



Beverly Hills
Unified School District
CREATING A WORLD CLASS EDUCATION

BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY VISTA • HAWTHORNE • EL RODEO

CURRICULUM OVERVIEW

MUSIC AND VISUAL ARTS MIDDLE SCHOOL

2015- 2016

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MUSIC AND VISUAL ARTS**

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BEVERLY HILLS UNIFIED SCHOOL DISTRICT

CURRICULUM OVERVIEW FOR MIDDLE SCHOOL MUSIC AND VISUAL ARTS

*Standards are a bold initiative.
Standards describe what to teach, not how to teach it.
Standards are an enduring commitment.
Standards are our commitment to excellence.*

The State of California has created and adopted specific content standards in all curricular content areas. In 2002-03 the Beverly Hills Unified School District Board of Education adopted similar standards that are equal to or exceed the rigor of the state content standards.

This curriculum overview was developed to provide students and parents with an outline of the middle school music and visual arts curricula. Through identified goals, students are encouraged to perform at their maximum potential. Individual student achievement may vary from child to child. Emphasis is placed on helping the students achieve according to the best of their ability. Individualized work or enrichment activities are assigned to meet students' unique talents and abilities. The standards listed represent the core of skills taught in grades 6-8. This overview reflects the most recent curriculum for students in grades 6-8; however, the format remains flexible so that change can evolve along with the state standards and curriculum revisions and district requirements.

Key Learning (KL) – These standards will be used to determine a student's readiness for promotion to the next grade level.

Enduring (E) – These standards are to be mastered by all students at a 75% proficiency level as determined by the Beverly Hills Unified School District reading and mathematics assessment program.

Important (I) – These standards will be mastered by most of the students at a 75% proficiency level as determined by the Beverly Hills Unified School District reading and mathematics assessment program.

Familiar – All students will receive an exposure level to these standards and they will be reinforced and mastered at a future grade level.

This overview reflects the most recent curriculum for students in second grade; however, the format remains flexible so that change can evolve using the established criteria identified above and will be adapted along with the state standards and curriculum revisions and district requirements.

MISSION STATEMENT

This mission statement expresses the purpose for which our school district exists and the specific functions it performs as an organization.

The mission of Beverly Hills Unified School District is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity. To these ends, Beverly Hills Unified School District provides dynamic and enriching educational opportunities, collaborative community partnerships, and challenging and supportive learning environments.

“THE BEVERLY HILLS WAY” Student Responsibility and Character Development

Character education is a national movement to create schools that foster ethical, responsible and caring young people by modeling and teaching good character. The emphasis is on common values such as respect, responsibility, integrity, caring and citizenship. The goal is to help students develop socially, ethically and academically by infusing character development into every aspect of the school culture and curriculum.

RESPECT

Respect is an attitude of holding people in high regard and treating them with dignity.

*

RESPONSIBILITY

Responsibility is being reliable, self-disciplined and accountable for my actions.

*

INTEGRITY

Integrity is strength of character and action.

*

CARING

Caring is showing empathy, compassion, kindness, appreciation and helpfulness.

*

CITIZENSHIP

Citizenship is doing my share to make my school and community better.

*

HOMEWORK

The Governing Board recognizes that homework contributes to building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences a student's ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of the student's daily life.

Homework at the Middle School level will be assigned according to the established Beverly Hills Unified School District Board of Education Policy and Administrative Regulations. The policy regarding middle school homework follows.

Students at the Middle School (grades 6-8) can be expected to assigned homework 5 days per week using the following suggested time guidelines:

6 th Grade	90 minutes per night =	450 minutes per week
7 th Grade	120 minutes per night =	600 minutes per week
8 th Grade	120 minutes per night =	600 minutes per week

- If a student is in Honors English or Mathematics an additional 30 minutes per subject area may be added per night.
- If long-term assignments are assigned, they will be figured into the weekly allotment of homework time.
- All homework will be checked and evaluated.

CALIFORNIA VISUAL AND PERFORMING ARTS CONTENT STANDARDS

The Visual and Performing Arts curriculum is designed to give students experiences in visual arts, music and dramatics. The Visual and Performing Arts Content Standards for California Public Schools, Second grade Through Grade Twelve represent a strong consensus on the skills, knowledge and abilities that all students should be able to master. For each arts discipline content standards are defined under five strands: artistic perception, creative expression, historical and cultural context, aesthetic valuing and connections, relations and applications. Students in middle school will be developing an understanding of the visual and performing arts as a means to express their personal world, ideas, and emotions.

6TH GRADE MUSIC

Artistic Perception

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read, write, and perform intervals and triads.

1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters. (E)

1.3 Transcribe simple aural examples into rhythmic notation.

1.4 Sight-read simple melodies in the treble clef or bass clef. (E)

Listen to, Analyze, and Describe Music

1.5 Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.

1.6 Describe larger music forms (sonata-allegro form, concerto, theme and variations).

Creative Expression

2.0 Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape written and memorized, by oneself and in ensembles (level of difficulty: 1; scale: 1-6). (I)

2.2 Sing music written in two parts. (I)

2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1; scale: 1-6). (E)

Compose, Arrange, and Improvise

2.4 Compose short pieces in duple and triple meters.

2.5 Arrange simple pieces for voices or instruments, using traditional sources of sound.

2.6 Improvise simple melodies.

Historical and Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of Music *Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.*

Role of Music

3.1 Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.

3.2 Listen to and describe the role of music in ancient civilizations (e.g., Chinese, Egyptian, Greek, Indian, and Roman).

Diversity of Music

3.3 Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.

3.4 Listen to, describe, and perform music of various styles from a variety of cultures.

3.5 Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.

Aesthetic Valuing

3.0 Responding to, Analyzing, and Making Judgments About Works of Music Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.

Derive Meaning

4.2 Explain how various aesthetic qualities convey images, feeling, or emotion. *(I)*

4.3 Identify aesthetic qualities in a specific musical work.

Connections, Relationships, Applications

5.0 Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Describe how knowledge of music connects to learning in other subject areas.

Careers and Career-Related Skills

5.2 Identify career pathways in music.

7TH GRADE MUSIC

Artistic Perception

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.

1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, and mixed meters.

1.3 Transcribe simple aural examples into melodic notation.

1.4 Sight-read melodies in the treble or bass clef (level of difficulty: 1; scale: 1-6). (E)

Listen to, Analyze, and Describe Music

1.5 Analyze and compare the use of musical elements representing various genres, styles and cultures, emphasizing tonality and intervals.

1.6 Describe larger musical forms (canon, fugue, suite, ballet, opera, and oratorio).

Creative Expression

2.0 Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 2; scale: 1-6). (E)

2.2 Sing music written in two and three parts. (E)

2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 2; scale: 1-6). (E)

Compose, Arrange, and Improvise

2.4 Compose short pieces in duple, triple, and mixed meters.

2.5 Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/ electronic media.

2.6 Improvise melodies and harmonic accompaniments.

2.7 Improvise melodic and rhythmic embellishments and variations on given pentatonic melodies.

Historical and Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Compare music from various cultures as to some of the functions music serves and the roles of musicians. *(I)*

3.2 Identify and describe the development of music during medieval and early modern times in various cultures (e.g., African, Chinese, European, Islamic, Japanese, and South American).

Diversity of Music

3.3 Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures. *(I)*

3.4 Perform music from diverse genres and cultures. *(E)*

3.5 Identify instruments from a variety of cultures visually and aurally.

3.6 Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.

Aesthetic Valuing

4.0 Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions. *(I)*

4.2 Apply criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.

Derive Meaning

4.3 Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.

Connections, Relationships, Applications

5.0 Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and

resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.

5.2 Identify and describe how music functions in the media and entertainment industries.

Careers and Career-Related Skills

5.3 Identify various careers for musicians in the entertainment industry.

8TH GRADE MUSIC

Artistic Perception

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions.

1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.

1.3 Transcribe aural examples into rhythmic and melodic notation.

1.4 Sight-read accurately and expressively (level of difficulty: 2; scale: 1-6). (E)

Listen to, Analyze, and Describe Music

1.5 Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.

1.6 Describe larger musical forms (symphony, tone poem).

1.7 Explain how musical elements are used to create specific music events in given aural examples. **(I)**

Creative Expression

2.0 Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 3; scale: 1-6). (E)

2.2 Sing music written in two, three, or four parts. (E)

2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality and articulation, by oneself and in ensembles (level of difficulty: 3; scale: 1-6). (E)

Compose, Arrange, and Improvise

2.4 Compose short pieces in duple, triple, mixed, and compound meters.

2.5 Arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and nontraditional sound sources, including digital/electronic media.

2.6 Improvise melodic and rhythmic embellishments and variations in major keys.

2.7 Improvise short melodies to be performed with and without accompaniment.

Historical and Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Compare and contrast the functions music serves and the place of musicians in society in various cultures. **(I)**

3.2 Identify and explain the influences of various cultures on music in early United States history.

3.3 Explain how music has reflected social functions and changing ideas and values.

Diversity of Music

3.4 Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.

3.5 Perform music from diverse genres, cultures, and time periods. (E)

3.6 Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.

Aesthetic Valuing

3.0 Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing. **(I)**

4.2 Apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others.

Derive Meaning

4.3 Explain how and why people use and respond to specific music from different musical cultures found in the United States.

4.4 Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.

Connections, Relationships, Applications

5.0 Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

5.2 Describe how music is composed and adapted for use in film, video, radio, and television.

Careers and Career-Related Skills

5.3 Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.

6TH GRADE VISUAL ARTS

Artistic Perception

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and describe all the elements of art found in selected works of art (color, shape/form, line, texture, space, and value). (E)

1.2 Discuss works of art as to theme, genre, style, idea, and differences in media. (E)

1.3 Describe how artists can show the same theme by using different media and styles. (E)

Analyze Art Elements and Principles of Design

1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, and radial). (E)

Creative Expression

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Use various observational drawing skills to depict a variety of subject matter. (E)

2.2 Apply the rules of two-point perspective in creating a thematic work of art. (I)

2.3 Create a drawing, using varying tints, shades, and intensities. (E)

Communication and Expression Through Original Works of Art

2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill. (E)

2.5 Select specific media and processes to express moods, feelings, themes, or ideas. (E)

2.6 Use technology to create original works of art.

Historical and Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic). (E)

3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time. (I)

Diversity of the Visual Arts

3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.

Aesthetic Valuing

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Construct and describe plausible interpretations of what they perceive in works of art. (I)

4.2 Identify and describe ways in which their culture is being reflected in current works of art.

Make Informed Judgments

4.3 Develop specific criteria as individuals or in groups to assess and critique works of art.

4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes. (E)

Connections, Relationships, Applications

5.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Research how art was used in theatrical productions in the past and in the present.

5.2 Research how traditional characters (such as the trickster) found in a variety of cultures past and present are represented in illustrations.

5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures. **(I)**

Visual Literacy

5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.

Career and Career-Related Skills

5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.

7TH GRADE VISUAL ARTS

Artistic Perception

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Describe the environment and selected works of art, using the elements of art and the principles of design. (E)

1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art. **(I)**

Analyze Art Elements and Principles of Design

1.3 Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective). **(E)**

1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art. (E)

Creative Expression

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Develop increasing skill in the use of at least three different media. (E)

2.2 Use different forms of perspective to show the illusion of depth on a two-dimensional surface.

2.3 Develop skill in using mixed media while guided by a selected principle of design. (E)

2.4 Develop skill in mixing paints and showing color relationships. (E)

Communication and Expression Through Original Works of Art

2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional works of art. (E)

2.6 Create an original work of art, using film, photography, computer graphics, or video.

2.7 Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design. (E)

Historical and Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Research and describe how art reflects cultural values in various traditions throughout the world.

Diversity of the Visual Arts

3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made. (E)

Aesthetic Valuing

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist. **(I)**

4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art. **(I)**

Make Informed Judgments

4.3 Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered. **(I)**

4.4 *Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art. (E)*

4.5 Identify what was done when a personal work of art was reworked and explain how those changes improved the work.

Connections, Relationships, Applications

5.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Study the music and art of a selected historical era and create a multimedia presentation that reflects that time and culture.

5.2 Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.

Visual Literacy

5.3 *Examine art, photography, and other two and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results. (E)*

Career and Career-Related Skills

5.4 Identify professions in or related to the visual arts and some of the specific skills needed for those professions. **(I)**

8TH GRADE VISUAL ARTS

Artistic Perception

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 *Use artistic terms when describing the intent and content of works of art. (E)*

Analyze Art Elements and Principles of Design

1.2 *Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art. (E)*

1.3 Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.

Creative Expression

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software). **(I)**

2.2 Design and create maquettes for three-dimensional sculptures.

Communication and Expression Through Original Works of Art

2.3 Create an original work of art, using film, photography, computer graphics, or video.

2.4 ***Design and create an expressive figurative sculpture. (E)***

2.5 Select a medium to use to communicate a theme in a series of works of art.

2.6 Design and create both additive and subtractive sculptures. **(I)**

2.7 Design a work of public art appropriate to and reflecting a location.

Historical and Cultural Context

4.0 Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 ***Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions. (E)***

3.2 ***Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures. (E)***

Diversity of the Visual Arts

3.3 Identify major works of art created by women and describe the impact of those works on society at that time.

3.4 Discuss the contributions of various immigrant cultures on the art of a particular society.

Aesthetic Valuing

5.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.

4.2 Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.

4.3 Construct an interpretation of a work of art based on the form and content of the work.

Make Informed Judgments

4.4 Develop and apply a set of criteria as individuals or in groups to assess and critique works of art. **(I)**

4.5 Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting. (E)

4.6 Select a grouping of their own works of art that reflects growth over time and describe the progression. **(I)**

Connections, Relationships, Applications

6.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Select a favorite artist and some of his or her works of art and create a music video that expresses personal ideas and views about the artist.

5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues. **(I)**

Visual Literacy

5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, internet) on all aspects of society. (E)

Career and Career-Related Skills

5.4 Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.



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Unified School District**

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