

Helena Public Schools

Fine Arts Curriculum

Visual Arts

Grades 6- 12

Montana Instructional Alignment HPS Critical Competencies

Visual Arts
Grades 6 – 8

Content Standards

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

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

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

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






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

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

Montana Instructional Alignment

HPS Critical Competencies

Visual Arts Grades 6 – 8

Content Standard 1 -		Students create, perform/exhibit, and respond in the Arts.		
State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.1 create a work from their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> • Create artworks for personal expression and communication of ideas. 	Representational Non representational	 1, 4, 9, 10	CC.R. 2, 3, 4, 5, 10 CC.W. 4, 5, 9
1.2 select a variety of materials and sources to demonstrate a specific art form.	<ul style="list-style-type: none"> • Create drawings • Paintings • Mixed media art/ collage • 3-D Art – sculpture, clay • Digital Art • Printmaking • Photography 	Medium	 2, 8, 9, 10	CC.R. 1, 2, 4, 5, 8, 10 CC.W. 8, 9
1.3 prepare and/or revise works for presentation.	<ul style="list-style-type: none"> • Understand that revision and presentation are part of art completion • Exhibit artwork in a public space 	Revise Elaborate Craftsmanship	 2, 8, 9, 10	CC.R.3, 4, 6, 10 CC.W. 1a, 1b, 2c, 10
1.4 collaborate with others to make artistic choices.	<ul style="list-style-type: none"> • Plan and complete an art work using collaboration 	Teamwork Compromise Conflict Resolution	 3, 4, 7, 9, 10	CC.R. 3, 9, 10 CC.W. 1c, 2d, 10
1.5 describe and analyze artistic choices in their own work and works of others	<ul style="list-style-type: none"> • Utilize elements of art and principles of design to describe and analyze artistic choices in their own work and the works of others through teacher lead discussions. 	Line, shape, color, form, value, space, texture Balance, Unity, Movement, Rhythm, Contrast, Pattern, Proportion	 3, 4, 7, 9, 10	CC.R. 1, 4, 9, 10 CC.W. 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f

Resource Artists:







Jack Gladstone, Jay Laber, Kevin RedStar, Caroline Patterson, Kurt Keller, Jim Gunderson,

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Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.				
State Established Benchmark At the end of 8th 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"> Employ knowledge of space (positive and negative), scale and proportion in the planning of a composition Recognizing triangular and circular arrangements, rhythm and movement, the focal point, and the unifying theme of a composition. 	Line, shape, color, form, value, space, texture Balance, Unity, Movement, Rhythm, Contrast, Pattern, Proportion	 2, 4, 9, 10	CC.R. 1, 3, 4, 7, 10 CC.W. 1b, 2b, 4, 5, 9
2.2 Techniques: identify and apply the techniques common to drawing, painting, sculpture, design, printmaking, and indigenous/traditional arts.	<ul style="list-style-type: none"> Use color harmonies and theory/ color mixing Mark making Shading Paint application Creating Textures – 2 & 3D Modeling, forming shapes, subtracting and carving 	Crosshatch, stipple, Value gradation Warm, cool, neutral colors Monochromatic, analogous Actual vs. implied texture Wash, wet on wet, wet on dry	 2, 4, 9, 10	CC.R. 1, 3, 4, 6, 7, 10 CC.W. 1b, 2b, 4, 5, 9
2.3 Medium: select a course of action using 2-dimensional processes (e.g., painting, drawing, and printmaking) and the 3-Dimensional processes (e.g., sculpture and indigenous/traditional arts).	<ul style="list-style-type: none"> Use pencil, pen and ink, paint, malleable surface, computer, and clay Explore a wide variety of two- and three-dimensional art materials 	Two Dimensional Art Three Dimensional Art Film Digital Art / animation Kinetic art	 2, 4, 9, 10	CC.R. 3, 4, 5, 7, 9, 10 CC.W. 4, 5, 10
2.4 Function: identify examples of cultural, political, communication, expressive, commercial and environmental visual arts.	<ul style="list-style-type: none"> Recognize influence of cultural and media in artworks (graffiti, video, billboards, magazines, websites, video games, propaganda/advertisement) 	Media literacy Logos Subliminal messages	 2, 4, 9, 10	CC.R. 1, 3, 4, 5, 7, 9, 10 CC.W. 7, 8, 9, 10
2.5 Style: identify examples of historical, contemporary and traditional visual arts, including American Indian art.	<ul style="list-style-type: none"> Demonstrate some examples of historical, contemporary and traditional visual artworks within curriculum Expand learning about major artists and cultures 	Representational, nonrepresentational Abstract & realism Mandala	 2, 4, 9, 10	CC.R. 3, 4, 5, 7, 9, 10 CC.W. 1c, 1e, 2d, 2f, 4, 5
2.6 Presentation: exhibit craftsmanship, completion, and develop a body of work	<ul style="list-style-type: none"> Exhibit craftsmanship when presenting a completed 2-dimensional artwork and a 3-dimensional artwork. 	Portfolio PowerPoint	 2, 4, 9, 10	CC.R. 3, 4, 5, 7, 9, 10 CC.W. 2a, 2b, 4, 9, 10

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Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.				
State Established Benchmark At the end of 8th 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 general responses	<ul style="list-style-type: none"> Use color harmonies and theory/ color mixing Mark making Shading Paint application Creating Textures – 2 & 3D Modeling, forming shapes, subtracting and carving 	Crosshatch, stipple, Value gradation Warm, cool, neutral colors Monochromatic, analogous Actual vs. implied texture Wash, wet on wet, wet on dry Blending	 1, 2, 3, 5, 9, 10	CC.R. 1, 3, 4, 7 CC.W. 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 10
3.2 communicate intended meaning based on their own ideas and concepts from other sources.	<ul style="list-style-type: none"> Communicate ideas about how their choices contributed to the creation of the composition Use art vocabulary to articulate ideas and intent 	Theme Subject Expression	 3, 4, 9, 10	CC.R. 3, 6, 8, 10 CC.W. 1e, 2f, 4, 5, 10
3.3 use improvisation / experimentation to determine solutions	<ul style="list-style-type: none"> Try different materials in order to express theme for a composition Be open to multiple approaches and solutions Transform mistakes into positives 	Happy accident	 4, 6, 9, 10	CC.R. 2, 5, 9 CC.W. 6, 9
3.4 use technical skills – experiment and practice with a variety of media to achieve clarity of expression	<ul style="list-style-type: none"> Practice using clay, charcoal, pencils, pens, brushes and acrylic paints, watercolor paints, watercolor paper, drawing paper, glazes, clay tools, glue, mache paste, drawing pencils, ink, brayers, trays, foam board, blending stumps, magazines, markers, colored pencils, carving and cutting tools, cutting boards, oil pastels, construction paper, scissors, newspapers, sculptural materials, and computers to express ideas 	Crosshatch, stipple, Value gradation Warm, cool, neutral colors Monochromatic, analogous Actual vs. implied texture Wash, wet on wet, wet on dry Blending	 2, 9, 10	CC.R. 3, 4, 6, 10 CC.W. 4, 5, 9
3.5 examine the breadth and depth of possible responses presented by media and media techniques	<ul style="list-style-type: none"> Discuss the role of art in society- social change, entertainment, propaganda, advertising and media, protest, graffiti 		 1, 3, 4, 8, 9, 10	CC.R. 2, 4, 6, 10 CC.W. 8, 9

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Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.				
State Established Benchmark At the end of 8th 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 the quality and effectiveness of their own and other art works by applying specific criteria appropriate to the style and offer constructive suggestions for improvement.	<ul style="list-style-type: none"> Describe and analyze artworks using elements of art (line, shape/form, color, texture, value and space) and principles of design. 	Line, shape, color, form, value, space, texture Balance, Unity, Movement, Rhythm, Contrast, Pattern, Proportion	 4, 6, 7, 10	CC.R. 1, 3, 4, 5, 10 CC.W. 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f
4.2 describe the influence of personal experience on the interpretation of works of art.	<ul style="list-style-type: none"> Describe and analyze artworks using elements of art (line, shape/form, color, texture, value and space) and principles of design. 	Interpretation	 3, 4, 10	CCR 1, 3, 4, 5, 10 CC.W 4, 5, 6
4.3 develop and apply criteria for evaluating quality and effectiveness of the work of art.	<ul style="list-style-type: none"> Explain personal response to own and others' artwork, through a modern or historical context 		 5, 8, 10	CC.R. 1, 3, 4, 5, 10 CC.W. 4, 5, 6
4.4 describe and compare a variety of individual responses to works of art.	<ul style="list-style-type: none"> Understand there are a variety of responses to specific works of art. Understanding that art interpretations vary amongst individuals Expand learning about major artists and cultures 	Subjectivity	 3, 5, 7, 10	CC.R. 2, 8, 9, 10 CC.W. 4, 5, 6

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Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.				
State Established Benchmark At the end of 8 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.1 demonstrate how history/culture and the Arts influence each other.	<ul style="list-style-type: none"> • Create a work of art related to a particular culture or time period (i.e., political cartoons, advertising, impressionism) • Interpret and respond to significant cultural artworks 		 3, 7, 9, 10	CC.R. 3, 4, 7, 10 CC.W. 4, 5, 9, 10
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"> • identify, describe and analyze specific works of art as belonging to particular cultures, times and places within the curriculum. • Expand learning about major artists and cultures 	Periods and movements Realism Impressionism Surrealism Abstract figurative	 3, 7, 8, 9, 10	CC.R. 2, 6, 7, 8 CC.W. 6, 7, 8
5.3 compare various reasons for creating works of art.	<ul style="list-style-type: none"> • Complete an artwork that is political (piece makes a political statement) • Create a piece of functional art • Advertising and graphic design • Commercial vs. personal expression 	Utilitarian Form v. function	 1, 2, 7, 9, 10	CC.R. 2, 6, 8, 9, 10 CC.W. 6, 7, 8, 9
5.4 describe how people's emotions and experiences influence the development of specific art works	<ul style="list-style-type: none"> • understand that personal experience and background can influence an artist's creative style and choices 	mood emotion influence expressionism	 4, 7, 9, 10	CC.R. 6, 7, 8, 10 CC.W. 6, 7, 8, 9
5.5 demonstrate appropriate audience behavior for the context and style of art presented.	<ul style="list-style-type: none"> • Demonstrate appropriate audience/participant behavior for art museum, assembly, or classroom presentation 		 3, 4, 9, 10	CC.R. 3, 4, 9 CC.W. 1c, 2d, 4, 5
5.6 determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.	<ul style="list-style-type: none"> • Understand the relationship, meaning, and functions of artworks to the period of history and the place in which they were made. 		 4, 7, 9, 10	CC.R. 2, 6, 7, 8 CC.W. 6, 7, 8, 9

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Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.				
State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.1 compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movement in dance, and human interrelationships in theatre) correlate to similar events, scenes, emotions or ideas.	<ul style="list-style-type: none"> Routinely demonstrate understanding of relationships between visual arts and other fine arts and between the visual arts and other disciplines in the curriculum. 		 3, 6, 7, 9, 10	CC.R. 1, 2, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 9
6.2 utilize interrelated elements among the Arts and other subject areas.	<ul style="list-style-type: none"> Routinely demonstrate understanding of relationships between visual arts and other fine arts and other disciplines in the curriculum. Integrate geometry terms Science of light Psychology of color to create mood 	Parallel Vertical Horizontal Intersect perpendicular	 5, 6, 7, 9, 10	CC.R. 3, 4, 5 CC.W. 7, 8, 9
6.3 explore vocational and a vocational opportunities in the Arts.	<ul style="list-style-type: none"> 		 3, 4, 6, 7, 8, 9, 10	CC.R. 1, 2, 4, 6, 9 CC.W. 7, 8, 9
6.4 identify how works of art reflect the environment in which they are created.	<ul style="list-style-type: none"> Investigate careers in art 		 1, 4, 7, 9, 10	CC.R. 1, 2, 5, 8 CC.W. 7, 8, 9