



THE ANGLO-AMERICAN SCHOOL OF MOSCOW

K-12 Visual Arts

The art curriculum at AAS supports the acquisition of essential knowledge and skills, the development of conceptual understanding, the demonstration of positive attitudes, and the taking of action.

An education in fine arts includes four main areas of study. They are (1) Production – making art, (2) Aesthetics – making judgments about art, (3) Art Criticism – responding to art, and (4) Art History – understanding its place in history and culture. These areas of study are incorporated into the art curriculum at AAS. Within this framework of study, the goals for art education at AAS are:

- to foster students' enthusiasm for the arts through direct involvement
- to develop students' ability to explore, express, communicate, interpret and create
- to develop students' skill and technical ability in the arts
- to nurture students' capacity for critical and sensitive response to the arts
- to advance students' knowledge of the ways in which the arts influence and are influenced by society and the environment

IN THE ELEMENTARY SCHOOL

Visual art is integral to the IB Primary Years Programme (PYP). It is a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Elementary art classes provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. The students are stimulated to think and to articulate their thoughts in new ways, focusing their attention on the creative process rather than the final product.



IN THE MIDDLE SCHOOL

The art curriculum engages students in creative processes through which they explore and experiment in a continual cycle of action and reflection. A range of techniques, materials and tools encourages problem-solving, mastery of skills, language development, and expression in visual form. Students at this level are encouraged to become more independent in their realization of the creative processes, and develop a greater appreciation of art in context.

IN THE HIGH SCHOOL

The visual arts courses enable students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The courses are designed to enable students to study visual arts in higher education and also welcome those students who seek life enrichment through visual arts.

The Anglo-American School of Moscow



Visual Arts

Standards and Benchmarks

THE ANGLO-AMERICAN SCHOOL OF MOSCOW

Learning Outcomes (Standards and Benchmarks)

CONTENT AND PERFORMANCE STANDARDS

At the Anglo-American School of Moscow, our curriculum standards represent an overview of essential school learning for all students. Standards are broad statements of what students should know and be able to do. Different types of standards address various aspects important to learning.

CONTENT STANDARDS

Content standards cover what students are to learn in various subject areas, such as mathematics and science. Each discipline has identified a core of learning outcomes desired for all students.

PERFORMANCE STANDARDS OR *BENCHMARKS*

Performance standards –or *benchmarks* as they are referred to at AAS - are developmentally appropriate components of standards. They are written for each grade and state the knowledge and skills to be acquired by the end of that grade or group of grades. To provide a clearer understanding of what specific skills are taught at a grade level, certain benchmarks include descriptors or examples.

Benchmarks are the knowledge and skills that teachers can assess, and on which student learning progress can be reported. While the ultimate learning goal for students is to attain deep understandings of the issues and content they study, we recognize that understanding itself is difficult to measure and we depend on the measures of knowledge and skills combined with student reflection or ultimate performance.

GUARANTEED AND VIABLE CURRICULUM

A guaranteed curriculum means that we provide the opportunity and support for all students to learn what we have identified as core learning outcomes. Viable means we have identified that which is actually able to be achieved within the time frame of students' Pk-12 journey. We provide learning extension for all students ready and able to exceed the general curriculum, but we organize so that we can ensure all students make adequate progress in the guaranteed curriculum.

In order to ensure the curriculum is guaranteed, viable, and relevant to students' lives, teachers review the benchmarks on a continuous basis and use them to design instruction (and when appropriate – remediation or extension) for students.

AAS teachers develop unit plans aligned with the standards and grade level benchmarks. Unit plans are documents for teacher use that outline the specific content, skills, assessments and resources used in all AAS classrooms. We organize these standards, benchmarks, and instructional units in the resource tool of Rubicon Atlas.

The standards and benchmarks are available on the school website under *academics* at www.aas.ru

What is Not Covered by Standards

(adopted from Common Core Standards, 2011)

The Standards should be recognized for what they are not, as well as for what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2. While the Standards focus on what is most essential, they do not describe all that can be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. AAS graduates are expected to meet the IBO learning objectives for each course in which they are enrolled.

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

6. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning.

VISUAL ARTS AT AAS

Curricular study in the area of the Arts is fundamental and essential for the overall intellectual, emotional, and social growth and development of students. Through the study of visual art, music, dance and theatre, students develop a greater understanding and appreciation of aesthetics, culture, and history. Students develop cultural intelligence and recognize its importance in our global society. Our mission is to guide them through exploring expression, communication, imagination, and creative experiences, towards a better understanding of themselves and the world around them.

THE AAS VISUAL ARTS STANDARDS

Standard 1: CREATIVE PROCESSES Students will develop visual ideas in response to a variety of motivations using imagination, observation, and invention with materials.

Standard 2: ELEMENTS AND PRINCIPLES OF ART Students will identify and explore the elements and principles of design using a variety of tools, materials, techniques, processes and procedures.

Standard 3: VISUAL ARTS IN SOCIETY Students will investigate the purposes of objects, images and artworks in past and present cultures and identify contexts in which they were or are made, viewed and valued.

Standard 4: REFLECTION AND APPRECIATION Students will develop a critical awareness of artworks around them (including their own work) in order to develop skills in analyzing, interpreting, and evaluating meaning in objects and images.

Standard 5: PERSONAL and SOCIAL EDUCATION Students will develop personal and social growth through teamwork skills; a sense of accomplishment through completion of art; and an awareness of vocational and avocational possibilities in art.

CREATIVE PROCESSES

Standard 1: Students will develop visual ideas in response to a variety of motivations using imagination, observation, and invention with materials.

In order to meet the standards, students will:

Kindergarten	Grade 1-5	Grade 6-8
<ol style="list-style-type: none">1. Use art to express themselves.2. Use a variety of different starting points for artwork, including the immediate environment and their own experiences.3. Recognize that the process of creating leads to an end result.4. Use different media to create and explore ideas, including 2D and 3D art.	<ol style="list-style-type: none">1. Recognize that art may be used for individual/group expression.2. Recognize and become more familiar with the different stages of the creative process (beginning, middle, and completion).3. Use a variety of media to explore and express ideas.4. Develop the use of a sketchbook or planning stage as a means of recording and developing their work.	<ol style="list-style-type: none">1. Become increasingly independent in the realization of the creative process.2. Incorporate a planning and development stage (i.e. sketchbooks) as a tool to reflect, to discover, and to develop personal ideas.3. Combine and use a variety of media to explore and express.

CREATIVE PROCESSES

Standard 1: Students will develop visual ideas in response to a variety of motivations using imagination, observation, and invention with materials.

In order to meet the standards, students will:

Grade 9-12

1. Produce personally relevant artwork that shows exploration of ideas.
2. Show development of ideas and strategies for expression.
3. Use a range of sources and acknowledge them.
4. Demonstrate depth/breadth through the development of ideas.
5. Demonstrate investigative strategies into visual qualities, ideas and their contexts.
6. Present a relationship between investigation and studio

ELEMENTS AND PRINCIPLES OF ART

Standard 2: Students will identify and explore the elements and principles of design using a variety of tools, materials, techniques, processes and procedures.

In order to meet the standards, students will:

Kindergarten	Grade 1-5	Grade 6-8
<ol style="list-style-type: none">1. Be introduced to the different elements in art and freely experiment with them2. Be introduced to a variety of tools, materials and techniques3. Begin to manipulate materials purposefully4. understand the importance of taking care of tools and materials, and demonstrate their safe and proper use	<ol style="list-style-type: none">1. Develop awareness of the elements and principles of design and how they are used to create specific effects.2. Develop an understanding that the choice of different tools and materials results in different outcomes.3. Demonstrate controlled use of art tools, materials and techniques – individually and in combination.4. Understand the importance of taking care of tools and materials, and demonstrate their safe and appropriate use.	<ol style="list-style-type: none">1. Identify the elements and principles of design and use them in appropriate ways when producing and responding to works of art.2. Continue developing sensitivity, skill and understanding when using various tools, media, techniques and processes.3. Understand the importance of taking care of tools and materials, and demonstrate their safe and appropriate use

ELEMENTS AND PRINCIPLES OF ART

Standard 2: Students will identify and explore the elements and principles of design using a variety of tools, materials, techniques, processes and procedures.

In order to meet the standards, students will:

Grade 9-12
<ol style="list-style-type: none">1. Exhibit understanding of the ideas and techniques that underpin artistic expression.2. Display sensitivity to materials and their use.3. Display technical competence.4. Demonstrate the development of skills, techniques and processes when making and responding to images and artifacts.

VISUAL ARTS IN SOCIETY

Standard 3: Students will investigate the purposes of objects, images and artworks in past and present cultures and identify contexts in which they were or are made, viewed and valued.

In order to meet the standards, students will:

Kindergarten	Grade 1-5	Grade 6-8
<ol style="list-style-type: none">1. Be exposed to and respond to a wide range of objects, images and artworks2. Be exposed to art forms associated with special events, festivals and holidays throughout the world	<ol style="list-style-type: none">1. Be exposed to a wide range of art forms from a variety of cultures – both contemporary and historical.2. Become aware that individuals and cultural groups work with a variety of styles and purposes.3. Develop an awareness and appreciation that there are multiple perspectives in how artworks are made, viewed and valued.4. Develop a sense of the chronology of art history.	<ol style="list-style-type: none">1. Recognize individual, community and social uses of art.2. Develop an awareness and appreciation that there are multiple perspectives in how artworks are made, viewed and valued.3. Compare works on a similar theme from various periods and cultures – including western and nonwestern, male and female artists.4. Develop a sense of the chronology of art history.

VISUAL ARTS IN SOCIETY

Standard 3: Students will investigate the purposes of objects, images and artworks in past and present cultures and identify contexts in which they were or are made, viewed and valued.

In order to meet the standards, students will:

Grade 9-12
<ol style="list-style-type: none">1. Produce artwork that shows exploration of ideas reflecting cultural and historical awareness and artistic qualities.2. Present, describe, analyze and compare art from different cultures and times.3. Consider art for its function and/or significance.

REFLECTION AND APPRECIATION

Standard 4: Students will develop a critical awareness of artworks around them (including their own work) in order to develop skills in analyzing, interpreting, and evaluating meaning in objects and images.

In order to meet the standards, students will:

Kindergarten	Grade 1-5	Grade 6-8
<ol style="list-style-type: none">1. Explore how art can be used as another language to express and communicate personal ideas, thoughts and emotions2. Begin discussing their artwork and the artwork of others in a reflective manner	<ol style="list-style-type: none">1. Develop their appreciation of art as a form of communication.2. Develop an understanding that individual responses, thoughts and ideas are valued when viewing and reviewing their own and other artists' works.3. Identify the strengths and areas of improvement in their own and others' artwork.4. Begin to use specific art vocabulary when discussing artworks.5. Realize the importance of reflection and the influence this has on the development of their artwork.	<ol style="list-style-type: none">1. Develop a sensitivity to artistic works.2. Be aware that people have used artwork as an expression of their feelings or as a response to a situation.3. Use specific art vocabulary when discussing artworks.4. Develop a critical awareness of their own environment and the place of art within it.5. Identify the strengths and areas for improvement in their own and others' artwork.6. Realize the importance of reflection and the influence this has on the development of their artwork.

REFLECTION AND APPRECIATION

Standard 4: Students will develop a critical awareness of artworks around them (including their own work) in order to develop skills in analyzing, interpreting, and evaluating meaning in objects and images.

In order to meet the standards, students will:

Grade 9-12
<ol style="list-style-type: none">1. Show self-direction and independent judgment.2. Review, modify, and refine artwork so that it shows an informed resolution of ideas and medium.3. Demonstrate use of the specialist vocabulary of visual arts.4. Present work effectively and creatively, demonstrating critical observation and reflection.

PERSONAL and SOCIAL EDUCATION

Standard 5: Students will develop personal and social growth through teamwork skills; a sense of accomplishment through completion of art; and an awareness of vocational and avocational possibilities in art.

In order to meet the standards, students will:

Kindergarten	Grade 1-5	Grade 6-8
<ol style="list-style-type: none">1. Build on previous skills and experiences so projects can be approached with confidence and understanding2. Share materials and work cooperatively with peers	<ol style="list-style-type: none">1. Build on previous skills and experiences so that projects can be approached with confidence and understanding.2. Work collaboratively in order to create a tolerant and supportive environment.3. Recognize and appreciate career and leisure opportunities as an artist.	<ol style="list-style-type: none">1. Build on previous skills and experiences so that projects can be approached with confidence and understanding.2. Work collaboratively to create a tolerant and supportive environment within the “studio” space.3. Begin to think and behave like an artist by being actively engaged in and committed to the realization of the creative process.4. Understand and appreciate career and leisure opportunities as an artist.

PERSONAL and SOCIAL EDUCATION

Standard 5: Students will develop personal and social growth through teamwork skills; a sense of accomplishment through completion of art; and an awareness of vocational and avocational possibilities in art.

In order to meet the standards, students will:

Grade 9-12

1. Build on previous skills and experiences so that projects can be approached with confidence, inventiveness, and understanding.
2. Work collaboratively to create a tolerant and supportive environment within the “studio” space.
3. Begin to think and behave like an artist by being actively engaged in and committed to the realization of the creative process.
4. Understand and appreciate career and leisure opportunities as an artist.

REFERENCES

IBO Diploma Programme Visual Arts Guide, published March 2007

Making the PYP Happen: A curriculum framework for international primary education, revised 2009

IBO PYP Arts Scope and Sequence, published 2009

British Columbia Ministry of Education Curriculum <http://www.bced.gov.bc.ca/irp/irp.htm>

English National Curriculum <http://curriculum.qcda.gov.uk/index.aspx>

American National Standards for Arts Education

<http://www.learner.org/workshops/artsineveryclassroom/abtstandards.html>