

BRUNSWICK SCHOOL DEPARTMENT
REVENUE AND EXPENSE REPORT FOR JUNE 2016
 Not Final June
 School Year 2015-16

Revenues	Annual Budget	Revenues through 6/30/2016	Remaining Bal.	% Collected
Unapprop. Fund Bal.	3,067,309.00	3,067,309.00	0.00	100.00%
US Bond Proceeds	119,800.00	119,800.00	0.00	100.00%
State Subsidy	9,826,081.00	9,963,898.11	-137,817.11	101.40%
Federal Subsidy	0.00	0.00	0.00	0.00%
Local Share	23,256,665.00	23,256,665.00	0.00	100.00%
Tuition	102,000.00	173,073.78	-71,073.78	169.68%
Misc.	93,000.00	83,464.62	9,535.38	89.75%
Other	61,000.00	61,000.00	0.00	100.00%
Total Revenue	36,525,855.00	36,725,210.51	-199,355.51	100.55%

Expenses By Warrant Number	Budget Approved 6/10/2015	Adjustments	Revised Budget	Expended Through 6/30/2016	Remaining Bal.	% Expended
1 Regular Instruction	15,676,015.92	3,375.22	15,679,391.14	14,742,251.33	937,139.81	94.02%
2 Spec. Ed. Instruction	4,927,034.94	714.42	4,927,749.36	4,534,829.00	392,920.36	92.03%
3 CTE	785,399.00	0.00	785,399.00	786,381.26	-982.26	100.13%
4 Other Instruction	727,958.55	0.00	727,958.55	625,184.32	102,774.23	85.88%
5 Student & Staff Support	3,486,944.34	-4,089.64	3,482,854.70	3,213,003.75	269,850.95	92.25%
6 System Administration	903,920.00	0.00	903,920.00	844,600.98	59,319.02	93.44%
7 School Administration	1,484,214.50	0.00	1,484,214.50	1,420,803.95	63,410.55	95.73%
8 Transportation	1,892,811.74	0.00	1,892,811.74	1,795,802.51	97,009.23	94.87%
9 Operation & Maintenance	4,569,917.75	0.00	4,569,917.75	3,634,917.63	935,000.12	79.54%
10 Debt Service	1,889,239.26	0.00	1,889,239.26	1,889,239.26	0.00	100.00%
11 All Other	61,000.00	0.00	61,000.00	61,000.00	0.00	100.00%
12 Adult Education	121,399.00	0.00	121,399.00	108,306.00	13,093.00	89.21%
Total Budget	36,525,855.00	0.00	36,525,855.00	33,656,319.99	2,869,535.01	92.14%

Brunswick School System Wellness Committee

Annual Report 2015-2016

Members of the Committee:

Jean Libby—Brunswick High School

Joan Mitchell—Brunswick High School

Sarah Bingham - Brunswick Junior High School

Tracey Peck-Moad—Coffin School

Lynn D'Agostino—Harriet Beecher Stowe School

Scott Smith---School Nutrition Program Director

Jennah Godo—Access Health

Hillary Jean—Mid Coast Hospital

Allyson Goodwin—School Physician and parent

Joy Prescott—School Board

Cheryl White—School Administrator

Annual Goals: Wellness Goals 2015-2016

1. Continue our support of the 5 2 1 0 activities in our four buildings. The program has only partial support from Mid-Coast hospital and there are no stipends for leaders, but we still wish schools to participate.
2. Coordinate with parent groups in the promotion of wellness activities in our schools
3. Continue to monitor the use of food in our schools e.g.
 - a. Support the Brunswick Food Services Department in their efforts to provide healthy meals.
 - b. Provide schools and families with information on health options for school/class celebrations.
 - c. Continue to monitor fund-raising groups at all school levels regarding healthy options when selling food items
4. Examine ways to address and promote social and emotional health within our school communities and to increase communication of the Wellness Committee's work to the Brunswick School Committee.
5. Support the writing of the K-5 Health Curriculum
6. Continue to support efforts to provide school staff with wellness activities and information
7. Review Federal and Local Wellness Policies

Meeting Dates: October 6, 2015, December 1, 2015, January 24, 2016, March 14, 2016, April 5, 2016(cancelled), May 9, 2016

5 2 1 0 Initiatives

Since our 5 2 1 0 funds were drastically reduced three years ago, it has been a challenge for individual schools to maintain programs. We were pleased to receive a small \$3,000.00 grant from 5-2-1-0. Some uses of the funds were:

At Coffin to fund materials for an evening program during "Turn off the TV Week." The Diversified Arts team created a great program for parents and students demonstrating alternate activities to screen time.

At Harriet Beecher Stowe to fund a Story Walk. They held a contest where fourth and fifth grade students wrote stories. One was then selected to be published and made into various posters. These will be posted on the Bobcat outdoor walking course on the playground. Students will be able to walk and read the story in the fall.

At Brunswick High School to purchase materials for meditation activities which were held in the library during exam periods.

Members of the committee have been very resourceful despite the loss of funds and have continued activities such as the Bike and Walk to School Days, The Biggest Loser Contest for Staff, Jump Rope for Heart program during physical education classes and the wonderful Color Week in February for grades K-5 when the Food Services people introduce students to new foods and tastes with a rainbow of colors. The High School has focused on test anxiety and bullying this year. Students prepared a Public Service Announcement which was very successful. They also have received a grant from Seeds of Peace to pay students to work at the gardens at Brunswick Landing and at the garden at the High School.

The K-5 Health Curriculum was adopted on June 8, 2016. Health Curricula already are in place for the Junior High and the High School. The committee gave input into the K-5 Units during the May 9 meeting.

The Committee spent most of the second half of the year reviewing and analyzing Brunswick's Wellness Policies and Procedures. We also researched and reviewed other Districts' policies. We used a policy evaluation tool from the 5 2 1 0 notebooks to evaluate our current policy. Though our policy does meet legal requirements, language is not definitive, particularly in two areas: activity during the school day involving recess times, and food being brought into the classroom without parental control or knowledge e.g. birthday parties, advisor group celebrations, rewards for school activities. The Wellness committee will continue to research possible policy revisions and wants to ensure that building staff and family members have opportunities to discuss this topic. The Committee also hopes to increase our presence on school and district Websites.

**Brunswick High School
3-D Foundations
Units of Study**

Unit 1: The Creative Process - Printing, Ceramics and Sculpture

Unit 2: Arts Connections * embedded within units

Unit 3: Aesthetics and Criticism * embedded within units

The Creative Process - Printmaking, Ceramics and Sculpture

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Artists use a variety of concepts, skills, and processes to create successful three-dimensional art works . ▪ Creative thinking and problem solving is essential in the creation of a print, ceramic form or sculpture ▪ Observation skills are essential to artists ▪ Artists draw reference from observed subjects, life around them and their imagination.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What is art and what does art communicate? ▪ What is a print and what are the qualities of printmaking? ▪ What is ceramics and what are the qualities of ceramic work? ▪ What is sculpture and what are the qualities of a sculpture? ▪ How do artists generate ideas? ▪ How do artists use sketchbooks to record their observations and ideas? ▪ How do artists develop perceptual skills and utilize their imagination? ▪ What skills and techniques, and processes are necessary in order to create three dimensional art works? ▪ How are the elements of art and principles of design used to create art? ▪ How do artists apply compositional principles to create art? ▪ How do artists build and maintain a portfolio?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Art is a form of visual communication and expression. ▪ Prints, ceramics and sculpture are art forms used by artists to communicate ideas, thoughts and feelings. ▪ Artists generate ideas in a variety of ways. ▪ Artists use sketchbooks to record their observations and ideas. ▪ Artists practice perceptual skills working from observed subjects as well as develop ideas from their imagination. Visual art may be realistic or non-representational. ▪ Artists use a variety of techniques, media, and processes to create and express through art. ▪ Artists use the elements of art and principles of design to create a work of art. ▪ Artists apply compositional principles in their work. ▪ Artists build a portfolio by documenting their creative process, practicing media use and techniques, selecting works to include in the portfolio, developing subject matter, applying perceptual and visual communication skills, and portraying mood and emotion in their art.

The Creative Process - Printmaking, Ceramics and Sculpture

<p style="text-align: center;">Vocabulary</p>	<p><u>Terms:</u></p> <ul style="list-style-type: none"> ▪ design, composition, positive space, negative space, elements of art and principles of design, line, shape, space, form, pattern, texture, color, value, scale, proportion, balance, unity, harmony, rhythm, movement, symmetry, asymmetry, radial design ▪ print, relief, bas relief, intaglio, incised, observational, thumbnail sketch, media, imaginative, mass, additive, subtractive, pinch, coil, slab, score, slip, glaze, bisque, air bubble, hollow out, clay tool, leather hard, air dry, underglaze, gloss, earthenware, kiln, three-dimensional, color, vessel, handbuilt, wheel thrown, construction
<p style="text-align: center;">Essential Skills</p>	<ul style="list-style-type: none"> ▪ Produce art works that show an exploration of the elements of art and principles of design including both functional works and non-functional sculptures ▪ Demonstrate compositional skills and spatial awareness Practice, use, and apply perception and observational skills ▪ Practice and develop skill using a variety of three-dimensional techniques and methods ▪ Experiment with a variety of art media ▪ Express ideas thoughts and feelings through works of art ▪ Manipulate art media for a desired outcome ▪ Solve artistic challenges creatively ▪ Use art related terminology as it relates to the creative process ▪ Use specific tools and materials to create expressive works ▪ Produce works that show an understanding of spatial relationships using observational skills ▪ Develop color relationships and use color in works of art ▪ Maintain a portfolio of works

The Creative Process - Printmaking, Ceramics and Sculpture

<p>Graduation Standards And Performance Indicators</p>	<p><u>B. Create and Express ideas through the arts discipline</u></p> <p>B1. Select, compare and apply media, techniques and processes with skill and expressive intent in order to create a variety of original works</p> <p>B2. Demonstrate understanding of effective compositional strategies in their own work</p> <p>B3. Create works that express an idea, a feeling or personal meaning</p> <p>B4. Maintain portfolio of works and select and prepare artwork for exhibition</p> <p><u>C. Creative Problem Solving - approach artistic problemsolving using multiple solutions and the creative process</u></p> <p>C1. Apply creative and or critical thinking skills as related to the process of making and reflecting upon art</p> <p>C2. Demonstrate the ability to generate multiple solutions to a creative challenge</p>
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ cut paper stencil positive and negative space design ▪ relief print investigating texture ▪ handbuilt ceramic vessel combining 2 or more methods of construction ▪ animal sculpture made from clay ▪ papermache' three-dimesional animal ▪ found object sculpture utilizing steam-punk attributes ▪ make thumbnail sketches that demonstrate composition and planning for a series of clay pots based on a theme ▪ mix, blend and develop color schemes with glaze ▪ create a reduction linoleum print ▪ bas relief tile based on a childhood memory
<p>Sample Classroom Assessment</p>	<ul style="list-style-type: none"> ▪ Conversations, oral critique ▪ Observations ▪ Products: portfolio art work and rubric, sketchbook, preliminary studies, written artist reflective statement

The Creative Process - Printmaking, Ceramics and Sculpture

Methods	
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ Art Department Resource Library Books such as: <u>Wheel Thrown Ceramics</u>, <u>Glazing Pottery</u>, <u>Handbuilt Techniques for Pottery</u> etc. ▪ Art Elements and Art Principles posters ▪ Art Reproductions ▪ Scholastic Arts Magazines ▪ Online resources such as: museum web sites, pinterest, wikipedia, <u>artcyclopedia.com</u>, <u>biography.com</u>, <u>famousartistsgallery.com</u>, etc

**Brunswick School Department
3-D Foundations
Arts Connections**

<p style="text-align: center;">Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Art is a form of visual communication. ▪ Art and artists both reflect and shape their time period and culture. ▪ Art often relates to the values and beliefs from the artists culture ▪ There are many connections that can be made between art and other disciplines. ▪ Artists utilize ideation and planning to create meaningful works. ▪ Art helps us to see and understand the world around us. ▪ Art creation provides a creative outlet and means of renewal
<p style="text-align: center;">Essential Questions</p>	<ul style="list-style-type: none"> ▪ What ideas are communicated through works of art? ▪ What can art tell us about our own society and other cultures--now and in previous time periods? ▪ What can we learn about beliefs and cultures from looking at art? ▪ What other disciplines and connections relate to art? ▪ .How do artists generate ideas and utilize planning in art creation? ▪ What can we learn about our enviroment through art? ▪ In what ways is the creative process enjoyable?
<p style="text-align: center;">Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Art has different meanings and functions in different times and places. ▪ The elements and principles of design can be used to describe artworks from different time periods. ▪ Artists often create works inspired by art and cultural traditions other than their own
<p style="text-align: center;">Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> o art history, art historian, abstract, realism, representational, non-representational, art movement, culture, compare, contrast, art style, art elements, art principles
<p style="text-align: center;">Essential Skills</p>	<ul style="list-style-type: none"> ▪ Compare the function and meaning of works of art from a culture and time period. ▪ Identify and describe specific elements and principles found in a work of art from a specific time period. ▪ Create a work of art inspired by an art styles, or periods or culture

**Brunswick School Department
3-D Foundations
Arts Connections**

<p style="text-align: center;">Graduation Standards and Performance Indicators</p>	<p><u>E. Visual Arts Connections</u> - Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.</p> <p>E1. Explain the characteristics and function of a work of art in a historical and/or cultural context.</p> <p>E2. Describe how artists are often inspired by and influence their time and culture.</p> <p>E3. Understand the holistic connection between arts and other disciplines.</p> <p>E4. Demonstrate planning and sequencing of art media and processes in order to meet learning targets.</p>
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Interpret the meaning of a cultural artwork in writing ▪ Design a handbuilt vessel inspired by Greek Pottery ▪ Compare and contrast two or more works of art from different time periods and/or cultures orally or in writing ▪ Study the tradition of mask-making around the world and create a mask drawing inspiration from a culture ▪ Reflect and write about the application of art media and processes
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ sketchbook and documentation of planning from concept to art creation ▪ written analysis and critique interpreting work by another artist ▪ written compare and contrast of two art works from different genres ▪ portfolio work in the style of an artist, art style or genre
<p style="text-align: center;">Sample Resources</p>	<ul style="list-style-type: none"> ▪ Scholastic Arts Magazine ▪ Art History Texts ▪ Multiple online internet resources ▪ Artist, Art Style and Art Movement DVD's ▪ Art Reproductions Print File

Brunswick School Department
3-D Foundations
Aesthetics and Criticism

Essential Understandings	<ul style="list-style-type: none"> ▪ There are different philosophies and methods used by artists, art critics and art historians to interpret and evaluate of artworks. ▪ Art is a form of visual communication. ▪ Discussing art work can help us analyze, understand, and interpret artistst's responses to the world around us, and can facilitate empathy and understanding. ▪ Artists make meaning through their art work. ▪ Reflecting upon our work and the work of others is essential to promote growth and understanding
Essential Questions	<ul style="list-style-type: none"> ▪ What is art? ▪ How do artists effectively engage in a discussion about art? ▪ How do we sensitively and accuratly critique the work of our peers? ▪ How can the process of inquiry help us determine an artists intent and give meaning to art works? ▪ How do people evaluate and express opinions about art?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Art is a visual form of expression and communication. ▪ There are different meanings for art based on the point of view of artist, art historian, viewer, and art critic. ▪ The process of formal art analysis: description, analysis, interpretation and judgment can lead to an informed opinion about artworks. ▪ People critique art orally and in writing. ▪
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> art criticism, critique, aesthetics, philosophy, art critic, describe, concept, analyze, interpret, evaluate, judge, symbolism, meaning, intent, media, subject matter, composition, technique, opinion
Essential Skills	<ul style="list-style-type: none"> ▪ Describe, analyze, interpret and evaluate their own and/ or master works of art. ▪ Evaluate all the features of the Elements of Art: color, form, line, shape, space, texture, and value and the Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. ▪ Differentiate between an informed interpretation and personal response. ▪ Explain and justify personal aesthetic criteria.

**Brunswick School Department
3-D Foundations
Aesthetics and Criticism**

<p style="text-align: center;">Graduation Standards And Performance Indicators</p>	<p><u>A. Disciplinary Literacy - show literacy in the arts discipline by understanding and demonstrating concepts, skills, terminology and processes</u></p> <p>A2. Demonstrate knowledge of the elements of art and principles of design in art forms and genres</p> <p>A3. Demonstrate proficiency using terminology and processes when discussing and/ or creating artwork</p> <p><u>C. Creative Problem Solving - approach artistic problemsolving using multiple solutions and the creative process</u></p> <p>C1. Apply creative and or critical thinking skills as related to the process of making and reflecting upon art</p> <p><u>D. Aesthetics and Criticism - Describe, analyze, interpret, and evaluate art</u></p> <p>D1. Describe, analyze, interpret and evaluate artwork based on personal observations and informed judgment as it relates to content and composition</p> <p>D2. Reflect on the creative process and evaluate their portfolio work</p>
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Written or oral formal analysis of an artwork by another artist ▪ Critique or review an artwork from the Annual Student Art show ▪ Small group critique ▪ Written reflection/artist statement on the students portfolio works ▪ Read texts by artists, art critics an/or art historians in order to interpret an artwork ▪ Write a personal interpretation of a famous or contemporary artwork
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Formative assessment during critiques, or on sketchbook review ▪ Oral presentation on work by another artist ▪ Written artist reflection statement ▪ Written art critique and analysis ▪ Summative portfolio of student work

**Brunswick School Department
3-D Foundations
Aesthetics and Criticism**

<p>Sample Resources</p>	<ul style="list-style-type: none">● <u>DVD: The Art Elements, The Art Principles</u> - Learning Zone Express● Scholastic Arts Magazine● Art History Texts● Multiple internet resources● Artist, Art Style and Art Movement DVD's
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**Brunswick High School
2-D Foundations
Units of Study**

Unit 1: The Creative Process - Design, Drawing and Painting

Unit 2: Arts Connections * embedded within units

Unit 3: Aesthetics and Criticism * embedded within units

Brunswick School Department
2-D Art Foundations
The Creative Process - Design, Drawing, Painting

<p style="text-align: center;">Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Artists use a variety of concepts, skills, and processes to create successful designs, drawings and paintings. ▪ Creative thinking and problem solving is essential in the creation of a design, drawing or painting ▪ Observation skills are essential to artists ▪ Artists draw reference from observed subjects, life around them and their imagination.
<p style="text-align: center;">Essential Questions</p>	<ul style="list-style-type: none"> ▪ What is art and what does art communicate? ▪ What is a design and what are the qualities of a design? ▪ What is drawing and what are the qualities of a drawing? ▪ What is painting and what are the qualities of a painting? ▪ How do artists generate ideas? ▪ How do artists use sketchbooks to record their observations and ideas? ▪ How do artists develop perceptual skills and utilize their imagination? ▪ What skills and techniques, and processes are necessary in order to create designs, drawings and paintings? ▪ How are the elements of art and principles of design used to create art? ▪ How do artists apply compositional principles to create art? ▪ How do artists build and maintain a portfolio?
<p style="text-align: center;">Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Art is a form of visual communication and expression. ▪ Design, Drawing and Painting are art media used by artists to communicate ideas, thoughts and feelings. ▪ Artists generate ideas in a variety of ways. ▪ Artists use sketchbooks to record their observations and ideas. ▪ Artists practice perceptual skills working from observed subjects as well as develop ideas from their imagination. Visual art may be realistic or non-representational. ▪ Artists use a variety of techniques, media, and processes to create and express through art. ▪ Artists use the elements of art and principles of design to create a work of art. ▪ Artists apply compositional principles in their work. ▪ Artists build a portfolio by documenting their creative process, practicing media use and techniques, selecting works to include in the portfolio, developing subject matter, applying perceptual and visual communication skills, and portraying mood and emotion in their art.

Brunswick School Department
2-D Art Foundations
The Creative Process - Design, Drawing, Painting

Vocabulary	<p><u>Terms:</u></p> <ul style="list-style-type: none"> ▪ design, composition, positive space, negative space, elements of art and principles of design, line, shape, space, pattern, texture, color, value, scale, proportion, balance, unity, harmony, rhythm, movement, symmetry, asymmetry, radial design ▪ drawing, gesture, contour, blind contour, hatching, cross hatching, observational, sighting, measuring, proportion, perspective, line, thumbnail sketch, media, viewfinder, observation, imaginative, value, highlight, shadow, cast shadow, shading, blending, cross-hatching, hatching, stipple, tonal ▪ painting, primary colors, secondary colors, tertiary colors, warm colors, cool colors, analogous colors, complementary colors, monochromatic, hue, tint, shade, brushstroke, directional stroke, stipple, pointilism, impasto, expression, mood
Essential Skills	<ul style="list-style-type: none"> ▪ Produce art works that show an exploration of the elements of art and principles of design including both representational and non-representational works ▪ Demonstrate compositional skills such as cropping or enlarging ▪ Practice, use, and apply perception and observational skills ▪ Practice and develop skill using a variety of design, drawing and painting techniques and methods ▪ Experiment with a variety of art media ▪ Express ideas thoughts and feelings through works of art ▪ Manipulate art media for a desired outcome ▪ Solve artistic challenges creatively ▪ Use art related terminology as it relates to the creative process ▪ Use specific tools and materials to create expressive works ▪ Produce works that show an understanding of spatial relationships using observational skills ▪ Develop color relationships and use color in works of art ▪ Maintain a portfolio of works

The Creative Process - Design, Drawing, Painting

<p>Graduation Standards And Performance Indicators</p>	<p><u>B. Create and Express ideas through the arts discipline</u></p> <p>B1. Select, compare and apply media, techniques and processes with skill and expressive intent in order to create a variety of original works</p> <p>B2. Demonstrate understanding of effective compositional strategies in their own work</p> <p>B3. Create works that express an idea, a feeling or personal meaning</p> <p>B4. Maintain portfolio of works and select and prepare artwork for exhibition</p> <p><u>C. Creative Problem Solving - approach artistic problemsolving using multiple solutions and the creative process</u></p> <p>C1. Apply creative and or critical thinking skills as related to the process of making and reflecting upon art</p> <p>C2. Demonstrate the ability to generate multiple solutions to a creative challenge</p>
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ cut paper positive and negative space design ▪ name design utilizing one point perspective ▪ contour line design with various views of an observed subject such as a shoe or hat ▪ create a logo design to communicate an idea inspired by graffiti art ▪ value study of an observed still life using charcoal ▪ imaginative drawing using ink and wash ▪ contour line drawing sighted and blind from observed subjects such as portraits and still life objects ▪ make thumbnail sketches that demonstrate composition ▪ create a value scale in paint ▪ mix, blend and develop color schemes with paint ▪ apply blending techniques in a painting ▪ create a design exploring color schemes ▪ practice brush strokes, techniques and paint application ▪ observational painting from a still life subject expressing students interests ▪ imaginative painting based on a childhood memory ▪ paint a landscape inspired by an artist from the Impressionist era

The Creative Process - Design, Drawing, Painting

<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Conversations, oral critique ▪ Observations ▪ Products: portfolio art work and rubric, sketchbook, preliminary studies, written artist reflective statement
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ Art Department Resource Library Books such as: <u>Pencil Drawing</u>, <u>Imaginative Drawing</u>, <u>Drawing on the Right Side of The Brain</u> ▪ Art Elements and Art Principles posters ▪ Art Reproductions Print File ▪ Scholastic Arts Magazines ▪ Online resources such as: museum web sites, pintrest, wikipedia, <u>artcyclopedia.com</u>, <u>biography.com</u>, <u>famousartistsgallery.com</u>, etc

**Brunswick School Department
2-D Foundations
Arts Connections**

<p style="text-align: center;">Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Art is a form of visual communication. ▪ Art and artists both reflect and shape their time period and culture. ▪ Art often relates to the values and beliefs from the artists culture ▪ There are many connections that can be made between art and other disciplines. ▪ Artists utilize ideation and planning to create meaningful works. ▪ Art helps us to see and understand the world around us. ▪ Art creation provides a creative outlet and means of renewal
<p style="text-align: center;">Essential Questions</p>	<ul style="list-style-type: none"> ▪ What ideas are communicated through works of art? ▪ What can art tell us about our own society and other cultures--now and in previous time periods? ▪ What can we learn about beliefs and cultures from looking at art? ▪ What other disciplines and connections relate to art? ▪ .How do artists generate ideas and utilize planning in art creation? ▪ What can we learn about our enviroment through art? ▪ In what ways is the creative process enjoyable?
<p style="text-align: center;">Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Art has different meanings and functions in different times and places. ▪ The elements and principles of design can be used to describe artworks from different time periods. ▪ Artists often create works inspired by art and cultural traditions other than their own
<p style="text-align: center;">Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> o art history, art historian, abstract, realism, representational, non-representational, art movement, culture
<p style="text-align: center;">Essential Skills</p>	<ul style="list-style-type: none"> ▪ Compare the function and meaning of works of art from a culture and time period. ▪ Identify and describe specific elements and principles found in a work of art from a specific time period. ▪ Create art work inspired by an art styles, or periods or culture

**Brunswick School Department
2-D Foundations
Arts Connections**

<p style="text-align: center;">Graduation Standards and Performance Indicators</p>	<p><u>E. Visual Arts Connections</u> - Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.</p> <p>E1. Explain the characteristics and function of a work of art in a historical and/or cultural context.</p> <p>E2. Describe how artists are often inspired by and influence their time and culture.</p> <p>E3. Understand the holistic connection between arts and other disciplines.</p> <p>E4. Demonstrate planning and sequencing of art media and processes in order to meet learning targets.</p>
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Interpret the meaning of a cultural artwork in writing ▪ Compare and contrast two or more works of art from different time periods and/or cultures orally or in writing ▪ Study the tradition of Impressionist painting and create a work utilizing techniques of the Impressionist artists. ▪ Reflect and write about the applications of art media and processes
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ sketchbook and documentation of planning from concept to art creation ▪ written analysis and critique interpreting work by another artist ▪ written compare and contrast of two art works from different genres ▪ portfolio work in the style of an artist, art style or genre
<p style="text-align: center;">Sample Resources</p>	<ul style="list-style-type: none"> ▪ Scholastic Arts magazine ▪ Art history texts ▪ Multiple online internet resources ▪ Artist, art style and art movement DVD's ▪ Art reproductions print file

**Brunswick School Department
2-D Foundations
Aesthetics and Criticism**

Essential Understandings	<ul style="list-style-type: none"> ▪ There are different philosophies and methods used by artists, art critics and art historians to interpret and evaluate of artworks. ▪ Art is a form of visual communication. ▪ Discussing art work can help us analyze, understand, and interpret artistst’s responses to the world around us, and can facilitate empathy and understanding. ▪ Artists make meaning through their art work. ▪ Reflecting upon our work and the work of others is essential to promote growth and understanding
Essential Questions	<ul style="list-style-type: none"> ▪ What is art? ▪ How do artists effectively engage in a discussion about art? ▪ How do we sensitively and accuratly critique the work of our peers? ▪ How can the process of inquiry help us determine an artists intent and give meaning to art works? ▪ How do people evaluate and express opinions about art?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Art is a visual form of expression and communication. ▪ There are different meanings for art based on the point of view of artist, art historian, viewer, and art critic. ▪ The process of formal art analysis: description, analysis, interpretation and judgment can lead to an informed opinion about artworks. ▪ People critique art orally and in writing. ▪
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> art criticism, critique, aesthetics, philosophy, art critic, describe, concept, analyze, interpret, evaluate, judge, symbolism, meaning, intent, media, subject matter, composition, technique, opinion
Essential Skills	<ul style="list-style-type: none"> ▪ Describe, analyze, interpret and evaluate their own and/or master works of art. ▪ Evaluate all the features of the Elements of Art: color, form, line, shape, space, texture, and value and the Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. ▪ Differentiate between an informed interpretation and personal response. ▪ Explain, and justify personal aesthetic criteria.

**Brunswick School Department
2-D Foundations
Aesthetics and Criticism**

<p style="text-align: center;">Graduation Standards And Performance Indicators</p>	<p><u>A. Disciplinary Literacy - show literacy in the arts discipline by understanding and demonstrating concepts, skills, terminology and processes</u></p> <p>A2. Demonstrate knowledge of the elements of art and principles of design in art forms and genres</p> <p>A3. Demonstrate proficiency using terminology and processes when discussing and/ or creating artwork</p> <p><u>C. Creative Problem Solving - approach artistic problemsolving using multiple solutions and the creative process</u></p> <p>C1. Apply creative and or critical thinking skills as related to the process of making and reflecting upon art</p> <p><u>D. Aesthetics and Criticism - Describe, analyze, interpret, and evaluate art</u></p> <p>D1. Describe, analyze, interpret and evaluate artwork based on personal observations and informed judgment as it relates to content and composition</p> <p>D2. Reflect on the creative process and evaluate their portfolio work</p>
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Written or oral formal analysis of an artwork by another artist ▪ Critique or review an artwork from the Annual Student Art show ▪ Small group critique ▪ Written reflection/artist statement on the students portfolio works ▪ Read texts by artists, art critics an/or art historians in order to interpret an artwork ▪ Write a personal interpretation of a famous or contemporary artwork
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Formative assessment during critiques, or on sketchbook review ▪ Oral presentation on work by another artist ▪ Written artist reflection statement ▪ Written Critique and analysis ▪ Summative portfolio of student work

**Brunswick School Department
2-D Foundations
Aesthetics and Criticism**

<p>Sample Resources</p>	<ul style="list-style-type: none">● <u>DVD: The Art Elements, The Art Principles - Learning Zone Express</u>● Scholastic Arts Magazine● Art History Texts● Multiple internet resources● Artist, Art Style and Art Movement DVD's
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Brunswick High School
Digital Art II
Units of Study

Unit 1: The Creative Process - Digital

Unit 2: Arts Connections * embedded within units

Unit 3: Aesthetics and Criticism * embedded within units

**Brunswick School Department
Digital Art II
Creative Process**

<p style="text-align: center;">Essential Understandings</p>	<ul style="list-style-type: none"> ● There are multiple art and design software programs that artists use to create art and design work. They often have specialized uses and can be integrated with other programs and art forms. ● As software programs change and update, digital artists must continually learn to master new tools and processes ● Different software programs have specialized uses and can be integrated with other programs and art forms ● Creative thinking and problem solving is essential in the creation of digital media: both in the conception of the art work and the work flow of the program. ● Computers/software are simply another tool to use in the creation of art
<p style="text-align: center;">Essential Questions</p>	<ul style="list-style-type: none"> ● What tools and techniques are needed to create expressive works of digital art? ● How do digital artists apply creative problem solving and critical thinking skills to the digital art process? ● How can traditional drawing, painting and design concepts translate to the digital world? ● How can artists combine digital and traditional art mediums? ● What are the uses of Adobe Photoshop, Adobe Illustrator, and InDesign and how can they be used across platforms?
<p style="text-align: center;">Essential Knowledge</p>	<ul style="list-style-type: none"> ● Artists continually develop technical skills, creative thinking skills and problem solving to create unique works of digital art. ● Artists can combine digital media with traditional in order to create unique works of art ● Traditional art and design concepts and processes are used in the making of digital media
<p style="text-align: center;">Vocabulary</p>	<p>Content specific vocabulary (Photoshop) (such as bitmap, raster, tool bar, desktop, selection, crop, magic wand, etc.)</p> <p>Content-specific vocabulary (Illustrator) (such as vector, pen tool, live paint, etc)</p> <p>Content -specific vocabulary (In Design) (such as format, bleed, kerning, leading, etc</p> <p>Elements of art: (Line, shape, space, form, texture value, color)</p> <p>Principles of Design (Unity, Harmony, Balance, Variety, Emphasis, Proportion, Contrast, Gestalt, Figure-Ground)</p> <p>Lesson-specific vocabulary</p>

**Brunswick School Department
Digital Art II
Creative Process**

	<p>Media-specific vocabulary (such as color theory, transparency, layering, photomontage, etc.) Storage and IT specific vocabulary (File format, compression)</p>
<p style="text-align: center;">Essential Skills</p>	<ul style="list-style-type: none"> ● Continue to develop fluency in the software-specific tools, techniques and processes of digital art ● Use creative problem solving skills to plan, envision, brainstorm and “think-through” work flow before beginning a work of art. ● Use appropriate vocabulary when discussing art work ● Use self-generated photographs and imagery for digital pieces ● Combine traditional and digital media into at least one portfolio piece ● Maintain a digital portfolio, properly saved and stored with understanding of file size, format and compression ● Demonstrate use of design and compositional knowledge in the making of digital art work ● Demonstrate expressive qualities of art and a personal “voice” when creating original works of digital art
<p style="text-align: center;">Graduation Standards and Performance Indicators</p>	<p>A. Show literacy in the arts discipline by understanding and demonstrating concepts, skills, terminology and processes A1. Experiment with and compare effects of media, tools, techniques and processes of a variety of art media in order to achieve a desired result. A2. Demonstrate a knowledge of the elements of art and principles of design in art forms and genres. A3. Demonstrate proficiency using terminology and processes when discussing and/ or creating artwork</p> <p>B. Students create, or perform, and express ideas through the arts discipline. B1. Select, compare and apply media, techniques and processes with skill and expressive intent in order to create a variety of original artworks. B2. Demonstrate an understanding of effective compositional strategies in their own work. B3. Create works that express an idea, a feeling or personal meaning. B4. Maintain portfolio of works and select and prepare artwork for exhibition</p> <p>C. Students approach artistic problem solving using multiple solutions and the creative process.</p>

**Brunswick School Department
Digital Art II
Creative Process**

	<p>C1. Apply creative and/or critical thinking skills as related to the process of making and reflecting upon works of art. C2. Demonstrate the ability to generate multiple and original solutions to a creative challenge</p>

**Brunswick School Department
Digital Art II
Creative Process**

<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Create a surrealist self-portrait in Adobe Photoshop ▪ Create a series of designs in Adobe Illustrator that reflect your interpretation of “The American Dream,” as based on the series of paintings by Robert Indiana ▪ Create a poster in Adobe InDesign using a design created in and imported from Illustrator or Photoshop using the style of Shepherd Fairey or Heinz Edleman as a springboard ▪ Create an illustration for an album/CD/book cover in Adobe Photoshop or Illustrator using a tablet ▪ Create a vector image for a tee shirt or stencil which highlights a social concern (Banksy) ▪ Create a GIF in Photoshop that animates a daily ritual that people perform ▪ Create a “minimalist movie poster” in Adobe Illustrator ▪ Create an image in Photoshop and then use it in a hybrid digital/traditional art work. ▪ Create a David Hockney “combine photo” in Photoshop
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Rubric of criteria for digital art assignments ▪ Peer critique process ▪ Final portfolio and presentation
<p style="text-align: center;">Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> <u>Nicholas Roukes: Design Synechics</u> <u>Carlyn Beccia: The Digital Renaissance</u> <u>Richard Wilde: Visual Literacy Illustrations with Photoshop</u> <u>Scott Ligon: Digital Art Revolution</u> <u>Various internet sites and web pages</u>

**Brunswick School Department
Digital Art II
Art Connections**

<p style="text-align: center;">Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Artists reflect and shape their culture using traditional art media and digital media. ▪ Digital art functions in a variety of ways in our culture ▪ The Internet has opened up new avenues for artists including online art communities, galleries, marketplaces, portfolios, instruction and inspiration. ▪ There are established ethics and industry-standard rules surrounding acceptable use of images found on the internet
<p style="text-align: center;">Essential Questions</p>	<ul style="list-style-type: none"> ▪ How do artists reflect on and shape their culture? ▪ How can digital artists be inspired or influenced by traditional artists from other times and places? ▪ What are the roles of the artists in society? ▪ In what ways does digital art function? ▪ How can artists benefit from use of the Internet ? ▪ How can digital art be used to communicate thoughts, feelings and informed opinions? ▪ What is plagiarism, the acceptable use policy, and how can artists ethically use work found on the Internet?
<p style="text-align: center;">Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Artists create works using digital media to express and record experiences, thoughts and feelings, and/or to express social and/or political themes. ▪ Artists are productive and influential members of the creative economy ▪ Artists are influenced by other artists: contemporary and historical.
<p style="text-align: center;">Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Art Historical specific vocabulary:</u> (stylistic movements, Impressionism, Cubism, Photorealism, Appropriating Imagery, etc) ▪ Graphic Art vs Fine Arts ▪ Acceptable Use, Creative Commons
<p style="text-align: center;">Essential Skills</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the acceptable use policy in regards to plagiarism ▪ Create work that expresses a feeling or an informed opinion regarding a contemporary social issue. ▪ Create work inspired by art movements and works of other artists.

**Brunswick School Department
Digital Art II
Art Connections**

<p style="text-align: center;">Graduation Standards and Performance Indicators</p>	<p>E. Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.</p> <p>E1. Explain the characteristics and function of a work of art in a historical and/or cultural context.</p> <p>E2. Describe how artists are often inspired by and influence their time and culture.</p> <p>E3. Understand the holistic connection between arts and other disciplines.</p> <p>E4. Demonstrate planning and sequencing of art media and processes in order to meet learning targets.</p>

**Brunswick School Department
Digital Art II
Art Connections**

<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> * Learn/Read/Discuss/ the historical antecedents of Digital Arts. ▪ Create a surrealist self-portrait in Adobe Photoshop ▪ Create a series of designs in Adobe Illustrator that reflect your interpretation of “The American Dream,” as based on the series of paintings by Robert Indiana ▪ Create a poster in Adobe InDesign using a design created in and imported from Illustrator or Photoshop in the style of Shepherd Fairey *or Heinz Edleman as a springboard ▪ Create a vector image for a tee shirt or stencil which highlights a social concern (Banksy) ▪ Create a David Hockney “combine photo” in Photoshop and compare with Cubist work ▪ Create an infographic poster in InDesign of the levels of Creative Commons ▪ Create a blog/post work in an online arts community/turn work into a skin for a phone or computer ▪ iPhonography projects as a departure from traditional photography
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Rubrics as Formative/Summative Assessments ▪ Observations and discussion with student ▪ Portfolio
<p style="text-align: center;">Sample Resources</p>	<ul style="list-style-type: none"> o Digital Art Masters – 3-D Total o Understanding Modern Art – Bohem-Duchen & Cook o Making Meaning: o Making Art and Commerce Thrive in The Hybrid Economy – Lawrence Lessig o The Beginners Guide to Art o www. digitalarti.com, www.digitalartsonline o Many online websites/resources including online museums.

**Brunswick High School
Digital Art II
Aesthetics and Criticism**

<p align="center">Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Digital art is a form of visual communication. ▪ Discussing art work can help us analyze, understand and interpret artists' responses to the world around us, and can facilitate empathy and understanding as people struggle to make meaning through their art. ▪ Reflecting upon our work and the work of others is essential in any arts discipline as it promotes growth and understanding within our discipline
<p align="center">Essential Questions</p>	<ul style="list-style-type: none"> ▪ How do we, as artists, effectively engage in a discussion about a visual medium, such as digital art? How do we sensitively and articulately critique the work of our peers? ▪ How can the process of inquiry spark imagination and inform reflective responses in discussions about artwork? ▪ Why is the reflective process important to artists? ▪ What choices do artists make as they build and maintain a drawing portfolio?
<p align="center">Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Artists constantly reflect upon their work, evaluate it and make revisions ▪ Artists must be articulate when discussing their work, their process and their intent ▪ Artists should be able to communicate effectively when discussing the work of others ▪ Artists should be able to distinguish between an opinion and an informed judgment
<p align="center">Vocabulary</p>	<p>Formal analysis, reflective, introspective, describe, analyze, interpret, media, subject matter, format, composition, critique, opinion, informed judgment, visual literacy, visual communication</p>
<p align="center">Essential Skills</p>	<ul style="list-style-type: none"> ▪ Students will demonstrate and apply art vocabulary as it relates to the processes of describing, analyzing, interpreting and evaluating artwork. ▪ Students will develop the ability to think reflectively when assessing their own work and the work of others through class critiques and individual analysis. ▪ Students will write reflections and artist statements based upon their own portfolio work and process
<p align="center">Graduation Standards</p>	<p>C. Students approach artistic problem solving using multiple solutions and the creative process.</p>

**Brunswick High School
Drawing
Units of Study**

Unit 1: The Creative Process - Drawing

Unit 2: Arts Connections * embedded within units

Unit 3: Aesthetics and Criticism * embedded within units

Drawing Creative Process

“By drawing, man has extended his ability to see and comprehend what he sees.”

-Paul Klee (1879 - 1940)

Essential Understandings	<ul style="list-style-type: none"> ▪ Drawing is the foundation of visual communication. ▪ Drawing and visual perception skills can be learned and honed ▪ Drawing can help us analyze, understand and interpret our world ▪ Artists and designers develop perception and planning skills through drawing. ▪
Essential Questions	<ul style="list-style-type: none"> ▪ How do artists use sketchbooks to record their observations and ideas? ▪ How can artists improve their perceptual skills through drawing? ▪ How do artists apply compositional structures to create a dynamic drawing? ▪ How are the elements of art and principles of design used in drawing? ▪ How are the tools, techniques and processes specific to drawing utilized to create effective visual communication? ▪ How do artists visually portray the perception of 3-D space through the medium of drawing? ▪ How does an artist generate ideas? ▪ How can artists develop their imaginations, intuition and creative decision-making capacities by drawing? ▪ How do artists build and maintain a drawing portfolio?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Artists use sketchbooks to record their observations and ideas. Sketchbooks or journals can be artworks in their own right. ▪ The discipline of drawing has media-specific vocabulary. Learning this terminology helps us expand our vocabulary, reflect on our work with greater clarity and communicate more effectively. ▪ Artists can improve their perceptual skills through the practice of drawing, as observational drawing requires looking and seeing on a much deeper level ▪ Artists utilize a variety of compositional structures, elements of art and principles of design to create dynamic drawings. ▪ Artists use a variety of tools, techniques and processes to effectively communicate an idea for a desired outcome. ▪ Contemporary drawings utilize a variety of mediums; traditional, conceptual, digital and experimental ▪ Artists generate ideas in a variety of ways. ▪ Artists can develop their imaginations, intuition and creative decision making by utilizing various drawing processes, tools and techniques

Drawing Connections

Essential Understandings	<ul style="list-style-type: none"> ▪ Drawing is the foundation of visual communication. ▪ Drawing can help us analyze, understand and interpret our world ▪ Drawings can record our lives, history and imperatives ▪ Artists can have great impact on their culture, in essence, helping to shape it ▪ Works of art are directly influenced by an artists' time and place in history ▪ Drawing correlates to many other disciplines, subject areas and careers ▪ Drawing is used by artists and designers to plan and sequence work ▪ In the creation of art, we practice important habits that are valuable throughout our lifetimes
Essential Questions	<ul style="list-style-type: none"> ▪ What are some of the roles of art (specifically, drawing) in our culture? ▪ How do artists reflect and shape their culture? ▪ How can drawing help plan and sequence work? ▪ Why is goal setting important for an artist? ▪ What are important life-long habits that can be practiced through drawing?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Artists create meaningful drawings influenced by their own cultural experiences ▪ Artists set goals, manage work and meet deadlines ▪ Artists have the power to change the way people perceive the world ▪ Artists can inspire, inform, illustrate and ideate ▪ Artists are productive and influential members of the economy ▪ Artists are influenced by other artists: contemporary and historical.
Vocabulary	Culture, context, studio habits, creative economy, ideate, holistic, learning targets, socio-political theme
Essential Skills	<ul style="list-style-type: none"> ▪ Students will create drawings inspired by their own experience ▪ Students will set goals, manage work and meet deadlines ▪ Students will create art work that is in some way inspired by other artists ▪ Students will practice positive studio habits ▪ Students will be able to understand the characteristics and function of their drawings in a historical or cultural context ▪ Students will be able to identify the connection between drawing and other art disciplines, subject areas or careers
Graduation Standards And Performance Indicators	<p>E.Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.</p> <p>E1. Explain the characteristics and function of a work of art in a historical and/or cultural context.</p> <p>E2. Describe how artists are often inspired by and influence their time and culture.</p> <p>E3. Understand the holistic connection between arts and other disciplines.</p> <p>E4. Demonstrate planning and sequencing of art media and processes in order to meet learning targets.</p>

Drawing Aesthetics and Criticism

Essential Understandings	<ul style="list-style-type: none"> ● Drawing is the foundation of visual communication. ● Discussing art work can help us analyze, understand and interpret artists' responses to the world around us, and can facilitate empathy and understanding as people struggle to make meaning through their art. ● Reflecting upon our work and the work of others is essential in any arts discipline as it promotes growth and understanding within our discipline
Essential Questions	<ul style="list-style-type: none"> ● How do we, as artists, effectively engage in a discussion about a visual medium, such as drawing? How do we sensitively and articulately critique the work of our peers? ● How can the process of inquiry spark imagination and inform reflective responses in discussions about artwork? ● Why is the reflective process important to artists? ● What choices do artists make as they build and maintain a drawing portfolio?
Essential Knowledge	<ul style="list-style-type: none"> ● Artists constantly reflect upon their work, evaluate it and make revisions ● Artists must be articulate when discussing their work, their process and their intent ● Artists should be able to communicate effectively when discussing the work of others ● Artists should be able to distinguish between an opinion and an informed judgment ●
Vocabulary	Formal analysis, reflective, introspective, describe, analyze, interpret, media, subject matter, format, composition, critique, opinion, informed judgment
Essential Skills	<ul style="list-style-type: none"> ● Students will demonstrate and apply art vocabulary as it relates to the processes of describing, analyzing, interpreting and evaluating artwork. ● Students will develop the ability to think reflectively when assessing their own work and the work of others through class critiques and individual analysis. ● Students will write reflections and artist statements based upon their own portfolio work and process
Graduation Standards and Performance Indicators	<p>A. Disciplinary Literacy - show literacy in the arts discipline by understanding and demonstrating concepts, skills, terminology and processes</p> <p>A2. Demonstrate knowledge of the elements of art and principles of design in art forms and genres</p>

Brunswick High School
Painting
Units of Study

Unit 1: The Creative Process - Painting

Unit 2: Arts Connections Arts Connections * embedded within units

Unit 3: Aesthetics and Criticism * embedded within units

Art

**Brunswick High School
Painting
Aesthetics and Criticism**

“The purpose of art is washing the dust of daily life off our souls.”
-Pablo Picasso

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Painting is a universal and expressive form of human communication ▪ Discussing the work of painters, past and present, can help us analyze, understand and interpret artists’ responses to the world around us, and can facilitate empathy and understanding as people struggle to make meaning through their art. ▪ Reflecting upon our work and the work of others is essential in any arts discipline as it promotes growth and understanding within our discipline ▪ Through the study of art, people learn to make informed critical judgments, acquire knowledge about visual communication, and learn to respect the process of creating and the expression of others
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ How do we, as artists, effectively engage in a discussion about a visual medium, such as painting? How do we sensitively and articulately critique the work of our peers? ▪ How can the process of inquiry spark imagination and inform reflective responses in discussions about artwork? ▪ Why is the reflective process important to artists? ▪ What choices do artists make as they build and maintain a painting portfolio?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Artists constantly reflect upon their work, evaluate it and make revisions ▪ Artists must be articulate when discussing their work, their process and their intent ▪ Artists should be able to communicate effectively when discussing the work of others ▪ Artists should be able to distinguish between an opinion and an informed judgment
<p>Vocabulary</p>	<p>Composition, Informed Judgement, Opinion, Description, Painting-specific vocab (descriptive) , Elements of Art and Principles</p>

ART

Brunswick High School

Painting

Creative Process

“The purpose of art is washing the dust of daily life off our souls.”

-Pablo Picasso

Essential Understandings	<ul style="list-style-type: none"> ▪ Painting is a universal and expressive form of human communication ▪ Painters use a variety of creative problem solving and decision making skills in order to create meaningful and expressive works of art ▪ Creative practice is essential to becoming a skilled, confident and reflective artist
Essential Questions	<ul style="list-style-type: none"> ▪ How do artists use sketchbooks to record their observations and ideas? ▪ Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art? ▪ How are the elements of art and principles of design used in painting? ▪ How are the tools, techniques and processes specific to painting utilized to create effective visual communication? ▪ How does an artist(painter) generate ideas? ▪ How can artists develop their imaginations, intuition and creative decision-making capacities by painting? ▪ How do artists build and maintain a painting portfolio? ▪
Essential Knowledge	<ul style="list-style-type: none"> ▪ Artists use sketchbooks to record their observations and ideas. Sketchbooks or journals can be artworks in their own right. ▪ The discipline of painting has media-specific vocabulary. Learning this terminology helps us expand our vocabulary, reflect on our work with greater clarity and communicate more effectively. ▪ Artists utilize a variety of compositional structures including the elements of art and principles of design to create dynamic and expressive paintings. ▪ Artists use a variety of tools, techniques and processes to effectively communicate an idea for a desired outcome. ▪ Contemporary paintings utilize a variety of mediums; traditional, conceptual, digital and experimental ▪ Artists generate ideas in a variety of ways. ▪ Artists can develop their imaginations, intuition and creative decision making by utilizing various processes, tools and techniques ▪ Artists build and maintain a painting portfolio over time by practicing, choosing relevant themes and subject matter, developing perceptual and visual communication skills, and learning to portray mood and emotion through their art work. ▪
Vocabulary	<p>Color theory, hue, value, intensity, gradation, Grisaille, color wheel, elements of art and principles of design , expressive qualities, mark-making, water-based media, oil-based media, surface, impasto, subject matter, transparent, opaque, under painting,</p> <p>Composition, proportion, sighting, chiaroscuro, simultaneous contrast, monochromatic, analogous, complementary, split complementary, primary colors, secondary colors, tertiary colors, triads, tetrads, wash, glaze, sgraffito, scumble, dry</p>

ART

**Brunswick High School
Painting
Connections**

Draft 5/11/16

“The purpose of art is washing the dust of daily life off our souls.”

-Pablo Picasso

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Painting is a universal and expressive form of human communication ▪ Discussing the work of painters, past and present, can help us analyze, understand and interpret artists' responses to the world around us, and can facilitate empathy and understanding as people struggle to make meaning through their art. ▪ Paintings can record our lives, history and imperatives ▪ Artists can have great impact on their culture, in essence, helping to shape it ▪ Works of art are directly influenced by an artists' time and place in history ▪ The discipline of painting correlates to many other disciplines, subject areas and careers ▪ In the creation of art, we practice important habits that are valuable throughout our lifetimes ▪
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What are some of the roles of art, more specifically-painting, in our culture and other cultures around the world? ▪ How do artists reflect and shape their culture? ▪ Why is goal setting important for an artist? ▪ What are important life-long habits that can be practiced through knowledge gained by a creative practice in painting? ▪
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Artists create meaningful paintings influenced by their own cultural experiences ▪ Artists set goals, manage work and meet deadlines ▪ Artists have the power to change the way people perceive the world ▪ Paintings can inspire, inform, illustrate and ideate ▪ Artists are productive and influential members of the economy ▪ Artists are influenced by other artists: contemporary and historical
<p>Vocabulary</p>	<p>Culture, context, studio habits, creative economy, ideate, holistic, learning targets, socio-political theme</p>
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Students will create paintings inspired by their own experience ▪ Students will set goals, manage work and meet deadlines ▪ Students will create art work that is in some way inspired by other artists ▪ Students will practice positive studio habits ▪ Students will be able to understand the characteristics and function of their paintings in a historical or cultural context ▪ Students will be able to identify the connection between painting and other art disciplines, subject areas or careers
<p>Graduation Standards and Performance Indicators</p>	<p>Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.</p> <p>E1. Explain the characteristics and function of a work of art in a historical and/or cultural context.</p> <p>E2. Describe how artists are often inspired by and influence their time and culture.</p>

Art

Brunswick School Department
Painting
Aesthetics and Criticism

“The purpose of art is washing the dust of daily life off our souls.”

-Pablo Picasso

Essential Understandings	<ul style="list-style-type: none"> ▪ Painting is a universal and expressive form of human communication ▪ Discussing the work of painters, past and present, can help us analyze, understand and interpret artists’ responses to the world around us, and can facilitate empathy and understanding as people struggle to make meaning through their art. ▪ Reflecting upon our work and the work of others is essential in any arts discipline as it promotes growth and understanding within our discipline ▪ Through the study of art, people learn to make informed critical judgments, acquire knowledge about visual communication, and learn to respect the process of creating and the expression of others
Essential Questions	<ul style="list-style-type: none"> ▪ How do we, as artists, effectively engage in a discussion about a visual medium, such as painting? How do we sensitively and articulately critique the work of our peers? ▪ How can the process of inquiry spark imagination and inform reflective responses in discussions about artwork? ▪ Why is the reflective process important to artists? ▪ What choices do artists make as they build and maintain a painting portfolio?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Artists constantly reflect upon their work, evaluate it and make revisions ▪ Artists must be articulate when discussing their work, their process and their intent ▪ Artists should be able to communicate effectively when discussing the work of others ▪ Artists should be able to distinguish between an opinion and an informed judgment
Vocabulary	Composition, Informed Judgement, Opinion, Description, Painting-specific vocab (descriptive) , Elements of Art and Principles