

Columbia Falls – School District Six

**ART CURRICULUM**  
**Grades K-12**

**Introduction**

The SD6 mission, vision, and art curriculum philosophy provide a foundation for the collective art curriculum developed for Columbia Falls Schools. *The Art Curriculum document remains a working document undergoing continued review and update by SD6 educational staff.*

**Mission Statement**

Working together for our students, we will provide the best environment that maximizes abilities and potential as life-long learners.

**Vision Statement**

In a spirit of cooperation and trust, individuals achieve common goals that benefit all students enrolled in School District Six. We nurture partnerships among students, teachers, parents, and community in an atmosphere of excellence where people are valued, learning is essential, and differences are respected. Committed to consistency in planning and action, we offer an educational environment that challenges and educates students to their fullest potential and helps them become productive citizens.

**Art Curriculum Philosophy**

The arts have been at the core of our existence from the very beginning. Since nomadic peoples first sang and danced for their ancestors, since hunters first painted their quarry on the walls of caves, since parents first acted out the stories of heroes for their children, the arts have described, defined, and deepened human experience. All peoples, everywhere, have an abiding need for meaning—to connect time and space and to experience and invent, using body and spirit, intellect and emotion. People create art to make connections, to express the otherwise inexpressible.

The arts are one of humanity’s deepest rivers on continuity. They bridge each new generation to those who have gone before, equipping the newcomers in their own pursuit of the questions: Who am I? What must I do? Where am I going? At the same time, the arts are often an impetus for change, challenging old perspectives from new angles of vision, or offering original interpretation of familiar ideas. The arts give us the tools we need to engage in creative problem solving.

Fine art is knowledge made invisible. It cultivates the whole child, building many literacies while developing intuition, reasoning, creativity, and imagination. Art is essential in

helping children better interpret the increasingly complex society to which they belong. It speaks to the physical, emotional, social, and intellectual needs of our students.

Art is society's gift to itself, inspiring courage, enriching our celebrations, and making our tragedies bearable. Art is also a unique source of enjoyment and delight, providing the "Aha!" of discovery when we see ourselves in a new way, grasp a deeper insight, or find our imaginations refreshed. Art brings us face to face with ourselves, and with what we sense lies beyond ourselves.

For all of these reasons and a thousand more, art has been part of the human journey. We depend on it to carry us toward the fullness of our humanity. In School District Six, we believe that knowing and practicing fine arts is fundamental to the healthy development of children's minds and spirits. We are dedicated to teaching art history, criticism, aesthetics, and to practice the "making" of art. We believe that art is truly inseparable from the very meaning of the term "education." A society and a people without art are as unimaginable as breathing would be without air.

### **Standards, Benchmarks, and Essential Learnings**

The CF-SD6 Art Curriculum is based on standards, benchmarks, and essential learnings.

- Standards indicate what all students should know, understand and be able to do in a specific content area.
- Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8 and grade 12.
- Essential Learnings are distinct elements of knowledge and/or skills to be taught to students and which students are expected to learn at specific grade-levels.

The CF-SD6 Art Curriculum is based on the Montana Content Standards for Art. Alignment to the MCS is indicated throughout the Art Curriculum document.

Montana Content Standards—standard, benchmark exit level, benchmark number  
(Example: 2.4.2 = standard 2, grade 4, benchmark 2)

### **Curriculum Developers**

This K-12 Art Curriculum was written and developed by the SD6 Art Committee in collaboration with teachers throughout the District.

**Art Committee**

<b>Member</b>	<b>Grade Level</b>	<b>School</b>
Jennifer Stone	7-8	CFJH
Brooke Nelson	9-12	CFHS
Kate Daniels	9-12	CFHS

**Content Scope and Sequence**

<b>Grade</b>	<b>Focus Areas</b>
7	Creation of art projects—drawing, sculpture; basic art history and analysis.
8	Creation of art projects—drawing, sculpture; basic art history and analysis.
9-12	<u>Survey Courses:</u> Art I, Art II <u>Alternative Art Electives*:</u> Independent Study, Calligraphy, Book Making, Sculpture, Painting, Printmaking

\*Alternative art electives are offered in response to demand. Not all options are taught at all times.

**Meeting Diverse Student Needs**

All classrooms in School District Six contain students who present diverse learning challenges to the teacher. These diverse challenges may be in the form of unique abilities and/or talents or a disability which impacts learning. Each student will have differentiated opportunities to achieve competencies and standards, at rates and in manners consistent with their individual needs.

Students who excel will have opportunities to achieve competencies and standards at an advanced pace. As such, the following modifications are appropriate:

- Content Enrichment: The presentation of curricula in more depth and breadth. This may include extra lessons or assignments used to elaborate the student’s level of understanding of the existing curriculum competencies and/or standards.
- Content Sophistication: The presentation of curricula that most students might not be able to master.
- Content Novelty: The presentation of content not covered in the traditional school curriculum.
- Content Acceleration: The presentation of curricula intended for older students and/or those in higher grades. This may include accelerating a student through the entire grade level curriculum and into the curriculum for the next grade level.

Students who are experiencing difficulty with learning concepts will have their needs addressed in a variety of ways in the classroom through both informal and formal interventions,

prescribed as necessary. Building-based student assistance teams and special services programs for students with disabilities (IDEA and 504) are in place to generate possible accommodations for students, based on assessed student needs. Potential accommodations can be categorized into the following general areas:

- Accommodations in evaluation methods
- Accommodations to classroom assignments
- Use of supplementary materials to the text
- Alternatives for presentation of content
- Organizational skills

Students who have been identified to receive special services (IDEA or 504) will have formal accommodation plans made accessible to each of the student's teachers through case managers.

The continuum of special services available to assist students includes building-based student/teacher assistance teams, Title I services, disability status under Section 504, and Special Education under IDEA. All special services consider the concept of least restrictive environment, striving to meet the needs of the student in the general education classroom prior to provision of any pull-out type services.

### **Assessment**

Student progress in reaching standards, benchmarks, and essential learnings is assessed in a variety of ways in each classroom. Assessment of performance will be based on teacher developed activities, demonstrations and specific performance tasks, and paper and pencil tests. Teachers will also observe students over time and evaluate understanding of Art concepts. The ITBS and ITED formal assessments also act as a partial element of assessing the CF-SD6 curriculum and student achievement.

#### Classroom Assessment Codes

A teacher may use any one or a combination of the assessments listed below for each standard, benchmark, or essential learning.

<u>V – Verbal Response</u>	group discussion, group critique, artist-of-the week study
<u>W – Written</u>	artist studies paper, Internet lesson plan, semester exam, masterpiece critique
<u>O – Observation</u>	individual observation, group dynamics, hands-on, creative process

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<u>P – Product</u>	sketchbook, teacher checklist on assignment objectives (projects), student demonstration of objectives during project process and in final product, display/presentation

**Curriculum Mapping**

The CF-SD6 Art Curriculum contains a map component, which outlines a sequence plan to educate students. This map is designed to enhance the impact of the delivery system and curriculum content.

Map Codes

- I*      *introduce*
- D*      *develop*
- M*      *maintain or master*