

Helena Public Schools

Fine Arts Curriculum

Visual Arts

Montana Instructional Alignment




HPS Critical Competencies

Visual Arts Grades 9 - 12

Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.1 conceive and create works of art.	<ul style="list-style-type: none"> • Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that individual intentions are represented in personal visual artworks. 	Elements of Art Principles of Design Color Theory Content Subject matter Form	 1, 2, 10, 11	CC.R. 3 CC.W. 7, 8 9, 10
1.2 demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.	<ul style="list-style-type: none"> • Identify and use a variety of media in a 2-D or 3-D art form 	Drawing Painting Sculpture Printmaking Ceramics Photography Architecture Design Crafts	 1, 2, 5, 7, 9, 10,11	CC.R. 2, 4 CC.W.1a, 1b, 1d, 1e
1.3 select or adapt the elements of a presentational style.	<ul style="list-style-type: none"> • Identify artistic styles and eras in which works of art were created and adapt work in those styles. 	Representational Nonrepresentational Objective Nonobjective Abstract Realism – naturalism Expressionism Caricature Functional art	 2, 5, 6, 7, 11	CC.R. 2, 5, 6 CC.W. 2a, 2b, 2d, 2e, 2f



Montana Instructional Alignment HPS Critical Competencies

Visual Arts Grades 9 - 12

Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.4 apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.	<ul style="list-style-type: none"> • Choose and use media appropriate for a given presentational style. 	Integrate Intertwine Leadership Teamwork Compromise Conflict resolution	 1, 2, 3, 4, 5, 7, 8, 9, 11	CC.R. 2, 3 CC.W. 4, 5, 7, 8
1.5 articulate meaning by describing and analyzing artistic choices in their own work and works of others.	<ul style="list-style-type: none"> • Work with others to create a 2-D or 3-D work that addresses social, political, cultural, or economic issues. • Identify and describe the role and influence of different media, subject matter, design and technology and new technologies on works of art. • Compare and contrast similar styles of works of art done in electronic media with those done with traditional media. 	Critique Genre Motif Intention Purpose Impact Social Context Mass media Social media Digital media	 1, 2, 3, 4, 5, 6, 7, 8, 9, 11	CC.R. 1, 2, 4, 5, 6, 9 CC.W. 1(all), 2(all), 7, 8, 9




Montana Instructional Alignment HPS Critical Competencies

Visual Arts
Grades 9 - 12

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.1 Composition: apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, dominance.	<ul style="list-style-type: none"> • Identify and use principles and elements of design to describe, discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. • Solve visual arts problems that involve the effective use of the elements and principles of design. 	Elements of Art Principles of Composition Analyze Interpret Assess	 1, 2, 3, 4, 7, 9, 11	CC.R. 2, 4, 5, 6, 7 CC.W. 1(all)
2.2 Techniques: apply techniques to create works (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, and indigenous/traditional arts).	<ul style="list-style-type: none"> • Use a variety of techniques and media to create works of art. 	Specific vocabulary for painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, and indigenous/traditional arts	 1, 2, 3, 4, 7, 9, 11	CC.R. 3, 4 CC.W. 2(all)
2.3 Medium: select a course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography, computer arts, and graphic design) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts).	<ul style="list-style-type: none"> • Compare and contrast processes used to produce 2-D and 3-D artwork. 	Vocabulary that describes the form and processes of 2 and 3-dimensional works of art.	 1, 2, 3, 4, 8, 9, 11	CC.R. 2, 3, 9 CC.W. 7, 8




Montana Instructional Alignment HPS Critical Competencies

Visual Arts Grades 9 - 12

Content Standard 2 – Students apply and describe the concepts, structures, and processes in the Arts. Continued

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.4 Function: demonstrate and compare examples of cultural, political, communication, expressive, commercial, and environmental visual arts.	<ul style="list-style-type: none"> • Recognize a variety of art functions. • Compare and contrast the purposes of a variety of art functions 	Document Sublime Reveal Inspire Create Transform	 5, 6, 8, 11	CC.R. 1, 2, 4, 5, 9 CC.W. 6, 7, 8, 9
2.5 Style: demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art.	<ul style="list-style-type: none"> • Recognize a variety of styles of art. • Discuss the historic context from which various art styles arose. • Research and analyze the work of an artist and create a work using that style. • Create, compare, and contrast similar styles of works of art done in electronic media with those done with traditional media. 	Impressionism Expressionism Cubism Photorealism Realism Animation Graffiti Murals Figurative American Indian Art	 4, 5, 6, 7, 11	CC.R. 1, 2, 4, 5, 6, 9 CC.W. 6, 7, 8, 9
2.6 Presentation: exhibit craftsmanship, completion, and develop a body of work.	<ul style="list-style-type: none"> • Display professional standards of presentation for public display of completed artwork. 	Mat Frame Portfolio Power point Brochure Installation Documentation	 2, 6, 9, 11	CC.R. 3 CC.W. 10





Montana Instructional Alignment HPS Critical Competencies

Visual Arts Grades 9 - 12

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.1 use art materials, techniques, technologies, and processes to create specific products and responses to ideas	<ul style="list-style-type: none"> • Use print, electronic, and community resources for idea generation and in the creation of works. • Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relate to the media, techniques, and processes used. • Analyze the media used by a given artist and describe how its use influences the meaning of the work. • Formulate multiple solutions to problems 	Theme Subject Content Intention Purpose Social, cultural, economic, religious, and political values Thumbnail sketches Layout Drafts	 1, 2, 3, 4, 9, 11	CC.R. 1, 2, 3, 4, 5, 6, 7, 8 CC.W. 4, 5, 6
3.2 communicate intended meaning through interpretation of a subject.	<ul style="list-style-type: none"> • Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions. • Analyze and articulate how society influences the interpretation and message of a work of art. • Compare how the meaning of a work of art is affected by the use of a particular technique. 	Identify Analyze Interpret Articulate Synthesize	 5, 6, 7, 8, 9, 11	CC.R. 1, 2, 4, 5, 6, 7, 8, 9 CC.W. 1(all), 5, 10
3.3 use improvisation / experimentation to determine solutions to problems and pose new problems.	<ul style="list-style-type: none"> • Given media choices students experiment to develop techniques and processes. 	Improvise Explore Experiment Refine Engage	 1, 2, 3, 11	CC.R. 3, 10 CC.W. 8
3.4 use technical skills – explore and practice skills to enhance communication with consistency.	<ul style="list-style-type: none"> • Engage in varied methods (oral, written, peer, or self) of criticism. 	Critique	 4, 8, 9, 11	CC.R. 7, 8, 9 CC.W. 1(all), 10


Montana Instructional Alignment HPS Critical Competencies

Visual Arts
Grades 9 - 12

Content Standard 3 – Continued **Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.**

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.5 understand and apply appropriate symbol language to maximize expression in a specific media	<ul style="list-style-type: none"> • Become familiar with the vocabulary related to describing and discussing works of art. 	Strengths and weaknesses Compare and contrast Elements of Art Principles of Composition Methods and Techniques Content and Meaning	 2, 3, 4, 6, 11	CC.R. 1, 2, 4, 5, 6 7 CC.W.



Montana Instructional Alignment HPS Critical Competencies

Visual Arts
Grades 9 - 12

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.1 evaluate an artwork by comparing and contrasting it to similar or exemplary works of art.	<ul style="list-style-type: none"> • Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others. • Articulate the process and rationale for refining and reworking one of his/her own works of art. • Employ the conventions of art criticism in writing and speaking about works of art. 	Craftsmanship Presentation Methodology Clarity of intent Theme Unity Impact American Indian Art	 6, 8, 11	CC.R. 1, 2, 4, 5, 6, 7, 8, 9, 10 CC.W. 1(all), 9
4.2 compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.	<ul style="list-style-type: none"> • Articulate how personal beliefs, cultural traditions, and current social, economic and political contexts influence the interpretation of the meaning or message in the student's work of art. 	Feelings and moods Point of view Values Intention and purpose Interpretation	 5, 9, 10, 11	CC.R. 1, 2, 4, 5, 6, 7, 8, 9 CC.W. 1(all), 6, 8, 9



Montana Instructional Alignment HPS Critical Competencies

Visual Arts
Grades 9 - 12

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others. Continued

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

4.3 refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.	<ul style="list-style-type: none"> • Develop a set of criteria for making critical evaluations of the quality and effectiveness of a work of art. • Compare and contrast the similarities and differences between traditional criteria (examples – realism, expressionism, formalism, instrumentalism, creativity, craftsmanship, and design) used to evaluate the quality and effectiveness of a work of art. • Surmise intentions of those creating artworks explore the implications of various purposes and justify their analysis of purpose based on acquired knowledge of the visual, formal and expressive properties of art. • Form and defend judgments about art through acquired knowledge, skill, and problem solving techniques. • Use vocabulary unique to the arts to critique the work of artist, peers and self. 	Assess Rubric Implication Intention Similarity Subject matter Form Content Critical thinking skills Originality Craftsmanship Composition Problem solving Processes for completion	 6, 7, 8, 9, 11	CC.R. 1, 2, 4, 5, 6, 7, 8, 9, 10 CC.W. 1(all), 4, 5
4.4 analyze various interpretations as a means for understanding /evaluating works of art.	<ul style="list-style-type: none"> • Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context. • Justify and reflect how specific aspects of structure and function create meaning in a work of art. 	Social, cultural, economic, religious, political and historical context and values	 2, 4, 9, 11	CC.R. 1, 2, 4, 5, 6, 7, 8, 9, 10 CC.W. 1(all), 8, 9, 10




Montana Instructional Alignment HPS Critical Competencies

Visual Arts
Grades 9 - 12

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.1 identify and describe the role of artists in cultures and societies.	<ul style="list-style-type: none"> • Identify similarities and differences in the characteristics and purposes of art created in selected cultures. • 	Ancient through 21 st Century art periods Asian, African, Pre-Columbian, European, and American art history Contemporary Art movements Modern and postmodern art American Indian Art	 1, 2 3, 4, 5, 6, 7, 8, 9, 11	CC.R. 1, 2, 4, 5, 6, 7, 8, 9, 10 CC.W. 2(all), 7
5.2 identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created	<ul style="list-style-type: none"> • Describe the function and explore the meaning of specific art objects within varied cultures, times and places. • List unique characteristics of art created by various cultures (examples – materials, techniques, tools, etc) 	Romanesque Rococo Mannerism Neoclassicism Gothic Buddhism Islam Art Nouveau Dadaism Renaissance American Indian Art	 1, 2 3, 4, 5, 6, 7, 8, 9, 11	CC.R. 1, 2, 4, 5, 6, 7, 8, 9, 10 CC.W.2, 4, 7
5.3 identify intentions of those creating art works, explore the implications of various purposes, and justify analysis.	<ul style="list-style-type: none"> • Identify intentions of those creating art works, explore the implications of various purposes, and justify analysis. 	Motivation Point of view Art criticism	 1, 2 3, 4, 5, 6, 7, 8, 9, 11	CC.R. 2, 4, 5, 6, 8, 9, 10 CC.W.1(all), 6





Montana Instructional Alignment HPS Critical Competencies

Visual Arts
Grades 9 - 12

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.4 analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry.	<ul style="list-style-type: none"> • Analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry. 	Analyze Interpret Evaluate	 1, 2 3, 4, 5, 6,  7, 8, 9, 11	CC.R. 2, 4, 5, 6, 8 CC.W. 2(all), 9, 10
5.5 demonstrate appropriate audience behavior for the context and style of art presented.	<ul style="list-style-type: none"> • Students employ the conventions of art criticism while avoiding judgments based on personal preferences. 	Vocabulary of Elements of Art and Principles of Composition Subject matter Content and meaning	 4, 6, 8, 11	CC.R. 7, 8, 9, 10 CC.W. 1(all), 9
5.6 investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.	<ul style="list-style-type: none"> • Create a work of art that communicates a cross-cultural or universal theme taken from community resources. 	Social and cultural values Ethnocentric Cross-cultural Intercultural Universal themes American Indian Art	 1, 2 3, 5, 6, 7, 8, 9, 11	CC.R. 2, 4, 5, 6, 7, 8 CC.W. 6, 7, 8, 10




Montana Instructional Alignment HPS Critical Competencies

Visual Arts Grades 9 - 12

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.1 explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.	<ul style="list-style-type: none"> • Describe processes used to produce a work of art, generate ideas, and arrange compositions. • Discuss technical aspects (craftsmanship) involved in the completion of an artwork. • Compare and contrast the ways in which art criticism is employed in electronic media and print. 	Originality Collaboration Creativity Interpretation Judgment Evaluation Mass media Media literacy	 4, 5, 6, 8, 9, 11	CC.R. 3, 7, 9 CC.W. 2(all), 4, 5, 9
6.2 connect and analyze interrelated elements of the Arts and other subject areas	<ul style="list-style-type: none"> • Create a work of art that communicates a cross-cultural or universal theme taken from another curricular area. • Compare characteristics of the period, style, or culture with ideas, issues or themes in the humanities and sciences. 	Interdisciplinary Critical thinking Universal themes	 2, 4, 5, 6, 8, 9, 11	CC.R. 2, 7, 9 CC.W.4, 6, 7, 8
6.3 experience the elements of art careers in a professional setting.	<ul style="list-style-type: none"> • Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, or philosopher of art. • Identify and describe the role and influence of new technologies on artists. 	Professional art careers Designer Art critic Architect Potter Art historian Art educator Photographer Illustrator Commercial art Fine arts	 6, 7, 8, 9, 11	CC.R. 2, 7, 9, 10 CC.W. 6, 9, 10


Montana Instructional Alignment HPS Critical Competencies

Visual Arts
Grades 9 - 12

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.4 Analyze how works of art reflect the environment in which they are created.	<ul style="list-style-type: none"> • Compare and contrast works of art created in distinctly different geographic locations. • Investigate art created in unique social situations or eras (examples – holocaust, depression, jazz etc). 	Social, cultural, economic, religious, political, historical, and geographic context and values	 2, 4, 5, 6, 7, 8, 9, 11	CC.R. 1, 2, 4, 5, 9, 10 CC.W. 1(all), 4, 5, 6, 7, 8, 9