

Examples of Objectives

<u>Focus of Learning: Materials</u>		
Not Focused	Not Fundamental	Focused and Fundamental
1. To learn about color	To make a color wheel	To explore mixing combinations of color and learn that different combinations can be grouped – in a painting based on: <ul style="list-style-type: none"> - different places - a scary story - weather - mood - atmosphere
2. Learn to be expressive	To paint a picture with happy colors	Learn that shapes and colors can be combined in the depiction of feelings or relationships – in a painting based on: <ul style="list-style-type: none"> - near together and far apart - things I do with my friends - an adventure in a place - the life of my special pet - things are not what they seem
3. To develop imaginative ways to use materials	To make an imaginary collage	Compare and contrast three different collage materials: paper fabric and fiber, and learn that particular qualities of each material can be combined in a collage based on: <ul style="list-style-type: none"> - insides and outsides - places where animals live - fantasy creature - somewhere far away - taking the leap
<p>Note: Each Focused and Fundamental objective sets forth learning that will be re-visited throughout development at different phases. Therefore, the list of suggestions for embedding the learning expressed above in subject matter context is based on the shifting interests of youngsters as they grow.</p> <p>When writing objectives teachers should be mindful of the goal or goals to which they relate. Looked at carefully, the objectives above can be seen to relate to one or several of the goals set forth earlier on pages 8-10.</p>		

Focus of Learning: Materials (cont.)		
Not Focused	Not Fundamental	Focused and Fundamental
4. To explore clay	To make a feelie	To explore the plastic qualities of clay: Softness and bendability, and learn that these qualities can be combined in a standing piece which expresses: <ul style="list-style-type: none"> - a cozy place - something that moves in a special way - friends playing together - an inside-outside place - flow
5. To learn new ways to make lines	To make a string drawing	To explore the different textures, weights and widths of string and learn that these properties can be transformed into expressive elements, in a drawing based on: <ul style="list-style-type: none"> - moving from place to place - at the bottom of the garden - a special journey - direction and energy in a design based on observation of a natural form
6. To learn lino cutting	To make an experimental print	To explore different ways of changing the surface of linoleum and learn that a design is composed of line and texture, void and mass, in a print that expresses: <ul style="list-style-type: none"> - under the ground - catching fish - a still life of flowers - transformation - the voice of a special cause

Focus of Learning: Subject Matter		
Not Focused	Not Fundamental	Focused and Fundamental
7. To learn to paint people	To make a picture of mommy	To learn that people are whole shapes made up of different parts in a painting based on: <ul style="list-style-type: none"> - a person I know well - wearing special clothes - a person at work/in action - different ways of sitting - hip-hop
8. To learn to make scenes	To make a landscape	To learn that a country-scape and a city-scape are made up of groups of different and distinctive shapes, some shapes that have soft contours and some hard contours, in a collage based on: <ul style="list-style-type: none"> - a special event in my street - hiding in the countryside - crossing the street - the shopping mall - looking out from inside
9. To make a clay model expressing action	To show figures together	To learn that when playing games with friends or when watching a game in progress, it is the particular character of the game that determines the actions of each participant, in a clay piece based on: <ul style="list-style-type: none"> - things we do together - hide and go seek - jumping high and low - lifting and twirling - helping and fighting

Focus of Learning: Subject Matter (cont.)		
Not Focused	Not Fundamental	Focused and Fundamental
10. To learn to make detail	To learn to draw from imagination	To learn that a drawing can be composed of details from the real world, and details from imagination, based on: <ul style="list-style-type: none"> - a fantasy creature - a place only I know about - if I could see round the world this is what I would see - making something special happen - my inner self
11. To learn how to paint vehicles	To make a painting based on a journey	To learn that vehicles have different and distinctive insides and outsides and that they travel across different surfaces in a painting based on: <ul style="list-style-type: none"> - coming to school - a bumpy/scary ride - a crowded subway - coming in to land - the scrapyard
12. To learn about different shapes	To make a collage based on bad weather	To learn that different kinds of weather/mood can change the way we usually perceive shapes, in a collage based on: <ul style="list-style-type: none"> - a stormy day - an accident in bad weather - reflection of myself in different surfaces - a bad hair day - looking into the light

Focus of Learning: Art Concepts and Techniques		
Not Focused	Not Fundamental	Focused and Fundamental
13. To learn to paint light	To make a tonal painting of a still life	To learn that objects assume different visual characteristics and distinctive shadows in different light setting, in a painting based on: <ul style="list-style-type: none"> - under water/outer space - multi-directional lightening - an evening occasion - all white still life group lit from a dramatic angle - stretching shadows
14. To learn lino printing techniques	To make a book jacket	To explore the idea of repetition and learn that images can be combined in many different ways in the creation of a unified design for: <ul style="list-style-type: none"> - the cover of my favorite book - a T-shirt - bathroom tiles - wallpaper for my room - a personal journal.
15. To learn perspective	To make a drawing of a street scene	To learn that the contours of objects in a scene will sometimes change their direction and angle relative to different vantage points, i.e., near, far, side, front, of three-quarter view; above or below eye level, in: <ul style="list-style-type: none"> - a drawing of the stairs in my school - a collage based on a busy intersection - a painting of seated figures - a relief based on a fantasy highway - sinking into a vortex

Focus of Learning: Art Concepts and Techniques (cont.)		
Not Focused	Not Fundamental	Focused and Fundamental
16. To learn to render volume	To draw a shell	To learn that there is a relationship between the external surface texture and internal structure of an object and that this relationship determines the special character of the object based on: <ul style="list-style-type: none"> - pencil drawing of broken egg shells - painting of a natural form - collage of my old shoes - an enlarged charcoal drawing of a crumpled hat - a rusty machine
17. To make an abstract	To make a non-figurative sculpture	To learn that the three dimensional qualities of objects can be experienced and represented imaginatively, apart from their real-world appearances, in: <ul style="list-style-type: none"> - a drawing of a head of celery - a collage based on old boots - a still life based on a theme - a sculpture using on broken rocks - a mixed media installation
18. To make a balanced composition	To learn about positive and negative shapes	To learn that the relationship between objects and their backgrounds in scenes such as still lives or landscapes change according to: <ul style="list-style-type: none"> - vantage point - proximity - lighting - emotional responses of the artist - aesthetic preferences

Focus of Learning: Appraising and Critiquing		
Not Focused	Not Fundamental	Focused and Fundamental
19. To study multiculturalism	To learn how different people make different art	To learn that artists living in Mexico and artists living in France during the first half of the twentieth century created different kinds of art depending on: <ul style="list-style-type: none"> - different artistic traditions - cultural and social roles for art - different availability of materials - different personalities of artists - different political commitments
20. To learn how artists paint animals	To understand that animals have always been included in art	To learn that at different times in the history of art and in very different cultures, animals have played distinctive roles in representational works, based on: <ul style="list-style-type: none"> - their religious significance - their metaphorical significance - as indicators of social class - as personal and idiosyncratic icons - as communicators of hidden meanings
21. To learn how to judge a good art work	To refine aesthetic sensibility	To learn that in the history of art and across different cultures human beings have valued objects for very different aesthetic reasons based on: <ul style="list-style-type: none"> - form and function - religious meaning and purpose - personal preference - social cohesion of a group - professional expertise - prevailing standards of taste

Focus of Learning: Appraising and Critiquing (cont.)		
Not Focused	Not Fundamental	Focused and Fundamental
22. To learn about the language of art	To understand contemporary sculpture	To consider examples of nineteenth and twentieth century sculpture and learn that change evolved in part as a consequence of evolution in: <ul style="list-style-type: none"> - ideas about the relationship between material and form - new technological developments - new social and cultural ideas - visions of different artists - architectural ideas
23. To tell the difference between traditional art and computer/video art	To learn that visual images can be created with new technology	To learn that technology is a tool for creating images which is distinctive from paint brushes, chisels, or hands, and that each tool offers the artist a special vehicle for expression, based on: <ul style="list-style-type: none"> - the needs of an idea - purpose and function of an image - the integration of thinking, sensing and feeling - the need for rapid exploration of many - ideas and vantage points - the sustained elaboration of one idea
24. To learn that artists work in styles	To recognize a Degas painting	To learn that artists' styles evolve over periods of time and are heavily influenced by: <ul style="list-style-type: none"> - the time and culture in which they lived - the ideas they explored - the materials they used - the influences of other artists - idiosyncratic reasons of their own

Focus of Learning: Appraising and Critiquing (cont.)		
Not Focused	Not Fundamental	Focused and Fundamental
25. To learn about mass media	To understand about the effects of media on young children	To compare and contrast examples of two TV programs made for young children, and learn that: <ul style="list-style-type: none"> - program planners undertake considerable research - programs promote different kinds of behaviors - programs are sometime biased - programs sometimes underestimate young children's abilities - programs embed different kinds of messages aimed to sell products
26. To analyze video games	To tap into an activity of daily interest	To learn that video games require great skill in perspective taking but pose questions of human value, based on: <ul style="list-style-type: none"> - issues of life and death - reality and fantasy - fighting and caring - competing and sharing - winning and losing - socialization of interests
27. To compare advertisements	To understand that advertisements sell products	To learn that commercial advertising has evolved during the past fifty years with increasing focus on: <ul style="list-style-type: none"> - appeal to youth - covert /overt sexuality - political /religious bias - racial /ethnic/gender stereotyping - subliminal messaging - borrowing from fine art