



Art Department

The Fairfield Art Program K - 12

Curriculum Status Update

April 2015

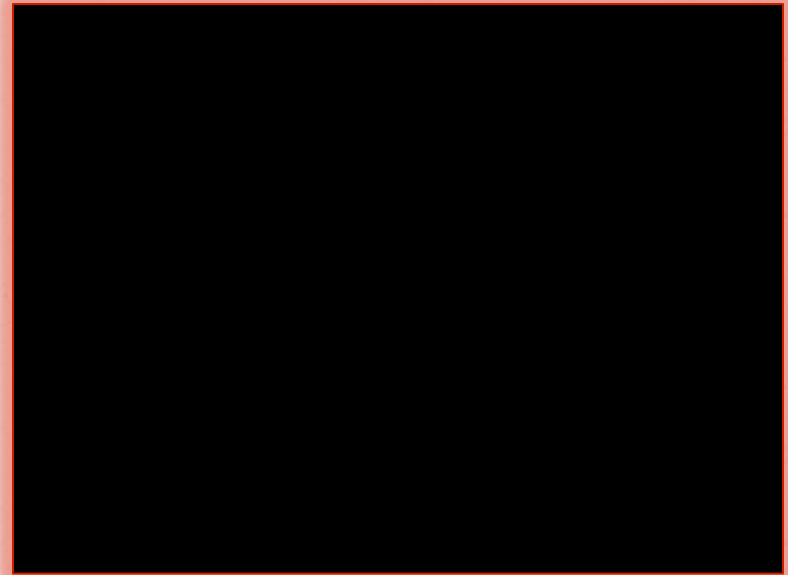
“Life is a continuous exercise in creative problem solving.” - Michael J. Gelb

It all Starts with ART

Have STUDENTS gone on to bigger & better things BECAUSE they were exposed to Art as a youngster here in Fairfield?

YES!

Art instruction is essential in educating the whole child. As a department, we work within our curriculum to create rigorous arts lessons aligned with the Visual Arts Content Standards.



The K-12 Visual Arts Content Standards

Connecticut Curriculum Framework

- o1) Students will understand, select and apply media, techniques and processes.
- o2) Students will understand and apply elements and organizational principles of art.
- o3) Students will consider, select and apply a range of subject matter, symbols and ideas.
- o4) Students will understand the visual arts in relation to history and cultures.
- o5) Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.
- o6) Students will make connections between the visual arts, other disciplines and daily life.

THE STUDENT OF ART

Students involved in Art gain many benefits from the experience. We continually attract top self-directed thinkers. Their involvement, gives them a chance to solve complex real life visual problems. They become determined rigorous thinkers who tease out solutions which satisfy their initial point of inquiry. The success of our program is evident in the intellectual development and curiosity of our students as well as the diversity of career paths chosen. Creative thinkers are in high demand!



Taken from the writing of an
FLHS Art Teacher



Elementary K- 5

(Approved 2012)



o Kindergarten (30 minutes per week)

- o All students in kindergarten art will learn to use tools and materials safely. All students will be able to identify colors and shapes in their world. They will understand how line is used to create shapes and forms. Students will be able to differentiate between two dimensional and three dimensional art.

o Grades 1 -3 (45 minutes a week)

- o All students in First Grade art will learn to explore color and color mixing. All students will be able to identify and manipulate a variety of shapes, textures and forms in their environment. Students will use different media, techniques and processes to communicate ideas, feelings, experiences, and stories.

o Grades 4-5 (60 minutes a week)

- o All students in Grade 5 art will learn to use perspective. All students will be able to apply color theory and design. They will understand additive and subtractive sculpture. Students will be able to draw from observation.

o Additional Instruction: PTA sponsored Art in the Classroom Presentations.



Elementary Common Assessment

Drawing with Depth Rubric - Grade 5

4

3

2

1

Exemplary	Accomplished	Developing	Does Not Meet
<p>Throughout the entire composition, the student's artwork successfully demonstrates the correct use of</p> <ul style="list-style-type: none"> • Foreground, middle ground and background in the composition to show depth • Placement of close/near objects at the bottom of the picture plane • Placement of far away objects at the top of the picture plane. • Placement of mid-distance objects in the middle of the picture plane. • Additional use of correct proportion/ scale of drawn objects, and/or inclusion of atmospheric or linear perspective 	<p>Throughout the entire composition, the student's artwork successfully demonstrates the correct use of:</p> <ul style="list-style-type: none"> • Foreground, middle ground and background in the composition to show depth • Placement of close/near objects at the bottom of the picture plane • Placement of far away objects at the top of the picture plane. • Placement of mid-distance objects in the middle of the picture plane. 	<p>Throughout some parts of the composition, the student's artwork somewhat demonstrates the correct use of:</p> <ul style="list-style-type: none"> • Foreground, middle ground and background in the composition to show depth • Placement of close/near objects at the bottom of the picture plane • Placement of far away objects at the top of the picture plane. • Placement of mid-distance objects in the middle of the picture plane. 	<p>Throughout the entire composition, the student's artwork does not demonstrate the correct use of:</p> <ul style="list-style-type: none"> • Foreground, middle ground and background in the composition to show depth • Placement of close/near objects at the bottom of the picture plane • Placement of far away objects at the top of the picture plane. • Placement of mid-distance objects in the middle of the picture plane.

Grade Scale:

4= Exemplary (E)

3 = Meeting Project Goal/Objectives (M)

2 = Progressing toward Project Goal/Objectives (P)

1 = Not meeting Project Goal/Objectives (N)

Grade:

Comments:

Elementary Achievements & Awards

- o Wakeman Art Show
 - ❖ *National Award Winners*
- o CAEA Youth Art Month Celebration
- o PTA Reflections Contest
 - ❖ *1st, 2nd, & 3rd Place Honors*
- o Fairfield University Bookstore Art Exhibition
- o Museum & Gallery Tours
- o Artist collaborations in the schools
 - ❖ *(Mural Project- McKinley School)*
 - ❖ *(Honoring Newtown – Governor’s Office Project – Holland Hill School)*



Elementary Curricular Changes

Changes Made in 2012

- o Units specific to each grade level with coordinated skill objectives – cohesive units equal a thorough understanding of both content & skill.
- o Essential questions plus suggestions for differentiated instruction, exemplar artists and projects.

Potential Changes

- o Connect content on a personal level to include units on professions, art in technology, art as a presentation source and art as it relates to culture.
- o Revise some language within progress report to better align with curriculum.



“Art is a fun & creative time when you express your thoughts & mind in different ways.”

– Coleman, McKinley School



Middle School 6 – 7

(Approved 2009)



Grade 6 (Everyday for 9 weeks) - Required in UA Rotation

- All students in sixth grade meet everyday for one full marking period. Students are introduced to a wide variety of skills, media, and processes working 2-Dimensionally and 3-Dimensionally. Throughout the marking period the students will be exposed to observational techniques in which they will learn to see accurately and directly, breaking away from relying on their visual memory.

Grade 7 (Everyday for 9 weeks) - Required in UA Rotation

- All students in seventh grade art meet everyday for one full marking period. Students build on their prior knowledge of the Elements of Design. Craftsmanship is improved through persistence. Color theory, value, and proportion are emphasized. Students will be able to identify the properties of 2- Dimensional shapes as compared to 3-Dimensional forms. Community and world cultures are explored through a variety of activities.



Middle School Grade 8 (Approved 2009)

Grade 8 - Two-Dimensional (Everyday for 9 weeks) - Elective Course

- Two-Dimensional Art is an elective course for 8th graders that meets every day for one marking period. This course builds upon prior knowledge of and encompasses the Elements and Principles of Design. Students will learn to express themselves through a variety of two-dimensional media. While advancing their problem-solving abilities, students will learn drawing, painting, and design skills.

Grade 8 - Three-Dimensional (Everyday for 9 weeks) - Elective Course

- Three-Dimensional Art is an elective course for 8th graders meeting every day for one marking period. This course is designed to expose students to various three-dimensional media and techniques. Three-Dimensional Art builds upon the student's prior knowledge of the Elements and Principles of Design as they are applied to the three-dimensional form. Students will recognize how sculptural form occupies space within the environment. Students will be asked to formulate and propose solutions for the planning, execution, and refinement of their final product.



Middle School

Common Assessment – 8th Grade Ceramics

Criteria	Exemplary 25-23	Accomplished 22-20	Developing 19-18	Below Standard 17-0	SCORE
Technical Accuracy and Design	Accurately sculpted and formed their ceramic piece. A variety of sculpture methods were utilized. Design is unique and evidence of detail, pattern and unique applications.	Attempted to sculpt and form their ceramic piece. Many sculpture methods were utilized. Design is unique and some detail and pattern were utilized.	Somewhat sculpted and formed their ceramic piece. Some sculpture methods were utilized. Shows some unique element.	Did not complete their sculpture or ceramic piece. Little to no sculpture methods was utilized. Not unique.	
Form/Space/Texture	Student successfully incorporated the use of form, space and texture. The finished product perfectly exhibits what the artist and lesson objective intended.	Student attempted to incorporate the use of form, space and texture. The finished product exhibits what the artist and lesson objective intended.	Student incorporated a little of each element but not accurately. The finished product somewhat exhibits what the artist and lesson objective intended.	Student utilized no elements of art. The finished product does not exhibit what the artist and lesson objective intended. Art work is not complete.	
Works Diligently	Student was self-motivated, self-directed and on task each class. Excellent use of class time.	Student took time to develop idea and complete project. Good use of class time.	Student took some time to develop idea and complete project. Adequate use of class time.	Student did not take time to develop idea and complete project. Was not on task for much of class time. Poor use of class time.	
Craftsmanship / Presentation	Artwork is neat, complete and maintained in a professional manner. No bumps, cracks or misshapen parts. The glazing is meticulous.	Artwork is complete and maintained fairly neatly. No bumps, minimal cracks or misshapen parts. Glazing is messy in certain areas.	Artwork is complete and maintained with an attempt at neatness. Artwork may be bumpy, have cracks, misshapen parts. Glazing is messy all over.	Artwork is not completed and is maintained poorly. Artwork is bumpy, cracked, or has misshapen parts that distract from the piece. Glazing is not complete.	
Final Score				➔	

Comments:

Middle School Achievements & Awards

- o Scholastic Art & Writing Awards
 - ❖ *Silver & Gold Key Winners , Special Exhibit Winners*
- o Wakeman Art Show
 - ❖ *National Award Winners*
- o CAEA Youth Art Month Celebration
- o PTA Reflections Contest
 - ❖ *1st & 2nd Place Honors*
- o Fairfield University Bookstore Art Exhibition
- o Museum & Gallery Tours
- o Artist collaborations in the schools
 - ❖ *(The Studio, Whole Foods – Art & Recycling)*

“Making a masterpiece is a work of heart!”

– Caroline, 8th Grade FWMS



MS Curricular Changes

Changes Made in 2009

- ❖ Design embedded in content of all grade levels – 6-8.
- ❖ All three middle schools to teach same sequential curriculum – unification of assignments taught with flexibility in media & techniques.
- ❖ Development of common assessments across district – equalize standards for concepts & objectives.

Potential Changes

- ❖ Continue to develop methodology of teaching Art that embed key components of the Marzano rubric.
- ❖ Review the transition points in each level to ensure vertical alignment of curriculum.

“We believe that our students excel because our curriculum reinforces rigor, skill development and high expectations.” – RLMS Art Teacher

Middle School Enrollments

Grade 8

Year	Studio - Totals Grade 8			Ceramics - 3D- Totals Grade 8		
	<i>Art Enrolled</i>	<i>Gr 8 Total</i>	<i>%</i>	<i>Art Enrolled</i>	<i>Gr 8 Total</i>	<i>%</i>
2009-10	354	790	45%	338	790	43%
2010-11	308	768	40%	343	768	45%
2011-12	371	859	43%	418	859	49%
2012-13	338	824	41%	414	824	50%
2013-14	371	861	43%	425	861	49%
2014-15	372	846	44%	418	846	49%



High School 9 – 12

(Approved 2007)

- o Advanced Photography
- o Advanced Placement Studio Art
- o Drawing & Painting I
- o Drawing & Painting II
- o Foundations in Art 2D
- o Foundations in Art 3D
- o Graphic Design & Illustration I
- o Graphic Design & Illustration II
- o Introduction to Darkroom Photography
- o Introduction to Digital Photography
- o Introduction to Pottery
- o Introduction to Studio Art
- o Sculpture I
- o Sculpture II



HS Foundations in Art Common Assessment Value Lesson/Summative

Criteria	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Below Standard 1 point	Score
Composition	Shapes that make up design fill the picture plane taking into consideration visual balance, positive and negative space, and a sense of depth.	Picture plane is filled but some areas are too crowded and/or too empty. There is a clear suggestion of depth.	Shapes that make up design are too small for the picture plane. There is too much negative space. There is some suggestion of depth and balance.	Shows no understanding of the picture plane or sense of depth or balance.	
Value	Utilizes a full range of values; creates the illusion of a 3D form on a 2D plane. Uses values to suggest depth in positive negative spaces.	Uses most values to suggest form on the positive shapes and depth in the negative spaces	Uses some values to suggest form and create depth, but could have taken it further	Does not show any variation of values. Shapes appear flat.	
Technique/mark making	Mark making shows smooth/clean transitions from one value to the next.	Mark making shows some transitions between values.	Mark making shows some transitions but is not always clean, sometimes scratchy	Mark making shows little or no transitions of values and is messy.	
Creativity	Completed project exhibits maximum effort and original thought, going well beyond the requirements.	Assignment completed exhibits good effort and awareness of original thought. Work strives to meet the requirements of project.	Assignment completed exhibits minimum effort with some awareness of original thought, however some details are lacking.	Assignment appears incomplete. Lack of effort and original thought. No attention to details.	

Points	Score	Points	Score	Points	Score	Points	Score
16-12	100-90	11-9	89-80	8-6	79-70	5 or less	69-60

Final Score:

High School Achievements & Awards

- Fairfield Warde HS established the First Chapter of the National Art Honor Society in 2012
- Scholastic Art & Writing Awards
 - ❖ *Silver & Gold Key Winners, Special Awards, Portfolio Placement*
- Easton Annual Photo Competition
 - ❖ *1st, 2nd & 3rd Place Honors*
- Stamford Art Association Juried Show
 - ❖ *1st, 2nd & 3rd Place Honors*
- Wakeman Art Show
 - ❖ *National Awards*
- Drexel HS Annual Photo Competition



High School Achievements & Awards

- o PTA Reflections Contest
 - ❖ *1st & 2nd Place Honors*
- o CAEA Youth Art Month Celebration
- o Fairfield University Bookstore Show (*June 2015*)
- o Annual 5th District Congressional Art Show
- o Hartford Art Slam
- o Annual 5th District Congressional Art Show
- o Museum & Gallery tours
- o Artist in Residence in service programs



HS Mid-Curriculum Calendar Adjustments

Foundations in Art course at the high school will be divided into two separate semester courses starting *Fall 2015*.

❖ Foundations in Art, Media & Design – 2D

❖ Foundations in Art, Media & Design – 3D

➤ *Decision was based on a study of the art enrollments at the two high schools.*

➤ *This ½ year adjustment should allow for more flexibility when students are selecting their art electives.*

“What’s so great about Art? You get to express yourself!”

– Emily, 10th Grade FLHS



HS Foundations in Art Enrollments

School year	Number enrolled	Percent of total students
2010-11	302	$302/2831 = 11\%$
2011-12	238	$238/2891 = 8\%$
2012-13	253	$253/2968 = 9\%$
2013-14	240	$240/2972 = 8\%$
2014-15	221	$221/3009 = 7\%$

Total Art Enrollment

Total enrollment (not total students)

Of about 700 Seniors, 305 have taken an Art Course during High School

School Year	Total Enrolled	Percent of Total Students
2010-11	844	$844/2831 = 30\%$
2011-12	869	$869/2891 = 30\%$
2012-13	566	$566/2968 = 19\%$
2013-14	675	$675/2972 = 23\%$
2014-15	639	$639/3009 = 21\%$

AP Course Data

Year	AP Studio Art	AP Score 5	AP Score 4	AP Score 3	AP Score 2	Total tests	
2010	2-D Art	4	11	7		22	31
	Drawing	3	2	3		8	
	3-D Art	1				1	
2011	2-D Art	6	5	3		14	22
	Drawing	2	2	3		8	
	3-D Art					0	
2012	2-D Art	6	10	3		19	31
	Drawing	3	4	4		11	
	3-D Art	1				1	
2013	2-D Art	6	10	7		23	41
	Drawing	3	6	9		18	
	3-D Art					0	
2014	2-D Art	5	9	4	1	19	34
	Drawing	1	5	8		14	
	3-D Art			1		1	

Our Graduates Attend

SCSU Rhode Island School of Design

Parsons School Of Design NYU

BU Pratt Institute

School of Visual Arts MASS Art

SAVANNAH COLLEGE OF ART & DESIGN

Art Center School of Design - CA MICA

Ringling College of Art & Design


F P S

Graduate Careers

F P S

- ❖ Art Educator
- ❖ Ceramic Artist
- ❖ Graphic Designer
- ❖ Sotheby's 20th Century Design Administrator
- ❖ Visual Development Artist
- ❖ Art Gallery Coordinator
- ❖ Freelance Artist
- ❖ Professional
- Photographer
- ❖ Professional Printmaker
- ❖ Stage Designer
- ❖ Automotive Designer
- ❖ Animator
- ❖ Professional Painter
- ❖ Event Planner
- ❖ Architect

Considerations for the 2017-18 Review/Revise Year

- o Continue to standardize the rubrics & assessments used by grade level and course – Elementary through High School.
 - o Monitor High School art enrollment to determine the impact of the semester Foundations course.
 - o Review High School graduation requirements and consider a Fine Arts requirement to replace the current Art/Vocational requirement.
 - o Review all course offerings at the high school and consider the addition of a non-AP senior/ upper level art course.
- 

CELEBRATIONS

41st Annual

Fairfield Public Schools

Student Art Show

Pequot Library

Southport, Connecticut

May 26 - 28, 2015 • 10 a.m. - 8 p.m.

Reception

Wednesday, May 27, 2015

5:30 - 8:30 p.m.

Encouraged Viewing Times

Elementary 5:30 - 7 p.m. • Secondary 7 - 8:30 p.m.



Ella Debrito, 5th Grade, Holland Hill School



“The arts’ position in a school curriculum symbolizes to the young what adults believe is important.”

– Eliot W. Eisner