



"The following information is subject to change due to APAC Arts Departmental requirements and will adhere to all JPS policies and procedures outlined in the Student Handbook & Code of Conduct."

Welcome to the Power APAC Visual Arts Department 2017-18 school year. Being selected as a member of the Visual Arts Department is an incredible opportunity to learn many artistic skills and techniques, as well as to develop creatively as an individual.

Grades B and above are an essential part of the original acceptance in the program, and an important part of continued inclusion. Both academic and performing arts must maintain a high level of personal discipline, participation, and dedication towards one's work. A quarterly grade of "C" on a report card is cause for alarm; it indicates a serious lack of effort and engagement and will result in academic probation. A student may work back from one poor quarter with increased concentration and determination to improve. However, continued poor responses resulting in another quarter of low performance, (C or below/ quarter), will result in expulsion from the program.

Please take the time to review the information in this handbook. It contains an outline of rotation processes, visual arts teacher focus, processes and skills for student advancement, and an overview of the visual arts program.

Notice the specific supply lists; these items are necessary for each student, each year. While the district is generous with an annual budget, students creating artwork use the resources. These must be replaced. The department uses budget money for these larger purchases. Your student needs the supplies listed; they are not merely suggestions. Without the necessary supplies, your student is in danger of not being able to work on, or complete an assignment. Please help us, help your student.

The annual APAC arts fee is \$50.00 for each student. It is due immediately. However, a payment plan may be set up to accommodate anyone who may request it. This fee helps pay for mat board, corrugated cardboard, shrink wrap, and printer ink to prepare student works for exhibits. It is also used for clay, ink for silk screening, ink for relief prints, acrylic paint, - the list goes on.

As a Visual Arts parent or guardian, you can expect multiple opportunities to see artwork from the students on display or entered in prestigious art competitions. Already scheduled are:

- 4th Annual Exhibit and fund raiser at Springhill Suites by Marriott in Ridgeland, MS. Student work from all levels will be on display through the second week of October. A student/parent reception will be scheduled.
- American Institute of Architecture's (AIA) invitation to participate in the Institute's annual art competition.

- Visual Arts entries to the State-Wide Scholastic Arts Competition. High quality student work (grades 7-12) will be selected for submission to this rigorous and highly respected state – then national – competition. Award winning work will be announced in January. Gold and Silver Key work will be displayed in the MS Museum of Art. A reception and award ceremony will be held in March, 2018.
- Annual All-Level Visual Arts exhibit, held in downtown Jackson at the MS Arts Center.
- Advanced Placement Studio Portfolios submitted for college credit.

The Art Department will create an e-mail list of parent and student addresses. We will still send home some notices of events by flyer, but will also send them by e-mail.

Please e-mail us with any questions or concerns. We feel honored to be entrusted with the arts education of your art student. We are excited about the possibilities of success for each of our students, and look forward to this journey we are undertaking together.

Sincerely,  
Your Power APAC Visual Arts Team  
Martha Hamburg, Pam Kinsey, Elise Payne



2017 Scholastics Middle School Gold Key Winners: L-R: Jack Sewell, Annie Jefferis, Gabriel Williams

## **Power APAC Department of Visual Arts Statement of Philosophy**

The educational philosophy of the elementary Power APAC Visual Arts Department is to help fourth and fifth graders establish a creative awareness, nurture an appreciation of the creative process and support a natural interest in drawing. The student is introduced to studio discipline and practice and to the wide variety of media/techniques in the Visual Arts.

The philosophy of the secondary (middle and high school) Power APAC Visual Arts program is structured to provide sound foundational training in the fundamentals of observational study without sacrificing creative thinking skills. Students participate in “hands on” units of study in Drawing, Design, Painting, Printmaking, Sculpture, Ceramics, Film and/or Digital Photography, and Art History. Students will have opportunities to compete in local art competitions and exhibits throughout the year, as well as to compete in the rigorous, nationally recognized Scholastics Visual Art competition. Junior and Senior high school students will participate in the Advanced Placement Portfolio program.

Recruiters and guests reinforce the advantages of higher art education (with scholarships) and art careers. Serious students can use art as a way of expanding knowledge and skills, as a means of personal expression and delight and as a vehicle to explore art as an essential ingredient of daily life.



2017 High School Scholastics Gold Key Winners  
L-R: Alauran Allen, Charles Rounds, Victoria Wright, Lucie Cooper



## APAC VISUAL ARTS PROGRAM OVERVIEW

Visual Arts Department Instructors:

Martha J Hamburg, M.F.A., NBCT, Advanced Placement Certification, 2-D Design and Drawing Portfolio, Visual Arts Department Chair

Specialty Areas: 2-D Design, Film and Digital Photography, Printmaking

Pamela J Kinsey, M.A., Advanced Placement Certification, 3-D Portfolio

Specialty Areas: Sculpture and Ceramics

Elise Payne, M.F.A

Specialty Areas: Drawing and Painting

Classes are organized in the following way:

Middle School: 7:25-9:25, daily

Elementary Emphasis: 10:30-11:30, daily

Elementary Access: 11:30-12:30, daily

High School: 2:00-3:30, daily



2017 High School Scholastics Honorable Mention Winners: L-R: Bryan Jefferson, Armand Jackson, Joh'Nis Randall, Victoria Wright, Abigail Showalter, Desmond Young, Madison Gray, Lucie Cooper, Ava Davis, Charles Rounds, Kamryn Darby.

## **Visual Arts Class Rotations:**

All students will rotate among the three instructors in three-week sessions, focusing on a selected area of study under each teacher once a quarter. This means that in the time frame of each quarter, all students will work in 3-D with Ms Kinsey, all students will work with Ms Hamburg addressing Design Problems, or Printmaking Techniques, or Film or Digital Photography, and all students will hone Drawing and Painting skills in Ms. Payne's studio.

- Drawing is the fundamental art technique and requires additional attention. All students will meet with all teachers for scheduled Drawing Studios. During 2017-18, students will address the structure and form of the figure as well as landscape drawings.
- Students will receive education in art history, reading, researching and writing about artists from the past, as well as contemporary artists. High school students will host guests who are practicing artists and who use their abilities in their art career.
- Sessions to critique student work will be held quarterly throughout the year.
- All work is tied to the National Visual Arts Standards

The Visual Arts instructors want to help your student become the best artist he/she can be! The program of study is rigorous and disciplined, based in the art fundamentals. The instructors strive to teach each individual artist. Please call if you have any questions or concerns. Parents are an important part of the total education equation.

## **Visual Arts 2017-2018**

**Please print neatly:**

**My child,** \_\_\_\_\_

Has my permission to:

1. Leave the school grounds of Power APAC to walk across Riverside Drive or up Peachtree to Belhaven College or to the Eudora Welty House on Pinehurst Street in order to view artwork, listen to an artist/speaker or for the purpose of drawing from nature. These destinations are within .4 mile or closer to the school.
2. Have my student's signed artwork exhibited at student art shows throughout the school year at venues such as the lobby of Power APAC School, Mississippi Arts Center, Springhill Suites by Marriott, the MS Museum of Art, or any other respectable venue or arts competition.
3. Have my student's picture taken and name published or artwork's picture taken for publicity in regard to successful artwork or participation in creating artwork or in actively creating art in local newspapers or on the JPS website or any other reasonable, respectable publicity.
4. Participate in local and national art competitions such as Scholastics Art Competition, the AIA (American Institute of Architects} annual art competition, the annual PTA poster competition, the Benny Thompson or Greg Harper annual Congressional artwork competition, or any other serious art competition which will benefit my art student.

**Parent Signature and Date**

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## 2017-18 Homework Calendar

August:

All Fridays, unless otherwise noted.

Aug. 8 – 9: Introduction to Visual Arts and class assignments. Group participation; Elements and Principles of Art. Creative interpretations. Lists, narratives, performing, creating. Introduction to teachers, students, expectations, etc.

Aug. 18 – Report on Assigned Art Movement (Dadaism) and participating artists.

Aug. 25 – Specific report on one artist from the art movement Dadaism- the Artist's style, subjects, materials, influences. Cite at least five artworks from the artist (and be ready to defend your choices). Choose one to draw. Use the elements and principles of art to explain how the artist used these tools to create the work.

Sept. 1 – Your Turn! Look again at the artwork you drew and described from the Dada artist you chose. Using the same subject matter, modernize the work and create your own interpretation. For instance, if the original work consists of people from a foreign country eating a picnic in the countryside, you could draw contemporary people eating snacks in an outside setting.

Sept. 8 - - In honor of Labor Day, draw a self-portrait of yourself on the first day of your dream job or career. Work from direct observation using a mirror to draw yourself, but use your imagination to illustrate your dream job.

Sept. 15 - Do you have a pile of laundry on your floor or maybe an unorganized junk drawer? Look around you for something that is messy or needs to be cleaned. Study it closely, and choose the best composition and lighting to turn your mess into a masterpiece drawing this week.

Sept. 22 - To celebrate the start of fall, find a quote, poem, lyrics, etc. about the season of autumn or fall. Create an illustration based on your chosen quote, and you must incorporate the words into your drawing.

Sept. 29 - Report on Surrealism and participating artists.

Oct. 6: End of First Quarter, No Homework

Oct. 13 - Specific report on one artist from Art Movement No. 2: Surrealism – the Artist's style, subjects, materials, influences. Cite at least five artworks from the artist (and be ready to defend your choices). Choose one to draw. Use the elements and principles of art to explain how the artist used these tools to create the work.



Oct. 20 - Your Turn! Look again at the artwork you drew and described from the Surrealist artist you chose. Using the same subject matter, modernize the work and create your own interpretation. For instance, if the original work consists of dripping clocks in a strange landscape, you could have birds or trees merging with the landscape

Oct. 27- Some Surrealist artists utilized distortion to create the “dreamlike” atmosphere in their artworks. This week, draw a self-portrait but instead of a mirror, find an object that distorts your reflection like a spoon, water, etc. Remember to work from direct observation!

Nov. 3- Other Surreal artists drew inspiration directly from their dreams – or nightmares. Create a drawing based one of your dreams or nightmares. Include a short written description of your dream to explain your drawing.

Nov. 10- Create a small still life of three to five objects. Use a different shading technique (hatching, stippling, etc.) to render each object.

Nov. 17 - Report on Assigned Art Movement Color Field Painting and participating artists, No. 3

Thanksgiving Break: Nov. 20 – 24

27 – Dec. 1 - Specific report on one Color Field artist: Artist’s style, subjects, materials, influences. Cite at least five artworks from the artist (and be ready to defend your choices). Choose one to draw. Use the elements and principles of art to explain how the artist used these tools to create the work.

Dec. 4 – 8 - Your Turn! Look again at the artwork you drew and described from the Color Field artist you chose from Art Movement No. 3. Using the same subject matter and using your understanding of the Color Field Movement, construct your own artwork, as if you were a Color Field artist.

Dec. 11- 15 No Homework End of Second Quarter

Christmas Break Begins Wed Dec. 3, 60 % Day

### **Homework:**

All students in the visual art department will be assigned one drawing homework per week, due on Fridays. Students will receive a homework assignment sheet at the beginning of each term, outlining the assignments as well as the due dates.

Assignments will be posted to parents e-mail once school has begun. **Homework is mandatory; late work is not accepted.**

**Homework is worth 10% of the total grade**

**Absenteeism and Tardiness:** Class begins at 7:25 for middle school students, 10:30 for elementary emphasis students and at 2:00 for high school students. Tardiness and absenteeism are detrimental to student development and understanding of material. Studio time cannot be “made up”

### **All Level Annual Visual Arts Exhibit**

All students will have work exhibited in the annual Visual Arts Exhibit to be held at the downtown Mississippi Arts Center in the spring. We will send letters home when the 2017-18 date becomes set. The Visual Arts Department will host an Opening Reception for the exhibit. Parents, the annual all-level exhibit is equivalent to a student’s recital. A grade will be given for participation in this event. **Attendance is mandatory.**

Attendance is mandatory. However, the department recognizes that very rarely a student and family cannot attend for serious reasons. That student will have an opportunity to visit the exhibit and respond to the work through a prepared worksheet. The student will have a week to turn this work in to the teachers.

**At this Art Exhibit, and at any art exhibit held through the year that is adjudicated and in which prizes are awarded, student artists MUST BE IN ATTENDANCE to receive the award**

Parent signature: \_\_\_\_\_

Student signature: \_\_\_\_\_

## **Fees and Supplies:**

Each student will be assessed a \$50.00 fee, payable by cash or check made out to Visual Arts, A3 (A-Cubed). A3 (Arts, Artists and Accolades) is an organization of parents who raise money to support the program and the students, as well as to provide moral and morale support for Power APAC. A3 money has provided direct financial aid to students who need help with expenses of field trips and other activities. Parents are encouraged to join A3 or to serve informally as volunteers wherever their talents allow: morning doughnut sales, helping to make portfolios, e-mailing, creating fliers, etc.

**Assessed fee is due at registration or by the end of the first week of school.**

All students will be supplied a sketchbook and portfolio.

Portfolios for artwork will be uniform and stiff-sided, constructed of strong mat board.

**In addition to the Visual Arts Lab Fee:**

**Each Student Must Bring the Following SUPPLIES:**

- **Box with lid large enough to hold supplies. Please mark your student's supplies w indelible marker**
- **Sufficient No. 2 Pencils (enough to last the year)**
- **Several Pink Pearl or Kneaded Erasers**
- **Pencil Sharpeners which catch the shavings**
- **Crayola Colored Markers**
- **Artist Grade Colored Pencils (at least 12 pencil box)**
- **Box of Prang Watercolors**
- **Scissors**
- **Glue Sticks and regular bottle glue**
- **5 black precision extra fine point - not felt- sharpie markers**
- **For Home: workable fixative**
- **MIDDLE and HIGH school students MUST HAVE a USB Memory Stick that will stay in the classroom**
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**These supplies will be kept in the classroom for student use.**

Please sign below to indicate that you understand and agree with the procedures set out above. If paying the art fee by check, please make out to "A-Cubed".

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

## Parent/Student Data

Please fill out and return: Print clearly

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Date of Birth: \_\_ Month, day, year \_\_\_\_\_

Student Cell Number: \_\_\_\_\_

Student e-mail: \_\_\_\_\_

Address: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Parent/Guardian First and Last Name: \_\_\_\_\_

Parent Home Phone Number: \_\_\_\_\_

Parent e-mail: \_\_\_\_\_

Parent Cell Number: \_\_\_\_\_

## Team Teaching

This school uses the team teaching method of education. Each of the three teachers in the visual arts department teaches a specific specialty, as well as joining together for special projects such as group critique sessions, art history, and group drawing studio.

There are three groups of students; elementary, middle and high school. All groups are divided into three classes or sections, which rotate among the teachers in three-week intervals. This allows each student to spend time in each of the specialties each quarter. Occasionally a situation arises that will prolong a session.

Teachers share all of the students so it is important to communicate among each other about student progress and behavior as well as to plan group activities and address problems. Each visual arts teacher enters the grades earned by students in his/her respective studio projects.

Homework and some Daily Grades such as Art History may be evaluated by the visual arts team. Each assignment is classified under Test Grade, Homework Grade, Independent Work or Class work with the assigning teacher's name.

Power APAC School uses the JPS grade site SAM. Grades will be posted in a timely manner. Please get your Parents Code from your home school. This is a very helpful aide to review your student's progress.

Teachers develop lessons and use of materials that reflect department's philosophy and the National Standards for the Arts.



2017 Middle School Silver Key Scholastic Winners: Eleanor Goodwin, Quinten McCaleb



## **VISUAL ARTS STUDIO**

Keep a positive attitude. You are here because you want to advance your art skills and creativity. You have been accepted into this advanced program; you have the ability to succeed.

Respect the instructor, respect the other students, and respect yourself through your words and actions.

No gum, food or drinks in class.

Art supplies are not to leave the studio without permission.

Keep your attire clean and neat. All shirts tucked in.

In keeping with JPS rules, all cell phones are to be turned off and; no electronic devices that are not in use for visual art support.

NO Earbuds: this is for the student's safety as well as classroom communication

Damage to studio, supplies or equipment is destruction of school property, and a serious JPS offense.

### Consequences for Rules Violations:

- 1<sup>st</sup> Offense: Warning
- 2<sup>nd</sup> Offense: Parental contact
- 3<sup>rd</sup> Offense: Referral to Office

Fighting or Horseplay of any kind is not tolerated.  
Students will be directly referred to an administrator.

## Letter to HS Students Pursuing Advanced Placement Portfolio

Dear Parents of Advanced Placement Portfolio Student,

Your junior or senior high school student is enrolled in the Advanced Placement Portfolio class at Power APAC. This class requires an independent, rigorous development of the artist's individual style and skill, as well as creative advancement. Some colleges will allow college credit for students scoring 3 or above (on a scale of 1-5) on the portfolio. However, even schools that do not grant college credit recognize the significant achievement exhibited by the successful completion of the AP portfolio.

During this year, AP 2-D Design or Drawing Portfolio students will create 24 pieces of polished work; 12 from the Breadth Section and 12 from the Concentration section. This year, Power APAC will also offer AP 3-D Portfolio. The requirements differ, with students responsible for 16 finished pieces; 8 pieces from the Breadth Section, and 8 pieces Concentration.

Students are working very hard to complete the Breadth section before the Thanksgiving break, after which they will begin the Concentration section.

Portfolios must be completed by the end of April; work must be submitted during the first week of May.

Cost of the program is approx. \$85.00. Payment will be made to the Advanced Placement Department through Murrah High School. Some students may be eligible for reduced or free sponsorship. Call the AP adviser at Murrah to inquire about this possibility.

Please sign and return this letter as understanding of what this program will entail for your student.

Every AP student MUST have a jump drive every day in class to keep a record of ongoing and finished work.

Thanks,  
The Visual Arts Instructors at Power APAC School  
Hamburg, Kinsey, Payne

Signed: Parent\_\_\_\_\_

Signed: Student\_\_\_\_\_

## **VISUAL ARTS AUDITIONS**

Visual Arts auditions are held once a year for each grade level.

Middle and high school auditions are held in December.

Elementary auditions are held in February.

The on-site Visual Arts audition includes:

- A. A drawing assignment to be completed on site.
- B. A written component with questions relating to the student's personal goals
- C. Portfolio of original artworks which should consist of 10 or more works including:
  - A still life
  - A landscape
  - A portrait
  - A self-portrait

Remaining pieces should be of the student's best work. All are to be drawn from direct observation: NOT from photos or pictures from the internet.

Work should represent a range of media.

Do NOT submit cartoons, anime or comic book figures: ALL WORK MUST BE ORIGINAL.

**Sample Visual Arts Rubric Teacher:**

**Date:**

**Student Name:**

**Project:**

**Elements and Principles of Art: Student Score:**

6 or less: Project incomplete or complete but shows no evidence of planning and understanding elements and principles, no planning evident

7: Project finished but shows little evidence of planning and understanding elements and principles. Evidence of some planning.

8: Project shows adequate understanding of elements, principles. Evidence of some planning.

9-10: Project planned carefully. Several preliminary sketches used. Elements/principles effectively used to create strong composition.

**Creativity/Originality: Student Score:**

6 or less: Project incomplete or finished with no evidence of experimentation – little or no original thought

7: Project finished but lacks originality or imaginative solutions

8: Project finished but not completely original – problem solved logically – displays originality

9-10: Project finished with total originality through experimentation: unique level of creativity.

**Effort/Perseverance: Student Score:**

6 or less: Project unfinished or completed only after many prompts, ideas, special help and solutions from others.

7: Project finished with minimum effort: lacks finishing touches; could be easily improved w little effort.

8: Project finished with hard work but some details lacking; average result, more could have been done

9-10: Project finished with maximum effort, went well beyond requirements.

**Craftsmanship/Skill: Student Score:**

6 or less: Project finished without attention to details; quickly thrown together; poor craftsmanship

7: Project finished but somewhat messy; average craftsmanship and understanding

8: Project finished with most details; average craftsmanship and understanding

9-10: Project beautifully and carefully made; outstanding and finished with great deal of patience

**Attitude/Responsibility/Expressiveness: Student Score:**

6 or less: Student off task most of time, didn't care for materials, sought ways to avoid work, displayed a negative response most of the time, weak vocal responses to defending work

7: Student displayed a negative response at times during the development of the piece; did bare minimum

8: Student worked enthusiastically, assisted with preparation and cleanup; displayed positive response most of the time

9-10: Student displayed a positive response all of the time during the development of the piece, worked enthusiastically

**Total Score: (multiply by 2) =** \_\_\_\_\_



## **Elementary VISUAL ARTS BENCHMARKS**

**By the end of Fourth Grade, students will:**

**Goal 1: Students will communicate ideas and feelings by creating and performing works of art through the visual arts.**

### **Content Strand: Creating/Performing (CP)**

- Know fundamental skills in using a variety of media, techniques, and processes to produce and study works of art
- Know how to apply the elements and principles of design through media, techniques, and processes to communicate ideas, actions, and emotion
- Know that use of various media, techniques, and processes results in different effects in works of art

**Goal 2: Students will respond to, describe, analyze, interpret, and evaluate the complex characteristics of the visual arts.**

### **Content Strand: Critical Analysis (CA)**

- Develop perceptual skills and use visual arts vocabulary while creating and studying works of art
- Recognize critical processes (response, description, analysis, interpretation, and evaluation) used for the examination of works of art and design through reading, writing, and speaking

**Goal 3: Students will understand the roles and functions of artists and visual arts in cultures, times, and places.**

### **Content Strand: History/Culture (HC)**

- Recognize roles, functions, and purposes of artists, works of art and visual arts careers in cultures, times, and places
- Recognize subject matter, symbols, and forms in works of art and design across cultures, times, and places
- Know that the characteristics of works of art and design differ in relation to cultures, time, and place

**Goal 4: Students will perceive, understand, and appreciate the diverse meanings and value of the visual arts.**

### **Content Strand: Aesthetics (A)**

- Know that there are different answers to the question, "What is art?"
- Know that people respect, value, and derive meaning from art differently

**Goal 5: Students will make valid connections among the arts, others subject areas, and everyday life.**

**Content Strand: Connections (C)**

- Recognize that visual arts concepts and skills are integrated with knowledge in other subject areas for use in everyday life
- Recognize ways that major concepts, technologies, media, and processes of the visual arts relate to those in other subject areas – within and outside the arts

**Visual Arts, Fourth Grade**

**1. Know the differences between a variety of media and processes and use them to create works of art that communicate ideas. (CP)**

- a. Demonstrate ability to fulfill responsibilities in a cooperative manner within a group with little guidance from the teacher.
- b. Know how to practice safety, recycling, and conservation in the use of tools, materials, and equipment while creating original works of art.
- c. Demonstrate increased manipulative skills by performing a variety of tasks (e.g., cutting, gluing, arranging, constructing, sorting, tracing, rubbing, folding, bending, modeling, coloring, painting, drawing, scribbling, stitching, wrapping, weaving, tearing).
- d. Know how to select media, tools, and techniques to communicate intended purpose and meaning.

**2. Know how to use the elements of art and principles of design through media, techniques, and processes to communicate ideas, actions, and emotions. (Elements — color, line, shape and form, texture, value, space; Principles — balance, rhythm, repetition, unity, contrast, proportion, emphasis, and movement) (CP)**

- a. Know primary, secondary, and intermediate colors on the color wheel.
- b. Know ways to achieve emphasis in a work of art.
- c. Recognize that line quality can add meaning to work.
- d. Recognize the elements of art and principles of design in works of art (e.g., line, two-dimensional shape, three-dimensional form, color, texture, value, and space).
- e. Use symmetrical and asymmetrical balance in creating art.
- f. Select subject matter, symbols, and ideas to communicate meaning.
- g. Know the difference between tactile and visual textures.
- h. Know how to produce tints, shades, and tones.

**3. Know that the use of various media, techniques, and processes result in different effects in works of art. (CP)**

- a. Understand why certain colors are used to evoke emotional responses.

- b. Recognize and employ techniques used to create actual or implied texture (e.g., roughness or smoothness).
- c. Describe how different materials, techniques, and processes can be used to create different effects in works of art and apply to creation of art.

**4. Develop perceptual skills and use visual arts vocabulary while creating and studying works of art. (CA)**

a. Utilize art vocabulary (e.g., color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique media, techniques, and processes in the environment and daily activity.

b. Develop observation skills through concentration and focus. c. Know the differences among visual characteristics and purposes of art in order to convey ideas.

**5. Recognize critical processes in the examination of works of art and design. (CA)**

a. Know how to use reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork with fluency.

b. Recognize critical processes that are both knowledge-based and personal appraisals (e.g. objective and subjective).

c. Justify opinions about the merit of a work of art and design.

**6. Recognize roles, functions, and purposes of artists, works of art, and visual arts careers in cultures, times, and places. (HC)**

a. Know that visual arts careers have changed over time and vary from culture to culture.

b. Understand there are various purposes for creating works of visual art.

**7. Recognize subject matter, themes, and forms that recur in works of art and design across cultures, times, and places. (HC, CA)**

a. Select and use subject matter recurring in works of art and design across cultures, times, and places to communicate meaning.

b. Select and use symbols recurring in works of art and design across cultures, times, and places to communicate meaning.

c. Select and use forms recurring in works of art and design across cultures, times, and places to communicate meaning.

**8. Know that the characteristics of works of art and design differ in relation to culture, time, and place. (HC)**

a. Know that there are differences and similarities among works of art and design from different cultures, times, and places.

b. Recognize the content of artworks of the past and present, focusing on the different cultures and natural environment that have contributed to Mississippi's history and art heritage.

c. Analyze and describe how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.

d. Describe how people's experiences influence the development of specific artworks.

**9. Know that there are different answers to the question: "What is art?" (A)**

a. Compare multiple purposes for creating works of art. b. Know and describe ways that various cultures define art differently.

**10. Know that people respect, value, and derive meaning from art differently. (A, CA)**

a. Know that there are different responses to specific works of art.

b. Know that artwork has different meanings for different people.

c. Recognize that good artwork does not necessarily evoke positive responses from the viewer. d. Differentiate ways that works of art and design communicate ideas, actions, and emotions.

e. Know and describe ways that various cultures value art differently.

f. Exhibit respect for own work as well as the work of peers and other artists.

g. Know similarities and differences among galleries, museums, and exhibits.

**11. Recognize that visual arts concepts and skills are integrated with knowledge in other subject areas for use in everyday life. (C)**

a. Understand ways that the visual arts are used as part of everyday life.

b. Identify various art forms found in the school, home, and community and how they are used.

c. Identify careers that require art training. d. Understand that art involves problem-solving skills.

**12. Recognize ways that major concepts, technologies, media, and processes of the visual arts are employed in arts and other disciplines. (C)**

a. Know that various types of art (e.g., realistic, impressionistic, modernistic) relate to similar forms found in music and literature.

b. Describe ways that math, language arts, social studies, history, science, and technology are related to the visual arts, (e.g., the process of creating in the arts as well as through inventions, discoveries, and the development of ideas).

c. Understand how advances in art impact other areas (e.g., graphic design, movie industry, advertising, landscape design, etc.).

**Examples of Proposed Lessons:**

**2003 Mississippi Visual and Performing Arts Framework**

**Visual Arts, Fourth Grade**

1 a

When working in groups, students will be assigned specific duties, (e.g., contact person to communicate with the teacher for the group, group leader, person to collect and pass out materials, clean-up supervisor) and assume responsibility for staying on task.

Assessment: Peer and self-evaluation

1 b

Students will create a design incorporating at least three recycled items.

Assessment: Checklist: Use of three recycled items to create a design

2 b

Using art print s, such as van Gogh's Self Portrait and Sunflowers, students analyze how emphasis was achieved (e.g., through color, line, and/or texture). Students create a still life of flowers in a vase along with other objects on a table, using strategies to emphasize the most important part of the picture.

Assessment: Self- evaluation – journal entry about the effectiveness of his/her use of emphasis in the work of art

2 e

After a discussion of symmetry and the identification of symmetrical designs in the classroom, students begin a symmetrical design by folding a large piece of drawing paper in half. Using a length of yarn that has been dipped in tempera paint, the students will form a design with the yarn on one half of the paper. The paper is then closed and the yarn is drawn out of the paper with one hand while pressure is placed on top of the paper with the other hand. Once the paper is reopened and the paint dries, the student will develop a picture that incorporates the painted symmetrical design.

Assessment: Teacher checklist – student use of symmetry in artwork

2 h

Students sketch an outdoor scene or landscape, noticing the difference in color and value between objects that are close and those that are far away. Crayons will be used to create a variety of shades and tints of color to reflect the positions of the objects.

Assessment: Checklist: Student use of color variation to show distance in at least two different types of objects found in the picture

3b

After collecting a variety of materials, such as lace, leaves, toothpicks, and coins, students will arrange the objects on their paper and cover them with a second piece of paper, then create a rubbing by coloring evenly across the entire surface with medium to dark colored crayons. The rubbings may be used as paper to cut and paste into a collage, or multi-media work.

Assessment – ability to create implied roughness or texture in a work of art

4 a

After discussing the principles of art, students select media to create a self-portrait that reflects the artist's personality. Students create the self-portrait, then write a description of their work, explaining their choice of media, techniques, and use of one of the principles of art.

Assessment: Relevancy of applied media technique and principle to communicate personality type

5 a, 6b

Using a color advertisement from a magazine and a political cartoon from the newspaper, students use a Venn diagram to compare the purpose of the two works of art, the techniques used, and the media. Students create their own advertisement, choosing wording, graphics, and visual and organizational components that maximize the effectiveness of the advertisement.



Assessment: Venn Diagram giving at least three examples in all three areas

5 b

After reviewing several art prints of portraits, students select one to study. Students investigate and select three facts to Checklist: three facts and three opinions about a specific work of art share with the class about the portrait as well as give three opinions about the work.

7 a

From examples of mandalas (circular designs that represent the universe) found in various cultures, such as Japanese, American Indian, and African. Students each select a different culture, research it, and design a new mandala representative of that culture. Assessment: Teacher evaluation of ability to identify and create a symbol that recurs in various cultures

8 b

After studying the Choctaw Indians, or another culture in Mississippi, students analyze how the environment and the cultural traditions influenced the purpose of artworks and objects found in their culture, as well as the materials used to produce them. Students gather materials from the natural environment of the school campus or from home and create an object to m

Assessment:

Rubric based on the design, selection of materials, written description of the purpose of the object, and the part it plays in their tradition

9 a

After a class discussion about what visual art is, students work in small groups to brainstorm ten examples of visual art found in the home and ten from the community. After writing each idea down on an index card, the class reviews the ideas on the cards and categorizes them according to the purpose of the art (e.g., to inform, entertain, organize). Students will select a category or purpose and draw/design an artwork or object to serve that same purpose.

Assessment: Rubric based on student's production of an art object to meet a specific purpose, including the appropriateness of design and materials

**Mississippi Visual Arts Standards for 4-5 grade students used in these lessons:**

***VIS.4.1 - Know the differences between a variety of media and processes and use them to create works of art that communicate ideas.***

( ***VIS.4.1.a*** - Demonstrate ability to fulfill responsibilities in a cooperative manner within  
) a group with little guidance from the teacher.

( ***VIS.4.1.b*** - Know how to practice safety, recycling, and conservation in the use of  
) tools, materials, and equipment while creating original works of art.

***VIS.4.1.c*** - Demonstrate increased manipulative skills by performing a variety of tasks  
( e.g., cutting, gluing, arranging, constructing, sorting, tracing, rubbing, folding,  
) bending, modeling, coloring, painting, drawing, scribbling, stitching, wrapping,  
weaving, tearing).

( ***VIS.4.1.d*** - Know how to select media, tools, and techniques to communicate  
) intended purpose and meaning.

***VIS.4.2 - Know how to use the elements of art and principles of design through media, techniques, and processes to communicate ideas, actions, and emotions. (Elements color, , line, shape and form, texture, value, space; Principles balance, rhythm, repetition, unity, contrast, proportion, emphasis, and movement)***

( ***VIS.4.2.a*** - Know primary, secondary, and intermediate colors on the color wheel.  
)

( ***VIS.4.2.b*** - Know ways to achieve emphasis in a work of art.  
)

( ***VIS.4.2.c*** - Recognize that line quality can add meaning to work.  
)

***VIS.4.2.d*** - Recognize the elements of art and principles of design in works of art  
( e.g., line, two-dimensional shape, three-dimensional form, color, texture, value, and  
) space).

( ***VIS.4.2.e*** - Use symmetrical and asymmetrical balance in creating art.  
)

( ***VIS.4.2.f*** - Select subject matter, symbols, and ideas to communicate meaning.  
)

( ***VIS.4.2.g*** - Know the difference between tactile and visual textures.  
)

( ***VIS.4.2.h*** - Know how to produce tints, shades, and tones.  
)

***VIS.4.3 - Know that the use of various media, techniques, and processes result in different effects in works of art.***

( ***VIS.4.3.a*** - Understand why certain colors are used to evoke emotional responses.  
)

( ***VIS.4.3.b*** - Recognize and employ techniques used to create actual or implied texture  
) (e.g., roughness or smoothness).

( ***VIS.4.3.c*** - Describe how different materials, techniques, and processes can be used  
) to create different effects in works of art and apply to creation of art.

***VIS.4.4 - Develop perceptual skills and use visual arts vocabulary while creating***

**and studying works of art.**

( **VIS.4.4.a** - Utilize art vocabulary (e.g., color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique media, techniques, and processes in the environment and daily activity.

( **VIS.4.4.b** - Develop observation skills through concentration and focus.

( **VIS.4.4.c** - Know the differences among visual characteristics and purposes of art in order to convey ideas.

**VIS.4.5 - Recognize critical processes in the examination of works of art and design.**

( **VIS.4.5.a** - Know how to use reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork with fluency.

( **VIS.4.5.b** - Recognize critical processes that are both knowledge-based and personal appraisals (e.g. objective and subjective).

( **VIS.4.5.c** - Justify opinions about the merit of a work of art and design.

**VIS.4.6 - Recognize roles, functions, and purposes of artists, works of art, and visual arts careers in cultures, times, and places.**

( **VIS.4.6.a** - **Know that visual arts careers have changed over time and vary from culture to culture.**

( **VIS.4.6.b** - Understand there are various purposes for creating works of visual art.

**VIS.4.7 - Recognize subject matter, themes, and forms that recur in works of art and design across cultures, times, and places.**

( **VIS.4.7.a** - Select and use subject matter recurring in works of art and design across cultures, times, and places to communicate meaning.

( **VIS.4.7.b** - Select and use symbols recurring in works of art and design across cultures, times, and places to communicate meaning.

( **VIS.4.7.c** - Select and use forms recurring in works of art and design across cultures, times, and places to communicate meaning.

**VIS.4.8 - Know that the characteristics of works of art and design differ in relation to culture, time, and place.**

( **VIS.4.8.a** - Know that there are differences and similarities among works of art and design from different cultures, times, and places.

( **VIS.4.8.b** - Recognize the content of artworks of the past and present, focusing on the different cultures and natural environment that have contributed to Mississippi's history and art heritage.

( **VIS.4.8.c** - Analyze and describe how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.

( **VIS.4.8.d** - Describe how people's experiences influence the development of specific artworks.

**VIS.4.9 - Know that there are different answers to the question: What is art?**

( **VIS.4.9.a** - **Compare multiple purposes for creating works of art.**

( **VIS.4.9.b** - Know and describe ways that various cultures define art differently.



## **Middle School (6<sup>th</sup> Grade) Mississippi State Standards Addressed**

**VIS.9-12.1 - [Competency] - Demonstrate originality, superior skills, and craftsmanship in selecting and using various media, techniques, and processes to create and evaluate expressive works of art.**

0x VIS.9-12.1.a - [Objective] - Select and utilize various media, techniques, and processes to develop advanced skills, confidence, and sensitivity in creating works of art that communicate ideas.

0x VIS.9-12.1.b - [Objective] - Comply with appropriate rules and regulations related to work habits, health, and safety while creating works of art.

0x VIS.9-12.1.c - [Objective] - Refine and assess the use of media, techniques, and processes to create various art forms.

0x VIS.9-12.1.d - [Objective] - Utilize new technology in art and design while creating and studying own works and works of others.

0x VIS.9-12.1.e - [Objective] - Know various methods of presenting works for public presentation and portfolio development.

**VIS.9-12.2 - [Competency] - Effectively use elements and principles of design and various media, techniques, and processes to communicate intended meaning.**

0x VIS.9-12.2.a - [Objective] - Integrate visual, spatial and temporal concepts with subjects, themes, symbols, and ideas to improve communication of intended meaning in works of art.

0x VIS.9-12.2.b - [Objective] - Select appropriate technology to use in the creation of works of commercial art and fine art.

0x VIS.9-12.2.c - [Objective] - Employ appropriate visual arts vocabulary related to technique and media in the study and creation of works of art.

0x VIS.9-12.2.d - [Objective] - Solve challenging visual arts problems independently using selected media, techniques, and processes to communicate meaning

**VIS.9-12.3 - [Competency] - Effectively use various media, techniques, and processes to create works of art that evoke a range of responses.**

0x VIS.9-12.3.a - [Objective] - Understand how artists manipulate media, techniques, and processes to convert mental solutions to problems into visual effects that evoke different responses.

0x VIS.9-12.3.b - [Objective] - Understand that media, techniques, and processes have certain capabilities and limitations for use in evoking responses.

0x VIS.9-12.3.c - [Objective] - Know how effects resulting from different media, techniques, and processes create a variety of moods impressions, and artistic styles.

0x VIS.9-12.3.d - [Objective] - Analyze different ways the visual arts provide unique modes for expressing ideas, actions, and emotions.

**VIS.9-12.4 - [Competency] - Utilize perceptual skills and fully expanded visual arts vocabulary to make inform judgments while creating and studying complex works of art.**

0x VIS.9-12.4.a - [Objective] - Synthesize and select appropriate visual arts vocabulary through the critical process.

0x VIS.9-12.4.b - [Objective] - Apply the visual and organizational components of art and design effectively in creating works of art.

0x VIS.9-12.4.c - [Objective] - Understand that appreciating works of art involves using the eyes and mind, time, and viewer involvement.

VIS.9-12.5 - [Competency] - Analyze the use of appropriate models of criticism for use when reading, writing, and speaking about works of art and design from different cultures, times, and places.

0x VIS.9-12.5.a - [Objective] - Know various theories of art criticism.

0x VIS.9-12.5.b - [Objective] - Employ art criticism theories in analyzing their own works of art and works of others.

0x VIS.9-12.5.c - [Objective] - Use vocabulary of art criticism through reading, writing, and speaking while studying works of art.

**VIS.9-12.6 - [Competency] - Analyze the impact of artists and the visual arts on society.**

0x VIS.9-12.6.a - [Objective] - Research how the functions and impact of art changes as society changes.

0x VIS.9-12.6.b - [Objective] - Assess the impact of visual arts on modern society.

0x VIS.9-12.6.c - [Objective] - Understand that contemporary art is influenced by technological and artistic developments in previous cultures and times.

**VIS.9-12.7 - [Competency] - Analyze the connections among subject matter, symbols, themes, and purposes in works of art and design across cultures, times, and places.**

0x VIS.9-12.7.a - [Objective] - Compare and contrast different ways artists have conveyed common themes across historical periods.

0x VIS.9-12.7.b - [Objective] - Identify common themes which cross cultures, times, and places.

0x VIS.9-12.7.c - [Objective] - Understand that works of art provide evidence about human experience in specific cultures, times, and places.

**VIS.9-12.8 - [Competency] - Understand the roles of critics, historians, aestheticians, teachers, and artists across cultures, times, and places.**

0x VIS.9-12.8.a - [Objective] - Research the role of the critic, historian, aesthetician, teacher, or artists from different cultures, times, and places.

0x VIS.9-12.8.b - [Objective] - Compare and contrast a variety of historical and cultural contexts in terms of functions and purposes in works of art.

**VIS.9-12.9 - [Competency] - Apply knowledge of aesthetics to develop personal aesthetic philosophies.**

0x VIS.9-12.9.a - [Objective] - Utilize different theories of aesthetics while discussing broad aesthetic questions such as, What is art?

0x VIS.9-12.9.b - [Objective] - Apply knowledge of aesthetics to develop a personal aesthetic philosophy.

0x VIS.9-12.9.c - [Objective] - Understand the difference between aesthetic experience with a work of art and responding aesthetically to non-art phenomena (e.g., watching a sunset, smelling a rose).

**VIS.9-12.10 - [Competency] - Understand that contextual factors influence how communities respect, value, and derive meaning from art.**

0x VIS.9-12.10.a - [Objective] - Identify the perceived purpose of works of art through the specific images within the works.

0x VIS.9-12.10.b - [Objective] - Utilize individual responses to the characteristics of works of art in interpreting and discussion of works.

**VIS.9-12.11 - [Competency] - Utilize the meaningful integration of visual arts concepts and skills with knowledge in other subject areas to explore options for career and life choices.**

0x VIS.9-12.11.a - [Objective] - Explore the role of the contemporary artist and the impact their work might have on the community and society.

0x VIS.9-12.11.b - [Objective] - Research career options in the visual arts as a possible life choice.

0x VIS.9-12.11.c - [Objective] - Synthesize knowledge of the visual arts and other subject areas to determine possible career choices.

**VIS.9-12.12 - [Competency] - Incorporate common concepts, technologies, media, and processes of the visual arts and relate those to other subject areas to convey meaning in work of art.**

0x VIS.9-12.12.a - [Objective] - Utilize the creative process of the arts and other content areas as they relate to each other.

0x VIS.9-12.12.b - [Objective] - Utilize technology, media, and processes of the visual arts with those of other arts disciplines.

0x VIS.9-12.12.c - [Objective] - Effectively utilize cooperative skills while creating works of art.



## **High School National Core Arts Standards**

### **Artistic Processes**

**CREATING**            *Investigate Plan Make*

#### **Anchor Standard 1: Generate and conceptualize artistic ideas and work.**

**\*Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.

**\*Essential Question(s):** What conditions, attitudes, and behaviors support creativity and innovative thinking? What

Factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

#### **High School Proficient:**

Use multiple approaches to begin creative endeavors.

#### **High School Accomplished:**

Individually or collaboratively formulate new creative problems based on students existing work.

**High School Advanced:** Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change

#### **Anchor Standard 1: Generate and conceptualize artistic ideas and work.** *Investigate Plan Make*

**\*Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

**\*Essential Questions:** How does knowing the contents histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigation?

**High School Proficient:** Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

**High School Accomplished:** Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

**High School Advanced:** Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept

**Anchor Standard 2: Organize and develop artistic ideas and work.**     *Investigate*  
*Plan   Make*

**\*Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches.

**\*Essential Questions:** How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

**High School Proficient:** Engage in making a work of art or design without having a preconceived plan.

**High School Accomplished:** Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

**High School Advanced:** Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea or concept

**\*Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

**\*Essential Questions** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create?

**High School Proficient:** Explain how traditional and non-traditional materials may impact human health and environment and demonstrate safe handling of materials, tools and equipment.

**High School Accomplished:** Demonstrate awareness of ethical implications of making and distributing creative work.

**High School Advanced:** Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

**Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

**Essential Questions:** How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate?

High School Proficient: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

High School Accomplished: Redesign an object, system, place, or design in response to contemporary issues.

High School Advanced: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits and/or empowers people's lives.

### **Anchor Standard 3: Refine and complete artistic work.**

**Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

**Essential Questions:** What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

High School Proficient: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

High School Accomplished: Engage in constructive critique with peers, then reflect on, re-engage, revise and refine works of art and design in response to personal artistic vision.

High School Advanced: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

## **VISUAL ARTS – PRESENTING**

### **Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.**

**Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.

**Essential Questions:** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artwork, and select them for presentation?

High School Proficient: analyze, select and curate artifacts and/or artworks for presentation and preservation.

High School Accomplished: Analyze, select, and critique personal artwork for a collection or portfolio presentation.

High School Advanced: Critique, justify and present choices in the process of analyzing, selecting, curating and presenting artwork for a specific exhibit or event.

**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.**

**Enduring Understanding:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio or a collection?:

High School Proficient: Analyze and evaluate the reasons and ways an exhibition is presented.

High School Accomplished: Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

High School Advanced: investigate compare and contrast methods for preserving and protecting art.

**Anchor Standard 6: Convey meaning through the presentation of artistic work.**

**Enduring Understanding:** Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

**Essential Questions:** What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved or presented, cultivate appreciation and understanding?

High School Proficient: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

High School Accomplished: Make, explain, and justify connections between artists or artwork and social, cultural and political history.

High School Advanced: Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

## **VISUAL ARTS – RESPONDING**

### **Anchor Standard 7: Perceive and analyze artistic work.**

**Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, in the natural world, and constructed environments.

**Essential Questions:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

**High School Proficient:** Hypothesize ways in which art influences perception and understanding of human experiences.

**High School Accomplished:** Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

**High School Advanced:** Analyze how responses to art develop over time based on knowledge or and experience with art and life.

**Enduring Understanding:** Visual imagery influences understanding of and response to the world.

**Essential Questions:** What is an image? Where and how do we encounter images in our world? How do images influences our views of the world?

**High School Proficient:** Analyze how one’s understanding of the world is affected by experiencing visual imagery.

**High School Accomplished:** Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

**High School Advanced:** Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture

### **Anchor Standard 8: Interpret intent and meaning in artistic work.**

**Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process o art criticism.

**Essential Questions:** What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help ous understand and interpret works of art?

**High School Proficient:** Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

**High School Accomplished:** Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

High School Advanced: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

**Enduring Understanding:** People evaluate art based on various criteria.

**Essential Questions:** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

High School Proficient: Establish relevant criteria in order to evaluate a work of art or collection of works.

High School Accomplished: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

High School Advanced: Construct evaluations of a work of art or collections of works based on differing sets of criteria.

**VISUAL ARTS – CONNECTING**

**Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.**

**Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

**Essential Questions:** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

High School Proficient: Document the process of developing ideas from early stages to fully elaborated ideas.

High School Accomplished: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

High School Advanced: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

**Anchor Standard 12: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

**Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

**Essential Questions:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

**High School Proficient:** Describe how knowledge of culture, traditions, and history may influence personal responses to art.

**High School Accomplished:** Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

**High School Advanced:** Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

These Lessons use the following National Visual Arts Standards

**VIS.9-12.1 - [Competency] - Demonstrate originality, superior skills, and craftsmanship in selecting and using various media, techniques, and processes to create and evaluate expressive works of art.**

0x VIS.9-12.1.a - [Objective] - Select and utilize various media, techniques, and processes to develop advanced skills, confidence, and sensitivity in creating works of art that communicate ideas.

0x VIS.9-12.1.b - [Objective] - Comply with appropriate rules and regulations related to work habits, health, and safety while creating works of art.

0x VIS.9-12.1.c - [Objective] - Refine and assess the use of media, techniques, and processes to create various art forms.

0x VIS.9-12.1.d - [Objective] - Utilize new technology in art and design while creating and studying own works and works of others.

0x VIS.9-12.1.e - [Objective] - Know various methods of presenting works for public presentation **and portfolio development.**

**VIS.9-12.2 - [Competency] - Effectively use elements and principles of design and various media, techniques, and processes to communicate intended meaning.**

0x VIS.9-12.2.a - [Objective] - Integrate visual, spatial and temporal concepts with subjects, themes, symbols, and ideas to improve communication of intended meaning in works of art.

0x VIS.9-12.2.b - [Objective] - Select appropriate technology to use in the creation of works of commercial art and fine art.

0x VIS.9-12.2.c - [Objective] - Employ appropriate visual arts vocabulary related to technique and media in the study and creation of works of art.

0x VIS.9-12.2.d - [Objective] - Solve challenging visual arts problems independently using selected media, techniques, and processes to create works of art that evoke a range of communicate meaning.

**VIS.9-12.3 - [Competency] - Effectively use various media, techniques, and processes responses.**

0x VIS.9-12.3.a - [Objective] - Understand how artists manipulate media, techniques, and processes to convert mental solutions to problems into visual effects that evoke different responses.

0x VIS.9-12.3.b - [Objective] - Understand that media, techniques, and processes have certain capabilities and limitations for use in evoking responses.

0x VIS.9-12.3.c - [Objective] - Know how effects resulting from different media, techniques, and processes create a variety of moods impressions, and artistic styles.

0x VIS.9-12.3.d - [Objective] - Analyze different ways the visual arts provide unique modes for expressing ideas, actions, and emotions.

**VIS.9-12.4 - [Competency] - Utilize perceptual skills and fully expanded visual arts vocabulary to make inform judgments while creating and studying complex works of art.**

0x VIS.9-12.4.a - [Objective] - Synthesize and select appropriate visual arts vocabulary through the critical process.

0x VIS.9-12.4.b - [Objective] - Apply the visual and organizational components of art and design effectively in creating works of art.

0x VIS.9-12.4.c - [Objective] - Understand that appreciating works of art involves using the eyes and mind, time, and viewer involvement.



**VIS.9-12.5 - [Competency] - Analyze the use of appropriate models of criticism for use when reading, writing, and speaking about works of art and design from different cultures, times, and places.**

0x VIS.9-12.5.a - [Objective] - Know various theories of art criticism.

0x VIS.9-12.5.b - [Objective] - Employ art criticism theories in analyzing their own works of art and works of others.

0x VIS.9-12.5.c - [Objective] - Use vocabulary of art criticism through reading, writing, and speaking while studying works of art.

**VIS.9-12.6 - [Competency] - Analyze the impact of artists and the visual arts on society.**

0x VIS.9-12.6.a - [Objective] - Research how the functions and impact of art changes as society changes.

0x VIS.9-12.6.b - [Objective] - Assess the impact of visual arts on modern society.

0x VIS.9-12.6.c - [Objective] - Understand that contemporary art is influenced by technological and artistic developments in previous cultures and times.

VIS.9-12.7 - [Competency] - Analyze the connections among subject matter, symbols, themes, and purposes in works of art and design across cultures, times, and places.

0x VIS.9-12.7.a - [Objective] - Compare and contrast different ways artists have conveyed common themes across historical periods.

0x VIS.9-12.7.b - [Objective] - Identify common themes which cross cultures, times, and places.

0x VIS.9-12.7.c - [Objective] - Understand that works of art provide evidence about human experience in specific cultures, times, and places.

VIS.9-12.8 - [Competency] - Understand the roles of critics, historians, aestheticians, teachers, and artists across cultures, times, and places.

0x VIS.9-12.8.a - [Objective] - Research the role of the critic, historian, aesthetician, teacher, or artists from different cultures, times, and places.

0x VIS.9-12.8.b - [Objective] - Compare and contrast a variety of historical and cultural contexts in terms of functions and purposes in works of art.

**VIS.9-12.9 - [Competency] - Apply knowledge of aesthetics to develop personal aesthetic philosophies.**

0x VIS.9-12.9.a - [Objective] - Utilize different theories of aesthetics while discussing broad aesthetic questions such as, What is art?

0x VIS.9-12.9.b - [Objective] - Apply knowledge of aesthetics to develop a personal aesthetic philosophy.

0x VIS.9-12.9.c - [Objective] - Understand the difference between aesthetic experience with a work of art and responding aesthetically to non-art phenomena (e.g., watching a sunset, smelling a rose).

**VIS.9-12.10 - [Competency] - Understand that contextual factors influence how communities respect, value, and derive meaning from art.**

0x VIS.9-12.10.a - [Objective] - Identify the perceived purpose of works of art through the specific images within the works.

0x VIS.9-12.10.b - [Objective] - Utilize individual responses to the characteristics of works of art in interpreting and discussion of works.

**VIS.9-12.11 - [Competency] - Utilize the meaningful integration of visual arts concepts and skills with knowledge in other subject areas to explore options for career and life choices.**

0x VIS.9-12.11.a - [Objective] - Explore the role of the contemporary artist and the impact their work might have on the community and society.

0x VIS.9-12.11.b - [Objective] - Research career options in the visual arts as a possible life choice.

0x VIS.9-12.11.c - [Objective] - Synthesize knowledge of the visual arts and other subject areas to determine possible career choices.

**VIS.9-12.12 - [Competency] - Incorporate common concepts, technologies, media, and processes of the visual arts and relate those to other subject areas to convey meaning in work of art.**

0x VIS.9-12.12.a - [Objective] - Utilize the creative process of the arts and other content areas as they relate to each other.

0x VIS.9-12.12.b - [Objective] - Utilize technology, media, and processes of the visual arts with those of other arts disciplines.

0x VIS.9-12.12.c - [Objective] - Effectively utilize cooperative skills while creating works of art.

## **(BOARD POLICY JCBA)**

### **JPS Student Handbook: Pages 3 and 4**

#### **Academic Honesty Policy**

If a student is caught cheating on a test or an assignment they will automatically receive a "0". Likewise, if a student's work is found to contain plagiarism (material that is copied without giving its source credit) the assignment will automatically receive a "0". In both cases the student will be written up, parents will be informed, and no makeup assignment will be given. If you are unsure what plagiarism is, please ask a teacher or visit: <https://owl.english.purdue.edu/owl/resource/589/01/>

#### **JCBA ANTI-BULLYING POLICY FOR STUDENTS**

The Board of Trustees of the Jackson Public School District intends to provide all students with an equitable opportunity to learn. The Board of Trustees has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to student learning. It shall be against District policy for any student to engage in bullying or harassing behavior that includes, but is not limited to, bullying or harassing behavior that is based on race, religion, sex, creed or color, national origin, physical appearance, gender identity, ancestry, academic status, behavior, sexual orientation, mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics, or other actual or perceived differentiating characteristics. Such behavior will not be condoned by the District.

Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, that takes place on District property, at any District-sponsored function, or on a school bus or school vehicle that:

- (1) Places a student or District employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or (2) Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits or an employee's work performance, opportunities, or benefits.
- (2) A hostile environment means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior. Bullying or harassing behavior that takes place off District property will not be condoned or tolerated by the District when such conduct, in the determination of the school superintendent or principal, renders the offending person's presence in the classroom a disruption to the educational environment of the school, or a detriment to the best interest and welfare of the pupils and

teacher of such class as a whole. Some examples of bullying include, but are not limited to, the following:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student and employee movement, or unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats, or telephone calls. JCBA
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. Cyberbullying – the use of information and communication technologies such as e-mail, cell phone text messages, instant messaging, defamatory personal websites, computers, other electronic devices, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm, humiliate, tease, intimidate, or harass others.

The District will make every reasonable effort to ensure that no student or District employee is subjected to bullying or harassment by other persons. Retaliation: It shall be against District policy for any student or District employee to engage in any act of intimidation, reprisal or retaliation against a victim, witness or a person with reliable information about an act of bullying or harassing behavior. As such, the District shall make every reasonable effort to ensure that no student or District employee engages in any act of intimidation, reprisal or retaliation against a victim, witness or a person with reliable information about an act of bullying or harassing behavior.

No retaliation against the victim, witness, or any person with reliable information about an act of bullying or harassing behavior is permitted. Reporting: The District requires all its employees, and strongly encourages anyone else who has witnessed or has reliable information that a student or District employee has been subject to any act of bullying or harassing behavior, to report the incident to the appropriate school official. The District has enacted procedures for reporting, investigating, and addressing bullying and harassing behaviors. Education and Training: In support of this policy, the Board of Trustees promotes preventative and intervention educational measures to create greater awareness of bullying and harassing behavior.

This policy and its accompanying procedures shall be printed in the District Code of Conduct Handbook, each school's employee handbook, and in the policy manual. The superintendent or designee shall provide appropriate training to all students and District employees related to the implementation of this policy and

procedures. All training regarding this policy and its procedures will be age and content appropriate.

Disciplinary Actions: Students who engage in bullying or harassing behaviors or retaliation are subject to disciplinary action as outlined in the District Code of Conduct Handbook. The discipline policies and procedures must recognize the fundamental right of every student to take “reasonable actions” as may be necessary to defend himself or herself from an attack by another student who has evidenced menacing or threatening behavior through JCBAAs bullying or harassing.

Furthermore, the Jackson Public School District defines “reasonable action” as promptly reporting the behavior to a teacher, principal, counselor, or other school employee when subjected to bullying or harassing behavior. District employees who engage in bullying or harassing behaviors or retaliation are subject to disciplinary actions up to and including termination. This policy and procedures shall be reviewed annually. SOURCE: National School Boards Association Mississippi School Boards Association LEGAL REF.: Senate Bill 2015 Miss. Code Ann. §37-7-301(e); §37-11-20; and §§37-11-67 and 37-11-69 DATE: AUGUST 17, 2010 DECEMBER 14, 2010 AUGUST 4, 2016

## **Power APAC Visual Arts Activities, 2016- 17**

### **American Institute of Architects 2017-18 photography winners**

#### **YOUTH COMPETITION WINNERS**

: Lucie Cooper

: Jack Sewell

Camille Halverson

#### **Springhill Suites Fall Exhibit (Marriott Corp)**

Art Card Sale: Artist contributors: Lucie Cooper, Victoria Wright, Zoey Rockoff, Armand Jackson, Shuntia Battle, Joh’Nis Randall, Charles Rounds, Olivia Hellings, Taylor Crook, Jack Sewell, Lucas Morrissey, Desmond Young  
September through the end of October fund raising event

#### **2017 State Scholastics Winners: (grades 7-12)**

##### **Honorable Mention:**

Bryan Jefferson (1)

Armand Jackson (3)

Joh’Nis Randall (2)

Victoria Wright (2)

Abigail Showalter (1)

Desmond Young (5)

Madison Gray (4)

Lucie Cooper (2)

Ava Davis (2)

Charles Rounds (5)

Kamryn Darby (2)

Nytaya Babbitt (3) (not pictured)

Shuntia Battle (3) (not pictured)

##### **Silver Key**

Bryan Jefferson (1)

Madison Gray (1)

Lucie Cooper (1)

Nytaya Babbitt (1)

Shuntia Battle (1) and Silver Key Senior Portfolio

### **Gold Key**

Alauran Allen (1)

Charles Rounds (1)

Victoria Wright (2) and Honorable Mention Senior Portfolio

Lucie Cooper (1)

### **Scholastics National Silver Medal Winners**

Lucie Cooper

Charles Rounds

### **Middle School Scholastics Winners**

#### **Honorable Mention**

Camille Halverson (1)

Kiersten Hartwell (1)

Khai Thompson (1)

Gabriel Williams (1)

#### **Silver Key:**

Eleanor Goodwin (1)

Quinten McCaleb (1)

### **Gold Key**

Annie Jefferis 1)

Jack Sewell (1)

Gabriel Williams (1)

## **Bennie Thompson Annual Congressional Art Competition**

2nd Place

### **❖ Advanced Placement Portfolio** ( a score of 3 and above = to college credit)

Lucie Cooper entered two portfolios: Design: 3, Drawing: 5

Armand Jackson: Design: 4

Shuntia Battle: Grade pending

Nytaya Babbitt: Grade Pending

Kamryn Darby: Grade Pending

Victoria Wright: Grade Pending

### **❖ Visual Arts End of Year Awards: 2016-17**

#### **Elementary**

##### **❖ Spirit Performance**

❖ Anna Gordon Jayden Thompson

❖ Isana Chapman

❖

##### **❖ Middle School**

##### **❖ Spirit Performance**

❖ Dorianne Hines Eleanor Goodwin

❖ Jack Sewell Annie Jefferis

❖

Moriah Roland

❖

##### **❖ High School**

##### **❖ Spirit Performance**

❖ Karsen Cowan Madison Gray

❖ Ava Davis Lucie Cooper

❖

##### **❖ DELTA**

❖ Charles Rounds

❖ Desmond Young

### **Cincinnati Underground Railroad and Freedom Center Annual National “What Freedom Means To Me” Art Competition:**

First Place: Charles Rounds

Second Place: Desmond Young

Honorable Mentions: Eleanor Goodwin and Moriah Roland





Jackson Public Schools  
Jackson, Mississippi



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