cultural background
- artist

**Objective:**

- Historical and cultural context of artistic works
- Influence of culture/society on art
- Cultural perspectives

- 3. Grade Level Benchmark:** Understands that specific artworks can elicit different responses (CS)(TS)

**Vocabulary:**

- Artwork
- elicited response

**Objective:**

- Evaluation and interpretation of art
- Sensory characteristics and emotive response



**Curriculum Guide  
Grades 5-8**

Diocese of Davenport  
Art Standards and Benchmarks  
Grade Level 5-8

**Standard 1:** Understanding and applying media, techniques, and processes

**A. Interval Benchmark:**

1. **Grade Level Benchmark:** Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices (T)

**Vocabulary:**

- Art materials
- Art technique
- Art process
- Communication

**Objective:**

- Artistic skills
- Art techniques
- Art materials
- Art process
- Communication

2. **Grade Level Benchmark:** Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas (T)

**Vocabulary:**

- Art medium
- Art technique
- Art process
- Communication

**Objective:**

- Artistic skills
- Art techniques
- Materials
- Art Process
- Communication
- Expression

Diocese of Davenport  
Art Standards and Benchmarks  
Grade Levels 5-8

**Standard 2:** Using knowledge of structures and functions

**A. Interval Benchmark:**

**1. Grade Level Benchmark:** Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work (TS)

**Vocabulary:**

- Sensory Elements
- Formal elements

**Objective:**

- Form and aesthetics
- Artistic skills
- Art techniques

**2. Grade Level Benchmark:** Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas (CS)

**Vocabulary:**

- organizational principles
- communication

**Objective:**

- Evaluation and interpretation of art
- Artistic skills
- Art techniques
- Artistic communication
- Expression

**3. Grade Level Benchmark:** Students select and use the qualities of structures and functions of art to improve communication of their ideas (CS)

**Vocabulary:**

- visual structure
- function of art
- communication

**Objective:**

- Artistic skills
- Art techniques
- Communication
- Expression

Diocese of Davenport  
Art Standards and Benchmarks  
Grade Level 5-8

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

**A. Interval Benchmark:**

1. **Grade Level Benchmark:** Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

**Vocabulary:**

- visual concept
- spatial concept
- temporal concept
- communication

**Objective:**

- Purpose and meaning of art
- Communication
- Expression

2. **Grade Level Benchmark:** Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks (CS)(CE)

**Vocabulary:**

- Subject
- theme
- symbol
- context
- aesthetics
- communication

**Objective:**

- Purpose and meaning of art
- Evaluation and interpretation of art
- Cultural context
- Artistic skills
- Art Techniques

**Diocese of Davenport**  
**Art Standards and Benchmarks**  
**Grade Level 5-8**

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

**A. Interval Benchmark:**

**1. Grade Level Benchmark:** Students know and compare the characteristics of artworks in various eras and cultures (GE)(MN)

**Vocabulary:**

- Historical context
- Cultural context
- Art materials
- Sensory elements
- Formal elements
- Technical elements
- Expressive elements

**Objective:**

- Historical context
- Cultural context

**2. Grade Level Benchmark:** Students describe and place a variety of art objects in historical and cultural contexts (GE)(MN)

**Vocabulary:**

- historical context
- cultural context

**Objective:**

- Historical context
- Cultural context

**3. Grade Level Benchmark:** Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influences visual characteristics that give meaning and value to a work of art (T)(GE)(MN)

**Vocabulary:**

- Sensory elements
- Formal elements
- Technical elements
- Expressive elements
- Technology

**Objective:**

- Purpose and meaning of art
- Historical context
- Cultural context

Diocese of Davenport  
Arts Standards and Benchmarks  
Grade Level 5-8

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

**A. Interval Benchmark:**

**1. Grade Level Benchmark:** Students compare multiple purposes for creating works of art. (TS)

**Vocabulary:**

- artistic purpose

**Objective:**

- Purpose and meaning of art
- Evaluation and interpretation of art

**2. Grade Level Benchmark:** Students analyze contemporary and historic meanings in specific artworks through cultural aesthetic inquiry

**Vocabulary:**

- contemporary meaning
- historical context

**Objective:**

- Evaluation and interpretation of art
- Historical context
- Cultural context

**3. Grade Level Benchmark:** Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures (GE) (MN) (G)

**Vocabulary:**

- culture context
- Historical context

**Objective:**

- Evaluation and interpretation of art
- Sensory elements
- Expressive elements
- Formal elements
- Historical context
- Cultural context

Diocese of Davenport  
Arts Standards and Benchmarks  
Grade Level 5-8

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

**A. Interval Benchmark:**

- 1. Grade Level Benchmark:** Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, cultural context. (TS)

**Vocabulary:**

- Historical context
- Cultural context
- Sensory elements
- Expressive elements
- Formal elements
- Technical Elements

**Objective:**

- Historical context
- Cultural context

- 2. Grade Level Benchmark:** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts (CE)

**Vocabulary**

- Sensory elements
- Expressive elements
- Formal elements
- Technical Elements

**Objective:**

- Interdisciplinary education

**Curriculum Guide  
Grades 9-12**



**Diocese of Davenport**  
**Art Standards and Benchmarks**  
**Grade Level 9-12**

**Standard 1: Understands and applying media, techniques, and processes**

**A. Interval Benchmark:**

- 1. Grade Level Benchmark:** Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks (TS)

**Vocabulary:**

- Medium
- Technique
- Process

**Objective:**

- Artistic skills
- Art technique
- Materials
- Art process
- Communication
- Art expression

- 2. Grade Level Benchmark:** Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use (CS)

**Vocabulary:**

- Communication
- Medium
- Technique
- Process

**Objective:**

- Artistic skills
- Art techniques
- Communication
- Expression

**Diocese of Davenport**  
**Art Standards and Benchmarks**  
**Grade Level 9 - 12**

**Standard 2:** Using knowledge of structures and functions

**A. Interval Benchmark:**

1. **Grade Level Benchmark:** Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art. (CS)

**Vocabulary:**

- Visual structure
- Commercial intention
- Artistic intention
- Sensory elements
- Formal elements
- Technical elements

**Objective:**

- Artistic skills
- Art techniques
- Communication
- Expression
- Purpose and meaning of art

2. **Grade Level Benchmark:** Students evaluate the effectiveness of artworks in terms of organizational structures and functions. (CE)

**Vocabulary:**

- Artwork
- Structure of artwork
- Function of artwork

**Objective:**

- Artistic skills
- Art techniques
- Purpose and meaning of art

3. **Grade Level Benchmark:** Students create artworks that use organizational principles and functions to solve specific visual art problems.

**Vocabulary:**

- Sensory elements
- Formal elements
- Artistic function

**Objective:**

- Form and aesthetics
- Purpose and meaning of art

**Diocese of Davenport**  
**Art Standard and Benchmarks**  
**Grade Level 9 - 12**

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

**A. Interval Benchmark:**

1. **Grade Level Benchmark:** Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture. (TS)

**Vocabulary:**

- Visual value
- Spatial value
- Temporal value
- Functional value
- Artwork
- Culture history

**Objective:**

- Historical and cultural context of artistic works
- Influence of society/culture on art

2. **Grade Level Benchmark:** Students evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others. (TS)

**Vocabulary:**

- Subject
- Symbol
- Artwork

**Objective:**

- Purpose and meaning of art
- Communication
- Expression
- Artistic skills and techniques

**Diocese of Davenport**  
**Art Standards and Benchmarks**  
**Grade Levels 9-12**

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

**A. Interval Benchmark:**

- 1. Grade Level Benchmark:** Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purpose of works of art (GE) (MN)

**Vocabulary:**

- Historical context
- Cultural context

**Objective:**

- 2. Grade Level Benchmark:** Historical and cultural context of artistic works; 2. Purpose and meaning of art (GE)(MN)

**Vocabulary:**

**Objective:**

- 3. Grade Level Benchmark:** Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places (GE)(MN)

**Vocabulary:**

- Function
- Meaning
- Art object
- Culture
- Time
- Place

**Objective:**

- Historical and cultural context of artistic works
- Purpose and meaning of art

- 4. Grade Level Benchmark:** Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making. (TS)

**Vocabulary:**

- Work of art
- History
- Aesthetics
- Culture

**Objective:**

- Historical context of artistic works
- Form and aesthetics

**Diocese of Davenport**  
**Art Standards and Benchmarks**  
**Grade Level 9-12**

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

**A. Interval Benchmark:**

**1. Grade Level Benchmark:** Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

**Vocabulary:**

- Artistic intention
- Artwork

**Objective:**

- Purpose and meaning of art
- Communication
- Expression

**2. Grade Level Benchmark:** Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts (GE)(CE)

**Vocabulary:**

- Artistic intention
- Artistic purpose

**Objective:**

- Purpose and meaning of art

**3. Grade Level Benchmark:** Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

**Vocabulary:**

- Historical context
- Cultural context

**Objective:**

- Historical context
- Cultural context
- Artistic skills
- Art techniques

**Diocese of Davenport**  
**Art Standards and Benchmarks**  
**Grade Level 9-12**

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

**A. Interval Benchmark:**

1. **Grade Level Benchmark:** Students compare the material, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

**Vocabulary:**

- Art Materials
- Technology
- Art processes

**Objective:**

- Art materials
- Technology
- Art processes

2. **Grade Level Benchmarks:** Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences (CE)(G)

**Vocabulary:**

- Historical context
- Cultural context
- Art movement

**Objective:**

- Historical context
- Cultural context
- Art movement