

Senior School Curriculum

Visual Art



MINISTRY OF EDUCATION

Bermuda
2000

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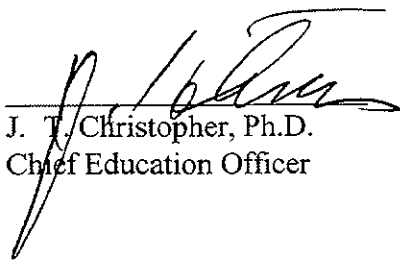
FOREWORD

Quality curriculum is basic to any educational programme. The written curriculum must provide the structure and substance of what is taught to all students. The written curriculum is a guide to teachers to ensure that the knowledge, skills, competencies and resources students need in order to learn are provided during instruction.

In particular, it is acknowledged that knowledge is virtually infinite in that it is continually changing and expanding as “new” knowledge is developed and “old” knowledge is refined. In addition the skills and competencies that students need change as the environment in the total community changes. It is important therefore that a school system has a structure for the instructional programme that provides direction, focus, flexibility and state-of-the-art thinking about each content area.

Because of its strategic geographical position, Bermuda has been influenced continuously by the changes in the relationship between the continents bordering the Atlantic -- North and South America, Africa and Europe. The current interest in the globalization of the world community allows Bermuda to build on its strength in international relations. It is essential that our students become accustomed to viewing the entire world as the area in which they must live and grow. They must integrate knowledge across all subjects in preparation for their adult life. Our curriculum guides must be viewed from this perspective.

A team of teachers, education officers and other persons within the school system and community, drawing from their collective experience in working with young people, has developed this curriculum guide. Input from community representatives on each Curriculum Advisory Committee has assisted us in Bermudianizing the curriculum. All of the contributors share both the pride and the responsibilities of authorship. This guide represents the essential elements of education in Bermuda’s senior schools.



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OVERVIEW

The aim of the senior school is to provide for the academic achievement and personal development necessary to prepare students for work, further education and productive citizenry in the 21st Century. In keeping with this aim, the senior school curriculum builds on the middle level programme and is organized around four (4) career pathways: arts and communications, applied technologies, health & human services and international business and tourism.

The senior school curriculum, composed of a rigorous programme of study, sets high expectations for students by emphasizing mastery of complex academic and technical concepts. The programme is based on the belief that all students make every effort to succeed when in an environment that fosters and encourages success, regardless of their background or previous level of achievement.

The curriculum guide contains three (3) sections beginning with the Introduction. The stated twelve goals of education direct instructional outcomes in all senior school subjects and programmes. Specifically, a curriculum framework has been approved for each subject and is to be used as the basis for the subject specific philosophy, goals and subgoals, performance indicators and scope and sequence. Effective utilization of this framework will establish continuity and progression of instruction throughout all year levels.

The second section of this guide delineates the senior school programme of instruction and contains the following: subject's rationale, course description, requirements and outline, correlation matrix and modules for each course offered. It is expected that all teachers will focus instruction on the established curriculum objectives outlined in the modules. The final section of this guide contains an appendix of valuable resources for teachers.

GOALS OF EDUCATION

In Bermuda, the Goals of Education provide the direction for senior level education. These twelve (12) goals enable senior level students to:

- develop responsiveness to the dynamic process of learning
- develop resourcefulness, adaptability and creativity in learning and living
- acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers and other symbols
- develop a wellness approach to life
- gain satisfaction from participating in and appreciating the various forms of artistic expression
- develop a feeling of self-worth
- develop values related to personal and ethical beliefs and to the common welfare of society
- develop an understanding of the role of the individual within a family unit, the role of the family within society and the role of our society in a global context
- develop a sense of personal responsibility in society at the national and international levels
- acquire skills that contribute to self-reliance in solving practical problems in everyday life
- acquire skills and attitudes that will lead to satisfaction and productivity in a career
- develop respect for the environment and a commitment to the wise use of resources.

CAREER PATHWAYS

The curriculum at the senior level will be organized around four (4) career pathways: arts and communications, applied technologies, health and human services and international business and tourism. Career pathways are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Career pathways help students focus on and prepare for the future. In addition, teachers, counsellors and other adults can better support students as they direct their energies toward their established goal.

The senior school graduation requirements are subsumed within each pathway and include four years of English language arts and three years of mathematics, science and social studies. Students also are required to take physical education, health education, computer studies, business studies, family studies or design and technology and at least one of the arts.

Additionally, information technology, library information, career education, learning support and other student service programmes will be offered to all senior level students. It is expected that the implemented curriculum will be based on the premise that all students can learn and that instruction should be differentiated to meet the unique needs of the learner. Further, it is expected that the senior school curriculum will be implemented from a Bermudianized and multicultural perspective as much as is feasible.

BERMUDA SCHOOL CERTIFICATE (BSC)

From September 1999 all students who successfully complete the graduation requirements will be awarded the Bermuda School Certificate (BSC). Students must acquire 116 credits; the 70 required credits from the chart below and an additional 46 credits from student selected courses.

SUBJECTS	COURSE LEVELS				Total Requirements
	100	200	300	400	
English Language Arts	4	4	4	4	16
Mathematics	4	4	4	-	12
Science	4	4	4	-	12
Social Studies	4	4	4	-	12
Physical Education	2	2	2	-	6
Health Education	2	-	-	2	4
The Arts*	2	-	-	-	2
Business Studies	2	-	-	-	2
Computer Studies	2	-	-	-	2
EITHER: Family Studies OR Design Technology	2 or 2	-	-	-	2 or 2
TOTALS	28	18	18	6	70

*A further two credits will be required in the Arts when the new facility at The Berkeley Institute is completed.

How will the courses be organized?

All 100 level courses will be mandatory.

200-400 level courses will be organized under broad career pathways:

**Applied Technologies
Arts and Communications
Health and Human Services
International Business and Tourism**

Within each Career Pathway students will choose courses in line with their intended career choice.

How are course grades obtained?

A variety of assessments, including written tests, portfolios and practical assignments will be used to indicate achievement of course objectives. Each assessment instrument is detailed in the curriculum document. Students need a pass grade (D) in each course to be awarded credit.

What do the grades mean?

GRADE	% SCORES	MEANING OF GRADE	GRADE POINT
A	90 and above	Outstanding	4.0
B	80 -89	Good	3.0
C	70 -79	Satisfactory	2.0
D	60 - 69	Pass	1.0
F	59 and below	Failing Grade	0.0

What is a Grade Point Average (GPA)?

The GPA is the total of grade points achieved in all courses taken by the student divided by the number of courses taken.

$$\text{GPA} = \frac{\text{grade points for all courses}}{\text{number of courses taken}}$$

Can students graduate and go directly to College or University?

Students will be able to enter the Bermuda College or another college or university directly from the senior school programme provided they meet that college's or university's entry requirements. Admission will depend upon the courses the student has taken, the grades obtained and overall grade point average.

Will students who enter the system from abroad or from a local private institution be given credit towards the BSC?

Students coming from a recognized institution will be given credit for course work successfully completed at that institution.

SENIOR SCHOOL COURSES AT A GLANCE

English Language Arts (EL)	Mathematics (MT)
English Language & Literature I (R) English Language & Literature II (R) English Language & Literature III English Language & Literature IV Journalism & Publications Literature of Africa, Bermuda & the Caribbean Reading & Study Skills Speech & Debate Writer's Workshop	Foundations of Mathematics (R) Mathematics Laboratory (no credit) Advanced Mathematics Applied Mathematics I Applied Mathematics II Applied Mathematics IIIA Applied Mathematics IIIB Business Mathematics I Business Mathematics II Integrated Mathematics I Integrated Mathematics II Introductory Calculus
Science (SC)	Social Studies (SS)
Science I (R) Science II (R) Applied Biology & Chemistry Applied Physics Biology I Biology II Chemistry I Chemistry II Earth Science Environmental Science I Environmental Science II Human Biology Introduction to Horticulture Marine Science Physics I Physics II	Bermuda Social Science: An Overview (R) Politics & Law in Action (R) Comparative Religion and Ethics Introduction to African History Introduction to American History Preserving our Heritage Physical and Human Geography I Physical and Human Geography II Physical and Human Geography III World History

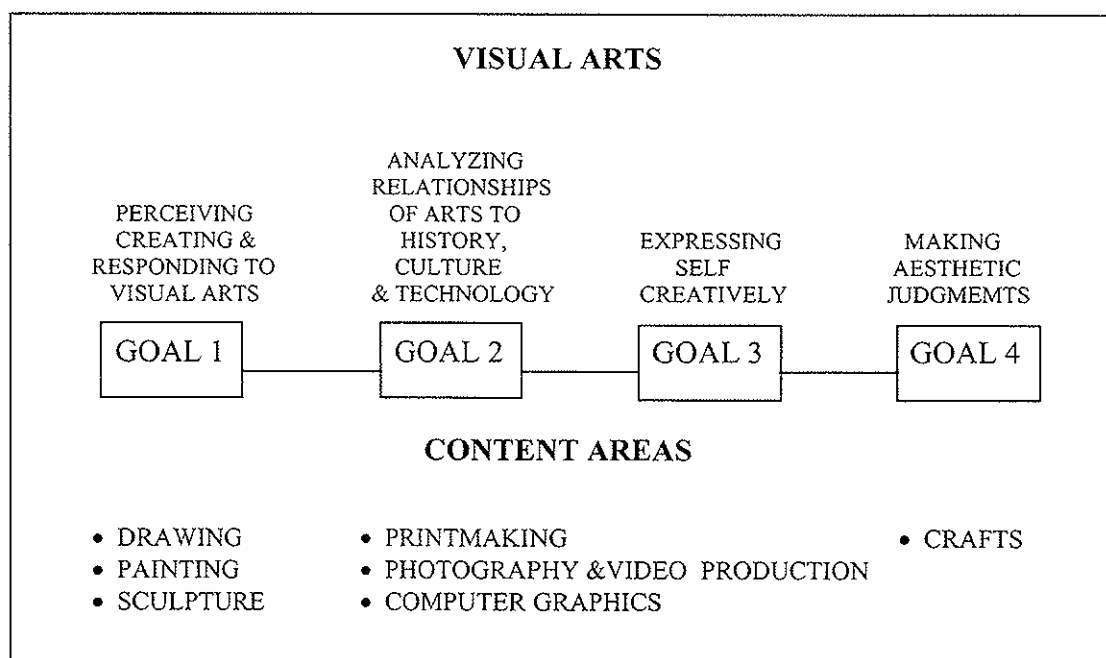
Business Studies (BS)	Computer Science (CS)
Business Essentials I (R) Accounts I Accounts II Business & Personal Law Business Essentials II Computer Keyboarding & Business Applications Economics Insurance International Business Marketing Office Technology Office Technology & Business Application Small Business Management Travel & Tourism	Computer Science I (R) Computer Science II Computer Programming I Computer Programming II Information Technology Projects Inside the Computer Multimedia Network Technology Presentation Tools Web-Page Design
Design & Technology (DT)	Family Studies (FM)
Design & Technology Design & Realization I Design & Realization II Design & Realization III Electronics Technology I Electronics Technology II Electronics Technology III Graphic Communication I Graphic Communication II Graphic Communication III Transportation Technology I Transportation Technology II Transportation Technology III	Exploring Family Living Child Care & Development I Child Care as a Profession II Discovering Food & Nutrition Exploring Careers in Design & Textiles Exploring Careers in Nutrition & Hospitality Fashion & Textile Design Interior Decorating Meal Management & Hospitality Personal Care I Personal Care II Textile Design

Health (HE)	Physical Education (PE)
Health & Wellness (R) Health Issues(R) Tobacco, Alcohol & Other Drugs (A)* First Aid CPR (A)* Relationships & Human Sexuality (B)** Diseases, Prevention & Control (B)** Health Occupations ***Courses labeled A or B will run consecutively as a pair.	Physical Education I (R) Physical Education II (R) Physical Education III (R) Physical Education IV
Foreign Languages (FL)	Functional Skills (FC)
French/Spanish/Portuguese I French/Spanish/Portuguese II French/Spanish/Portuguese III French/Spanish/Portuguese IV Foreign Languages for International Business	Functional Skills I Functional Skills II Functional Skills III Functional Skills IV

Music (MU)	Visual Art (VR)
Music in Society <u>Instrumental Music</u> Instrumental Ensemble Instrumental Independent Study Jazz Band Keyboard Lab Music Technology Show Band Ensemble <u>Vocal Music</u> Concert Choir Vocal Independent Study Vocal Ensemble	Visual Art in Society Ceramics Drawing & Painting Drawing, Painting & Printed Works Photography Three Dimensional Visual Art
Dance (DN)	Theatre (TH)
Dance in Society Ballet, Modern, Tap & Jazz I Ballet, Modern, Tap & Jazz II Dance & Sports Dance Production Popular & Social Dance Dance Company World Dance Forms	Theatre in Society Acting I Acting II General Communication Play Directing Play Production Scriptwriting Technical Theatre Video Arts

VISUAL ARTS PHILOSOPHY

Through a comprehensive visual arts educational programme, students will develop the ability to create while developing an appreciation for and skills in the visual arts. A primary goal of visual arts education is to motivate the personal expression of inner feelings, sensations and emotions. Visual arts are expressed for social, ritual, entertainment and other cultural purposes. Educational experiences in visual arts sensitize our youth while humanizing them and can increase their aesthetic awareness. Through studying the visual arts, critical and creative thinking is fostered in relationship to society's culturally related values and ethics. Thus, learning through visual arts has the potential to enhance our motivation to learn, to develop a respect for a disciplined approach to learning and foster critical and creative thinking. Through the study of visual arts, Bermuda's youth will communicate and cultivate their creative potential and uniqueness in improving the quality of life in Bermuda.



**VISUAL ARTS
GOALS AND SUBGOALS**

GOAL 1 **TECHNIQUE AND SKILL**

STUDENTS WILL DEVELOP TECHNIQUES AND SKILLS WHICH WILL ENHANCE THEIR ABILITY TO PERCEIVE, CREATE AND RESPOND TO THE VISUAL ARTS.

- Subgoal 1.1** Synthesize an understanding of the elements and principles of the visual arts
- Subgoal 1.2** Relate visual arts as a way to create and communicate meaning to experiences and to the environment
- Subgoal 1.3** Evaluate the suitability and safe use of visual arts materials
- Subgoal 1.4** Create a work of art using techniques in specific media
- Subgoal 1.5** Demonstrate competency in the use of art tools, materials and techniques

GOAL 2 **HISTORY AND CULTURE**

STUDENTS WILL ANALYZE THE INTERRELATIONSHIPS OF VISUAL ARTS TO HISTORY, CULTURE AND TECHNOLOGY.

- Subgoal 2.1** Recognize the visual arts as a form of individual and cultural expression
- Subgoal 2.2** Evaluate visual arts philosophies, styles and genres
- Subgoal 2.3** Analyze the relationship between visual arts and technology
- Subgoal 2.4** Analyze interrelationships among visual arts and other arts
- Subgoal 2.5** Evaluate connections among visual arts and other disciplines

GOAL 3 **CREATIVITY, COMPOSITION AND EXHIBITION**

STUDENTS WILL DEVELOP THE ABILITY TO CREATIVELY EXPRESS THEMSELVES, COMPOSE AND EXHIBIT ART WORK.

- Subgoal 3.1** Compose complex visual images

Subgoal 3.2 Create original art from ideas and themes

Subgoal 3.3 Enhance the ability to display art work

GOAL 4 **AESTHETIC JUDGMENT**

**STUDENTS WILL DEVELOP THE ABILITY TO MAKE
AESTHETIC JUDGMENTS THROUGH VISUAL ART
EXPERIENCES.**

Subgoal 4.1 Apply criteria for assessment of artistic work

Subgoal 4.2 Display sensitivity in applying aesthetic criteria to one's own art work

Subgoal 4.3 Develop a continuing appreciation for the aesthetics of the visual arts

Subgoal 4.4 Evaluate aesthetic qualities which exist in both natural and manmade environments

GOAL 1	Students will develop techniques and skills which will enhance their ability to perceive, create and respond to the visual arts.			
VISUAL ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1 Synthesize an understanding of the elements and principles of the visual arts	identify colour, shape, texture and line	recognize additional elements and principles of art	distinguish among basic elements and principles of art	synthesize an understanding of the elements and principals of the visual arts.
1.2 Relate visual arts as a way to communicate meaning to experiences and to the environment	respond creatively to personal events and things in the world	develop verbal and visually expression	organize thoughts and ideas visually in responding creatively to the environment	relate visual arts as a way to communicate meaning to experiences and to the environment
1.3 Evaluate the suitability and safe use of visual arts materials	describe simple rules involving safe use of art materials.	determine best care for equipment	analyze the suitability and safe use of visual arts materials	evaluate the suitability and safe use of visual arts materials
1.4 Create a work of art using techniques in specific media	differentiate among art materials and basic techniques	develop art techniques in specific media	modify art techniques and use of media	create a work of art using techniques in specific media
1.5 Demonstrate competency in the use of tools, materials and techniques	demonstrate simple finger painting and clay work	use tools, materials and techniques that exhibit demonstrated skills	exhibit coordination of skills	demonstrate competency in the use of tools, materials and techniques.

GOAL 2		Students will analyze the interrelationships of visual arts with history, culture and technology.			
VISUAL ARTS		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.1 Recognize the visual arts as a form of individual and cultural expression		create art related to one's environment	recognize artistic representations of Bermuda and other cultures of Bermuda as well as in other cultures	analyze art of Bermuda as well as other cultures	recognize the visual arts as a form of individual and cultural expression
2.2 Evaluate visual arts philosophies, styles and genres		identify Bermuda's artists and art	recognize Bermuda's artists and art from other cultures	analyze visual arts philosophies, styles and genres	evaluate visual arts philosophies, styles and genres
2.3 Analyze the relationships between visual art and technology		use laser discs to view art	use computers to learn lettering, poster-making and design techniques	use TV cameras, monitors and VCR machines to record and demonstrate art techniques and lives of artists	analyze the relationships between visual art and technology
2.4 Analyze interrelationships among visual arts and other arts		view dance and theatre performances and listen to music in combination and separately in the production of simple puppet plays	identify relationships among visual arts and other arts	recognize relationships among visual arts and other arts	analyze interrelationships among visual arts and other arts
2.5 Evaluate connections among visual arts and other disciplines		utilize art to communicate mathematics, language and social science experiences	recognize connections among visual arts and other disciplines	analyze connections among visual arts and other disciplines	evaluate connections among visual arts and other disciplines

GOAL 3	Students will develop the ability to creatively express themselves, compose and exhibit art work.			
VISUAL ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.1 Compose complex visual images	combine simple techniques with simple themes to create an image	use techniques, ideas and themes	create art from more complex ideas, techniques and themes	compose complex visual images
3.2 Create original art using ideas and contemporary social themes	compose images from simple themes	compose images/objects from ideas based on popular themes	compose visual images based on contemporary social themes	create original art from ideas and contemporary social themes
3.3 Enhance the ability to display art work.	N/A	create art work within given boundaries	create purposeful work that can be saved for portfolios, art shows and simple class critiques	enhance the ability to display art work

GOAL 4	Students will develop the ability to make aesthetic judgments through visual art experiences.			
VISUAL ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
4.1 Apply criteria for assessment of artistic work.	react to the art works of others	develop a sense of discrimination in viewing styles	use knowledge of various styles, techniques and art history to assess works of art	apply criteria for assessment of artistic work
4.2 Display sensitivity in applying aesthetic criteria into one's own art works.	respond to positive criticism	learn to evaluate and take pride in own work	use theory, critiques and visuals to improve one's own work	display sensitivity in applying aesthetic criteria to one's own art works
4.3 Develop a continuing appreciation for the aesthetics of visual art.	develop a sense of curiosity about all art forms	appreciate the aesthetic value of visual art	appreciate the impact of visual art on behaviour	develop a continuing appreciation for the aesthetics of visual art
4.4 Evaluate aesthetic qualities which exist in both natural and man-made environments.	identify form, colour, texture and line in the environment	recognize aesthetic qualities in both natural and man-made environments	analyze aesthetic qualities in both natural and man-made environments	evaluate the aesthetic value in natural and man-made environments

DRAWING (1 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Techniques and Materials	• drawing with found objects • finger drawing with paint • drawing with crayon • drawing with chalk	• drawing with found objects • pencil drawing • drawing with chalk	• drawing with found objects • drawing with pen and ink • pencil drawing • sidewalk drawing with chalk	• drawing with found objects • drawing with pen and ink • pencil drawing • mixed media drawing
Elements of Art	• types of lines • types of shape • space big/small • surface texture • tone/value	• types of lines • line and movement • type of shape • seeing and understanding • surface texture • light and shadow	• types of lines • line and movement • the power of shape • space-proportion/angles • light and shadow	• types of lines • line and movement • the power of shape • space-proportion/angles • relative proportion/foreshortening • diminishing sizes/converging lines • light and shadow/shading techniques
Principles of Design	• balance/formal and informal • linear patterns • rhythm and movement • pattern identification	• balance/formal and informal • linear patterns • rhythm and movement • pattern identification	• balance/formal and informal • linear patterns • rhythm and movement • pattern identification	• balance/formal and informal • linear patterns • rhythm and movement • pattern identification
Composition	• linear patterns	• seeing and understanding space • linear patterns • rhythm and movement	• seeing and understanding space • rhythm and movement	• seeing and understanding space • rhythm and movement

DRAWINGS (2 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
History and Culture	pencil and brush drawings	- local art - gallery visits - time-line – prehistoric cave drawings	2D artists - drawing relationships - Japanese sumi drawing - drawing with computers	- function - purpose - lithographs 2D artists - drawing relationships
Aesthetic Judgment	- response to compositions - critiques of local art	- response to compositions - critiques/personal evaluation - use of elements and principles of arts as guides	- response to compositions - critiques/personal evaluation - enjoyment - pride	- response to compositions - critiques - life long interests - enjoyment - pride
Contributions to the Past	- stories - accounts - events - people - places - situations	- stories - accounts - events - people - places - situations	- patterns - rise of civilizations - transport - systems - colonization - ancient cultures	- periods - patterns - nation states - social revolutions - political revolutions - economic revolutions

PAINTING (1 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 – P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Media Techniques	• finger painting • crayon resist	• crayon resist • mural painting • brushstrokes • different times	• crayon resist • mural painting • brushstrokes • washes	• brush techniques • easels • air-brush techniques • mixed media • textural effects
Design and Composition	• balance (formal/informal) • concepts	• balance • positive/negative space	• balance • positive/negative space • object placement • focal point/emphasis	• balance • positive/negative space • object placement • focal point/emphasis • atmospheric perspective • issues
Colour Theory	• primary and secondary colours	• primary and secondary colours	• primary and secondary colours • tertiary colours • complementary colours • analogous colours • monochromatic colours • warm/cool colours	• primary and secondary colours • tertiary colours • complementary colours • analogous colours • warm/cool colours • colour and mood

PAINTING (2 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
History and Culture	- Bermudian and Caribbean painters - prehistoric cave paintings	- Bermudian Caribbean painters - prehistoric cave paintings - impressionist painters	- Mexican/S. American painters - Japanese Painters - Egyptian paintings - Caribbean/Bermudian painters - impressionist painters - other connections with social studies	- Mexican/South American painters - Japanese Painters - Egyptian paintings - Caribbean/Bermudian painters - impressionist painters - other connections with social studies - cubism - surrealism - abstract expressionism - pop art
Aesthetic Judgment	- critiques of visual slides - personal analysis of work produced based on principles and elements of design	critiques of visuals slides	- critiques of visual slides - enjoyment - pride	- critiques of visual slides - enjoyment pride

SCULPTURE (1 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4- P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Techniques	• relief • sculpture in the round • assemblages • materials • visuals	• additive • deductive • kites • paper clips • wire cutters • clay tools • natural materials • visuals	• relief • slab • kites • architecture • paper clips, wire cutters and clay tools • natural materials	• casting in relief • theatre in the round • kites • architecture • paper clips, wire cutters and clay tools • natural materials
Elements of Art	• shape • texture, visual/tactile • line (defines contours) • colour and mood	• more complex shapes • surface variety/detail • shape • rhythm • colour and mood • natural symbolic	• formal/informal/geometric and amorphous shapes • man made/tools • illusionary surface • illusion of depth	• weight • technical manipulation • special effects • illusionary surface • illusion of depth • movement • vibration
Principles of Design	• balance formal/informal • patterns, rhythm • variety	• balance formal/informal • patterns, rhythm • variety	• balance formal/informal • patterns, rhythm • variety	• balance • patterns, rhythm • variety

SCULPTURE (2 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Composition	• vocabulary for sculpture • examples of sculpture	• elements of art • design principle	• centre of interest • directions • elements of art • design principles • contoured surfaces • unity and separation of shape	• centre of interest • movement • direction • elements of art • design principles • unity and separation of shape
History/Culture	• function • purpose • local art	• function • purpose • local art • gallery visits • time line	• function • purpose • architecture • visits by local 3D artists • relationship of sculpture to music, literature, theatre and dance	• function • purpose • architecture • visits by local 3D artists • relationship of sculpture to music, literature, theatre and dance
Aesthetic Judgment	• response to compositions • critiques • personal evaluations	• response to compositions • critiques • personal evaluations	• response to compositions • critiques • personal evaluations • enjoyment • pride	• response to compositions • critiques • life long interests • enjoyment • pride

PRINTMAKING	VISUAL ARTS SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 – P6 Learning Phase B	M1 – M3 Learning Phase C	S1 – S4 Learning Phase D
Techniques & Materials	sponge potatoes, hands, feet, thumbs and leaves	- sponge potatoes, hands, feet, thumbs and leaves - etching-clay - printing with found art objects pasted down - monoprints	- etching – styrofoam - collographs - linoleum - mixed media - stencil	- offset - collographs - printing press - linoleum - woodcut - mixed media - stencil, silk screen
Elements of Art	- shape - colour primary and secondary	- shape/space - texture - colour - line	- shape/space - positive/negative - texture - value-light (tints, tones and shades) - colour - line	- pattern/recognition - variety - rhythm - balance/symmetry
Principles of Design	- pattern/recognition - variety	- pattern/recognition - variety - rhythm - balance/symmetry	- pattern/recognition - variety - rhythm - balance/symmetry	- pattern/recognition - variety - rhythm - balance/symmetry
Composition	- simple pattern through repetition - picture making through prints	- simple pattern through repetition - picture making through prints - centre of interest	eight pattern recognition	complete pattern recognition
History and Culture	- hand print - foot print	Bermudian prints	- prints from other cultures - create prints	commercial prints

PHOTOGRAPHY & VIDEO PRODUCTION (1 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Techniques and Materials	• Polaroid • pin hole camera-science and how the eye works • framing and focusing • flip book techniques • live action fiction	• Polaroid • pin hole camera-science and how the eye works • framing and focusing • flip book techniques • live action fiction	• 35mm camera • the lens focusing • dark room techniques • lighting techniques • video-sequencing	• 35mm camera • the lens focusing • dark room techniques • lighting techniques • video-sequencing
Elements of Art	• space-foreground/background • recognition of colours/neutrals • elements of art in photographs	• colour - primary, secondary and tertiary • white light and the prism • positive and negative space • perspective	• value- black and white photos • space – near/far/middle, wide angle and close-up • texture – natural/man-made • shape and light	• application of elements of art in still photography • translating art elements to video
Principles of Design	• different principles • identification - photos	• balance – symmetry • repetition/same scene overlapping • flip book, animation	• unity through repetition of the elements of art • balance-arrangement of elements • rhythm	• unity through repetition of the elements of art • balance-arrangement of elements • aspects of trick photography
Composition	N/A	• composition affected by themes • scene composition - elements of art - principles of design	• production - elements of art - principles of design • editing for storytelling • video coverage shots/ audio	• composing in the darkroom

PHOTOGRAPHY & VIDEO PRODUCTION (2 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Theory	age appropriate vocabulary	- parts of a camera 35mm and video - non western techniques in forms and culture	- parts of a camera 35mm and video - non western techniques in forms and culture	- parts of a camera 35mm and video - non western techniques in form and culture
History/Culture	- short animation from around the world - still photos and video scenes for discussion	- Indian/African/Brazilian themes of still photographs/photo montages - social contexts of films e.g. documentary and still photography	- Indian/African/Brazilian film - effects of film on the audience - social context of documentary film	- photo journalism - history of various forms of documentaries - film/video/still photos as agents of change
Aesthetic Judgment	different types of photos and short videos	- analysis of pictures - analysis works of local and foreign artists	- analysis of pictures - critiques of films/photos as social statements - tourism ads - enjoyment - pride	- analysis of pictures - critiques of films/photos as social statements - tourism ads - enjoyment - pride

COMPUTER GRAPHICS (1 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Techniques	• objects and tools • the mouse and/or graphics tablet	• basic functions and editing: - copy - paste - cut - save - print • letters and text	• scanning • cropping • enlarging and shrinking images • video and computer connection and audio capabilities	• 3D letter forms • rotating text and images • digitizing • animation
Elements of Arts	• lines • shapes • colours	• patterns (through repetition of line, shape, colour and space) • 2D objects	• positive and negative space • 3D images • creating visual texture	• casting shadows • collage images • illustrations • video images
Principles of Design	• size: big and small • dark and light • near and far • simple letter forms – a,b,c's	• visual rhythm and movement • perspective: overlapping, wide and narrow • foreground and background	• proportion to scale and distortion • two point perspective • balance, symmetry • asymmetry, radial	• proportion: caricature • perspective: architectural and interior design • commercial design

COMPUTER GRAPHICS (2 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Composition	placing objects	- placing objects - focal point	- art elements and principles - typography - font - types - size - images and text	- media related art: newspaper, magazines and comic books - video games
Theory	grade appropriate vocabulary	- grade appropriate vocabulary - naming the equipment and parts	grade appropriate vocabulary	vocabulary
History/Culture	N/A	- animation - cartoons - flip book - the abacus	- animation – Walt Disney - Hanna Barbara - The Eniac - Bill Gates	- computers/ - animation - Japanese culture
Aesthetic Judgments	N/A	N/A	- critiques of computer programmes - computer generated images - page layouts	page layouts

CRAFTS (1 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 – P6 Learning Phase B	M1 – M3 Learning Phase C	S1 – S4 Learning Phase D
Techniques	• assemblage • fibre (weaving/applique) • ceramics (exploratory) • kites • simple craft tools • personal safety	• assemblage • fibre (weaving/applique) • using local materials • ceramics • wood crafts/kites • appropriate tool use and techniques (basic) • personal safety	• assemblage • textiles (batik/tie dye) • using local materials • ceramics • wood crafts/kites • basic use of tools and materials • personal safety	• assemblage • textiles (batik/tie dye and silk screen) • ceramics • woodcraft/plastics/local materials • advanced tool use • personal safety
Elements of Arts	• texture visual/tactiles • colour - warm - cool - neutral • shape • form	• texture visual • line etched patterns - colours - shape - form	• fibre arts/weaving • geometric shapes (in kites) • colours • shapes • form	• fibre arts/weaving • geometric shapes (in kites) • patinas on metal • shape • form
Principles of Design	• repetition and rhythm • pattern visual/tactile • variety	• repetition and rhythm • pattern visual/tactile • variety	• repetition and rhythm • pattern visual/tactile • variety	• repetition and rhythm • pattern visual/tactile • variety • repeat patterns (silk screen)

CRAFTS (2 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Theory	vocabulary	- origins of materials (toxic, non-toxic) - design (plans) - how to store and care for materials - safety rules	- art in the market place - vocabulary - recipes/experiments - explore design elements - materials - safety rules	- craft & economics - apprenticeships - recipes/experiments and principles - materials - safety rules
History and Culture	Bermudian crafts	Bermudian crafts (banana dolls, etc.)	crafts of other cultures	- crafts - time lines - economics
Aesthetic Judgment	- observation - simple creations	creation analysis	- enjoyment - evaluation - pride	- appreciation - criticism - enjoyment - pride

REFERENCES

National Art Education Association, National Standards for Arts Education. Music Educators National Conference, Virginia, 1994.

INTRODUCTION TO SENIOR SCHOOL CURRICULUM

The senior school curriculum (S1 - S4) recognizes the distinct needs of the middle to late adolescent learner (14 to 18 years) and is based on the necessity of working consciously with the many developmental changes of students during this phase. It is a time to build on the foundation laid in the middle school by preparing students for work, further education and productive citizenry in the 21st Century.

As members of the senior school community, students have an opportunity to choose from a number of options and to participate in a variety of activities. The more involved students become in the life of the school, the more meaning school will have. Students will get the most from their educational experiences if their choices reflect their personal needs, interests, and talents. Students should select carefully those courses which offer the greatest opportunity for learning and which serve to better individual education and career goals.

Following are some of the characteristics of senior school students:

- intellectual habits increase
- thought processes become more abstract
- awareness of complexity of issues increases; rejection of simplistic explanations
- thought becomes more comprehensive
- ability to hypothesize and analyze increases
- thought becomes less egocentric
- interest in laws that regulate society increases
- ability to focus attention for long periods, increases (i.e. on topics of interest)

The senior school curriculum is a written guide that identifies the goals and curriculum objectives which teachers establish for students to achieve. It makes visible the articulation necessary for preschool through senior level programmes so that students do not have large gaps in their understanding, skills and competencies. Its scope and sequence also allows teachers to plan linkages across the curriculum so those cross-curricular connections can be made more easily between and among various subjects.

Given the above characteristics, the senior school curriculum is intended to provide students opportunities to:

- discuss, explore, investigate and hypothesize
- find solutions to real problems
- utilize both concrete and abstract reasoning skills
- process information at formal operations level

The following section outlines the curriculum to be taught in Bermuda's senior schools.

SENIOR LEVEL EDUCATION

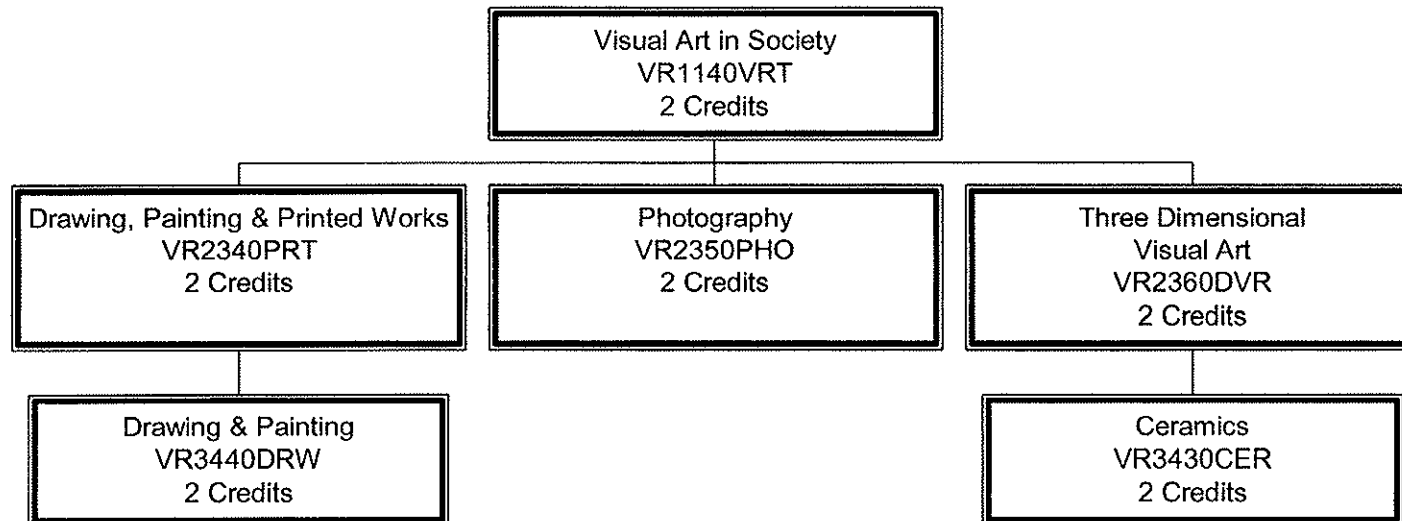
GOAL:

To ensure students become critical and analytical readers, logical and insightful thinkers, and concise users of visual, written and oral language.

SENIOR SCHOOL VISUAL ARTS RATIONALE

The study of visual art at the senior level is designed to reinforce basic art knowledge and skills while preparing students to appreciate the value of art as they develop as life long learners. This required courses will provide in-depth technical study as well as expose students to historical and cultural perspectives in Bermuda and globally. Upon completion of this course, students will have a keener awareness of the elements necessary to become professional artists, art educators and critical consumers of art.

SENIOR SCHOOL VISUAL ART COURSES



Photography

Prerequisite: Course completion with portfolio or art equivalent S1

VR2350 PHO

2 credit (s)

S2-S4 level (s)

This course is designed to teach students interested in the science of film and print development and alternative processes-the technical capabilities of various types of cameras and film as an aesthetic form of visual communication. A folder/journal containing photographs and alternative processes as well as tests and personal observations will be the end product of this course.

Three(3) dimensional Visual Arts

Prerequisite: Visual arts in Society or equivalent with portfolio

VR2360 DVR

2 credit (s)

S2-S4 level (s)

The purpose of this course is to create original works of art based on the principles and elements of design that relate to three dimensional (3D) arts. The production of exploratory drawings and paintings relating to the final pieces will be required. An understanding of traditional and contemporary 3D art genre and their relationship to the culture in which they are found (e.g. Bermudian architecture) is essential to this course, as is research into the career possibilities in this field.

COURSE DESCRIPTIONS

Visual Art (VR)

Visual Art in Society

Prerequisite: None

VR1140 VRT

2 credit (s)

S1 level (s)

This course is designed to enhance students' knowledge of art in society on a local and global level. Both two and three-dimensional art will be explored through site visits, discussion of visual art history, aesthetics, studio work, and exhibition.

Ceramics

Prerequisite: Any level 200 Visual Art course or an approved portfolios

VR3430 CER

2 credit (s)

S3-S4 level (s)

This course will include but not be limited to the composition and treatment of clay products; qualities of art in different forms and styles of clay products; the recognition of properties, limitations and possibilities of clay construction through hand building techniques; use of clay bodies, glazes, tools and techniques in producing clay products, investigation of decorating techniques; development of skills with ceramic tools; examination of qualities of finished products made by professionals, study of vocabulary relating to ceramics and pottery and defense of aesthetic judgments about works of art produced in clay.

Drawing and Painting

Prerequisite: Photography

VR3440 DRW

2 credit (s)

S3-S4 level (s)

The purpose of this course is to produce evidence of advanced skill in design composition, techniques and media. The content should include but not be limited to the functions of drawings and paintings in society including such areas of theatre design; the production of drawings and paintings with selected composition subject matter, expressive quality or expressive content; knowledge about the history of drawings and paintings and their relationship to other processes and periods; problem solving and planning for personal expression and exploration of art career possibilities. Students in good standing in this course could, with permission, work on lighting for the theatre.

Drawing, Painting and Printed Works

Prerequisite: Visual Arts in Society

VR2340 PRT

2 credit (s)

S2-S4 level (s)

The purpose of this course is to create original and individual works of art that show technical and compositional proficiency in drawing, painting and printed works. Portfolio content should include but not be limited to an understanding of the function of line and mass, colour use, emotionalism, local symbolism, cultural expressiveness and spatial treatments. Studio related themes should include but not be limited to the natural environment, anatomical drawings, and critiques. Evidence of research related to careers in 2D art as well as the computer generated print media should be shown.

Visual Arts in Society

Course Code: VR1140VRT



MINISTRY OF EDUCATION

Bermuda
2000

SENIOR SCHOOL VISUAL ARTS COURSE OVERVIEW

Title: Visual Arts in Society

2 credit (s)

60 hour (s)

Prerequisite (s): None

S1 level (s)

Course Code: VR1140VRT

☐ required or ☒ elective

Course Descriptions

This course is designed to enhance students' knowledge of art in society on a local and global level. Both two- and three-dimensional art will be explored through site visits, discussion of visual art history, aesthetics, studio work, and exhibition.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - oral presentation - discussion of gallery/museum visits - present 2 or 3 dimensional work - create architectural forms - exhibit work	50%
Product Assessments: - portfolio of art work - research sketches - story boards - individual art critiques - self-assessments - oral (taped) or written diary of studio experiences - computer assisted renderings	30%
Written Assessments: - terminology - architectural forms	20%
Total	100%

Course Resources

Mitler, Gene A., Ph.D., Art in Focus (teacher text). Columbus, OH: Glencoe, Macmillan/McGraw & Hill.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Visual Art History	8	B. Aesthetic Judgment	4
- local artists, past and present		- critiques	
- multicultural		- functional and non-functional	
- art societies, associations, galleries		- elements and principles	
- skills and materials		- plagiarism	
- found treasures		- gallery visits	
- economic benefits		- site visits	
C. Materials and Techniques	10	D. Architectural Design	6
- natural and synthetic		- Bermuda architecture; history	
- cottage crafts		- time line; effects of hurricanes, war	
- safety		economics	
- 2-D art		- foreign influences/travel	
- tools and equipment		- planning authorities/politics	
		- family; size, composition, education, values	
E. Exhibition	4	F. Information Technology in the Arts	6
- presentation		- library media	
- setting up a museum/gallery		- computer graphics	
- labeling and framing		- video production	
- space; size, air quality, light		- package design, old/new	
- insurance		- use of overheads, slides, filmstrips	
- docent/curators		- photography	

Subtotal	38
Optional Days.....	7
Total Days	45

SENIOR SCHOOL VISUAL ARTS

check one: S1 ☒ S2 ☐ S3 ☐ S4 ☐

Visual Arts in Society

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX					
1	Technique and skills	1.1	Elements				x		
		1.2	Relationships	x	x	x			
		1.3	Usage						
		1.4	Creation						
		1.5	Technique	x	x		x		
2	History and Culture	2.1	Recognition	x		x	x	x	
		2.2	Categorization	x	x	x	x		
		2.3	Analysis	x	x	x	x		x
		2.4	Interrelations			x			
		2.5	Connections	x					
3	Creativity and Composition	3.1	Composition		x	x	x	x	
		3.2	Creation		x		x	x	x
		3.3	Display					x	
4	Aesthetic Judgment	4.1	Analysis	x		x		x	
		4.2	Self-Assessment		x	x			
		4.3	Appreciation	x	x	x	x		
		4.4	Evaluation	x	x	x			x
CONTENT STRUCTURE		Visual Art History			x				
		Aesthetic Judgment				x			
		Materials & Techniques					x		
		Exhibition						x	
		Information Technology in the Arts							x
		Architecture						x	
			MODULE	A	B	C	D	E	F

MODULE KEY

A - Visual Arts History
B - Aesthetic Judgment
C - Materials and Techniques

D - Architectural Design
E - Exhibition
F - Information Technology in the Arts

VISUAL ARTS

Course Title: VISUAL ARTS IN SOCIETY		Sequence Reference: VR1140VRT-A			
Module Title: Visual Arts History		Senior School Level			
Number of Periods: 8 double periods		S1 ☒	S2 ☐	S3 ☐	S4 ☐
Subgoal Emphasis: • 1.1 - 1.2 Technique and Skill • 2.1 - 2.4 History and Culture • 3.1 - 3.3 Creativity, Composition and Exhibition • 4.1 - 4.3 Aesthetic Judgment		Content Focus • Drawing • Painting • Printing • Sculpture • Photography			
Curriculum Objectives:		Content Detail:			
At the end of this module, students will: • apply historical art techniques and skills to own work • demonstrate knowledge of historical artifacts • demonstrate knowledge of design elements/principles • synthesize historical knowledge for aesthetic judgments • demonstrate skill with technology for research • produce three end products for assessment • know specific art terminology		• student/teacher found art treasures • Bermudian art from different eras - national art galleries • social/economic/world events/music/art • costumes/furniture of different eras (paintings, from different eras) • masks (Greek, African, Native American, Bermudian, etc.) • pre-Renaissance and Renaissance paintings, buildings, design vocabulary and wall decorations, etc. • bas relief Early Egyptians/European and Bermudian • terminology			
Module Evaluation:					
• Performance Assessments: - oral presentation of research • Product Assessments: - portfolio of writings - research sketches, artwork - story-boards - audio tapes/video tapes of research • Written Assessments: - quiz on art terminology					
Prerequisite Skill Areas (if any):			Special Resources (materials, equipment & community involvement):		
• N/A			• visuals, slides, videos, film (teaching resources) • CD-ROM - "Le Louvre", with open eyes - The Art Historian • Laserdisc - "The National Gallery of Art"		

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Stevenson, Kevin and Butterfield, Thomas, Celebrating 100 years of Photography in Bermuda. Hamilton, Bermuda: Masterworks Foundation, 1994.

Feelings, Thomas, The Middle Passage.

Calnan, Patricia and Butterfield, Thomas, The Masterworks Bermuda Collection. Hamilton, Bermuda: Masterworks Foundation, 1995.

REFERENCES - STUDENT:

- refer to student text

VISUAL ARTS

Course Title: VISUAL ARTS IN SOCIETY		Sequence Reference: VR1140VRT-B			
Module Title: Aesthetic Judgement		Senior School Level			
Number of Periods: 4 double periods		S1 ☒	S2 ☐	S3 ☐	S4 ☐
Subgoal Emphasis: 1.2, 1.3 Technique and Skill 2.2, 2.3 History and Culture 3.1, 3.2 Creativity, Composition and Evaluation 4.2, 4.3, 4.4 Aesthetic Judgement		Content Focus - Crafts - Drawings - Painting - Printmaking - Sculpture - Photography			
Curriculum Objectives:		Content Detail:			
At the end of this module, students will: - communicate understanding of the historical content of the artwork - evaluate art styles using art vocabulary - develop appreciation using similar art materials and methods - make informed judgements - synthesize knowledge of artists, their culture and their work - recognise some works of art, giving titles, dates, nationality and name of artist, medium, etc.		2 and 3 dimensional work critiques - exhibit environment critiques - museum or gallery art displays - functional art-natural resources - discussion: - price value - aesthetic value - original vs. plagiarized image - composition, color, lighting and visual interest - gallery visits - terminology			
Module Evaluation:					
Performance Assessments: - create a 2-or-3-dimensional work - discuss museum or gallery display Product Assessments: - individual critique of an art piece - artwork created during studio time - portfolio Written Assessments: - quiz on terminology					
Prerequisite Skill Areas (if any):			Special Resources (materials, equipment & community involvement):		
N/A			- prints - slides - overhead transparencies - books - periodicals - site visits: galleries, museums, libraries, crafts people, artists		

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- refer to teacher text

REFERENCES - STUDENT:

- refer to text

VISUAL ARTS

Course Title: VISUAL ARTS IN SOCIETY		Sequence Reference: VR1140VRT-C			
Module Title: Materials And Techniques		Senior School Level			
Number of Periods: 10 double periods		S1	S2	S3	S4
		☒	☐	☐	☐
Subgoal Emphasis: 1.2, 1.4 Technique and Skill 2.1 - 2.4 The Arts and Culture/Society 3.2, 3.4 Creativity, Composition and Exhibition 4.1 - 4.4 Aesthetic Judgment		Content Focus - Crafts 2 D Art - Safety - Tools and Equipment			
Curriculum Objectives:		Content Detail:			
At the end of this module, students will: - be competent in the use of tools and materials - demonstrate understanding of design elements and principles - assess artistic designs based on given criteria - display works of art showing different techniques - demonstrate knowledge of the role of artists in society - analyse relationships between art and society - participate in peer/teacher critiques - self-assess aesthetic awareness - understand specific terminology		- functional/nonfunctional clay piece - safety issues/care equipment - copy and analyze an art visual - w/c landscape - print/ weave natural objects, local materials - found art/ assemblage for gallery - group mural social theme - linoleum/ silkscreen print for harbour night - gallery/ studio visits - posters - aesthetic awareness/ diary			
Module Evaluation:					
Performance Assessments: -discussion of aesthetic designs -oral reports -create art using different techniques Product Assessments: -produce a self assessment demonstrating aesthetic awareness of found art, silkscreen print, functional and non-functional clay pieces, etc. -portfolio including 5 pieces of completed work -oral (taped) or written diary of studio experiences -written critiques of work based on a social/historical themes Written Assessments: -quiz on terminology					
Prerequisite Skill Areas			Special Resources		
(if any):			(materials, equipment & community involvement):		
N/A			- media resource centre - visual, videos, overhead transparencies - art materials - visits to galleries/artists' studios, museums		

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- refer to teacher text

REFERENCES - STUDENT:

- refer to text

VISUAL ARTS				
Course Title: VISUAL ARTS IN SOCIETY		Sequence Reference: VR1140VRT-D		
Module Title: Architectural Design		Senior School Level		
Number of Periods: 6 double periods		S1 ☒	S2 ☐	S3 ☐
Subgoal Emphasis: 1.1, 1.4, 1.5 Technique and Skill 2.1, 2.2, 2.3, 2.5 History and Culture and Technology 3.1, 3.2, 3.4 Creativity, Composition and Exhibition 4.3 Aesthetic Judgment		Content Focus - Design - Sculpture (architectural form) - History		
Curriculum Objectives:		Content Detail:		
At the end of this module, students will: - recognize types of architectural design - demonstrate knowledge of local architecture - relate architectural designs to technological forms - create an architectural - sculptural form/2D rendering - explain environmental and economic/political influences on architecture		- traditional Bermudian architecture - National Trust - Bermudian house - design principles and elements relation to architecture - Studio project - Bermudian house - local/foreign architecture - environmental influences - economic/political/social influences to architecture - computer assisted architectural design (optional)		
Module Evaluation:				
Performance Assessments: - create an architectural form Product Assessments: - portfolio: type of architectural forms, environmental influences, etc. - computer assisted rendering (optional) Written Assessments: - quiz on architectural forms				
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):		
middle school art curriculum experience		- slides/notes on Bermudian architecture - visit to building site(s) - audio visual technology - large visuals of Bermudian houses (serigraph prints by local artists)		

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- refer to teacher text

REFERENCES - STUDENT:

- refer to text

VISUAL ARTS

Course Title: VISUAL ARTS IN SOCIETY

Sequence Reference: VR1140VRT-E

Module Title: Exhibition

Senior School Level

Number of Periods: 4 double periods

S1	S2	S3	S4
☒	☐	☐	☐

Subgoal Emphasis:

- 2.2, 2.4 History and Culture
- 3.3, 3.4 Creativity, Composition and Exhibition
- 4.2, 4.4 Aesthetic Judgment

Content Focus

- Sculpture
- Drawing
- Painting
- Printmaking
- Photography

Curriculum Objectives:

At the end of this module, students will:

- analyze the organizational structure of gallery space
- set up an exhibition display
- synthesize roles of people in the art community as they relate to art exhibitions
- value monetary distribution
- experience site visits: framers and galleries

Content Detail:

- gallery space analysis:
 - size
 - air quality
 - lighting situation
 - location of gallery
 - docents, curators, art associations and patrons
- labeling, matting and framing
- gallery and museum visits
- visitor deportment
- artists
- exhibited show analysis
 - juried work
 - student work
 - open show
- 2 and 3-dimensional presentation
- insurance and profit margin
- published reviews analysis

Module Evaluation:

- **Performance Assessments:**
 - set up exhibition display of own work
- **Product Assessments:**
 - portfolio work will demonstrate knowledge of matting and framing exhibited work
 - research roles of one local art personality

Prerequisite Skill Areas

(if any):

- middle school visual arts curriculum

Special Resources

(materials, equipment & community involvement):

- gallery and museum resources
- print media resources

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- refer to teacher text

REFERENCES - STUDENT:

- refer to text

VISUAL ARTS

Course Title: VISUAL ARTS IN SOCIETY

Sequence Reference: VR1140VRT-F

Module Title: Information Technology in the Arts

Senior School Level

Number of Periods: 6 double periods

S1	S2	S3	S4
☒	☐	☐	☐

Subgoal Emphasis:

- 1.4 - 1.5 Technique and Skill
- 2.3 History and Culture
- 3.1 Creativity, Compositions and Exhibition
- 4.1 Aesthetic Judgment

Content Focus

- Computer Graphics
- Photography and Video Production

Curriculum Objectives:

At the end of this module, students will:

- demonstrate usefulness of technological equipment to create, view and present artwork
- demonstrate skill with a piece of technological equipment
- demonstrate use of technological equipment in the art environment
- display visual images from computer scanner, overhead
- interpret social statements from still photos

Content Detail:

- library media resources
- historical and contemporary works of art using technological equipment
- research information
- basic operation of technological equipment in the art environment: computers, video, digital camera, scanner, slides, overheads and other audio visual equipment
- visual image composition
- parts of camera
- photo journalism

Module Evaluation:

- **Performance Assessments:**
- compose visual images using computer graphics, scanner, overhead projector
- **Product Assessments:**
- written critique of social statements identified in still photos
- **Written Assessments:**

Prerequisite Skill Areas (if any):

- middle school visual arts curriculum

Special Resources

(materials, equipment & community involvement):

- audio visual equipment:
 - overhead projectors
 - slide projectors
 - television
 - VCR
- audio/visual resources of artwork transparencies, etc.
- video camera and cassette tapes
- digital camera
- computer
- library resource
- media communication businesses: TV, radio and newspaper

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- refer to teacher text

REFERENCES - STUDENT:

- refer to text

Ceramics

Course Code: VR3430CER



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL VISUAL ARTS COURSE OVERVIEW

Title: Ceramics

2 credit (s)

60 hour (s)

**Prerequisite (s): Any Level 200 Visual Art
course or an approved portfolio**

S3 - S4 level (s)

Course Code: VR3430CER

☐ required or ☒ elective

Course Description

This course will include but not be limited to the composition and treatment of clay products; qualities of art in different forms and styles of clay products; the recognition of properties, limitations and possibilities of clay construction, through hand building techniques; use of clay bodies, glazes, tools and techniques in producing clay products and investigation of decorating techniques; development of skills with ceramic tools; examination of qualities of finished products made by professionals, study of vocabulary relating to ceramics and pottery and defense of aesthetic judgments about works of art produced in clay.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - class participation - effort	50%
Product Assessments: - student portfolio as identified in Modules A, C and D - make 2 or more differently shaped clay pots - make a glazed pot - decorate a clay pot - student portfolio	30%
Written Assessments: - tests and quizzes on: clay and its properties the kiln safety issues lead content methods of applying glazes a 250-word essay/interview of a local potter	20%
Total	100%

Course Resources

Bevlin, Marjorie E. Design Through Discovery (3rd Edition). New York: Holt, Rinehart and Winston, 1977.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Safety in Ceramics..... 4		B. The Wheel Thrown Pot 8	
- clay and its properties		- the wheel	
- the kiln and the clay wheel		- positioning the clay	
- glazes/lead content		- forming and decorating	
- care and up-keep		- pots from various cultures	
		- exhibition	
C. Pot Designs - Hand-Built 8		D. The Kiln 9	
- types of pots		- types of kilns	
- building methods and techniques		- fuel and temperature control	
- the history of pots (African, American, Asian, European)		- operation costs	
- decorating with texture and colour		- ventilation	
		- commercial kilns and pottery studios	
E. Glazes 9			
- classification of glazes			
- methods of application			
- temperature settings			
- toxicity			
- air quality/safety factors			

Subtotal	38
Optional double periods	7
Total double periods.....	45

SENIOR SCHOOL VISUAL ARTS

check: S1 ☐ S2 ☐ S3 ☒ S4 ☒

Ceramics

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX				
1	Technique and skills	1.1	Art elements and principles		x	x	x	x
		1.2	Communicate meaning		x	x	x	x
		1.3	Use of materials	x	x	x	x	x
		1.4	Techniques in media		x	x	x	x
		1.5	Skill competency	x	x	x	x	x
2	History and Culture	2.1	Individual and cultural expression	x	x	x	x	x
		2.2	Philosophies, styles and genres		x	x	x	x
		2.3	Technology interrelationships		x	x	x	x
		2.4	Arts interrelationships					
		2.5	Interdisciplinary connections					
3	Creativity and Composition	3.1	Composition	x	x	x	x	x
		3.2	Originality	x	x	x	x	x
		3.3	Display	x	x	x	x	x
4	Aesthetic Judgment	4.1	Assessment criteria				x	x
		4.2	Self-assessment				x	x
		4.3	Continuing appreciation	x	x	x	x	x
		4.4	Aesthetics in the environment		x		x	x
CONTENT STRUCTURE		Drawing						
		Sculpture		x	x	x	x	x
		Painting						
		Crafts						
		Printmaking						
		Computer Graphics						
		Photography and Video Production						
MODULE				A	B	C	D	E

MODULE KEY

A - Safety in Ceramics
 B - The Wheel Thrown Pot
 C - Pot Designs - Hand-Built

D - The Kiln
 E - Glazes

VISUAL ARTS

Course Title: CERAMICS		Sequence Reference: VR3430CER-A	
Module Title: Safety in Ceramics		Senior School Level	
Number of Periods: 4 double periods		S1 ☐	S2 ☐
Subgoal Emphasis: 1.3 - 1.5 Technique and Skill 2.1 History and Culture 3.1 - 3.3 Creativity, Composition and Exhibition 4.3 Aesthetic Judgment		Content Focus Sculpture	
Curriculum Objectives:		Content Detail:	
At the end of this module, students will: - have knowledge of the properties and safe uses of clay, the kiln, the wheel and glazes - demonstrate competency in the safe use of clay tools, clay, the kiln, the wheel and glazes - appreciate a variety of clay works - develop and refine skills in working with clay		- clay and its properties, air quality, clean-up - care and up-keep of the wheel - the kiln, how it works, temperature control/shutting it off/air quality, exhaust - glazes, possible lead content - gallery visits	
Module Evaluation:			
Performance Assessments: - class discussions Product Assessments: The student portfolio should contain: - practical examples of clay works that have been bisque fired and glaze fired - notes regarding safety features of various pieces of equipment - clay test tiles showing glaze samples Written Assessments: Tests and quizzes on: - clay and its properties - the kiln - safety issues			
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):	
		- clay tools, mops and other appropriate cleaning materials - posters and books dealing with safety - clay wheels and an operating manual - the kiln and operating manuals - funds for repairs - technicians	

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Bevlin, Marjorie E. Design Through Discovery (3rd Edition). New York: Holt, Rinehart and Winston, 1977.

REFERENCES - STUDENT:

Bevlin, Marjorie E. Design Through Discovery (3rd Edition). New York: Holt, Rinehart and Winston, 1977.

VISUAL ARTS

Course Title: CERAMICS		Sequence Reference: VR3430CER-B	
Module Title: The Wheel Thrown Pot		Senior School Level	
Number of Periods: 8 double periods		S1 ☐	S2 ☐
Subgoal Emphasis: 1.1 - 1.5 Technique and Skill 2.1 - 2.3 History and Culture 3.1 - 3.3 Creativity, Composition and Exhibition 4.3, 4.6 Aesthetic Judgment		Content Focus Sculpture	
Curriculum Objectives:		Content Detail:	
At the end of this module, students will: - demonstrate skill in creating wheel thrown pots from clay - recognize the elements and principles of art that relate to clay - develop a continuing appreciation for the aesthetics of the visual arts - analyze the interrelationships of visual arts to history, culture and technology - understand clay preparation - demonstrate the ability to apply glazes and decorating techniques		- use, care and operation of the wheel - preparation of clay for throwing and storage of tools - centering and shaping the pot - removing and drying the pot - application of glazes and other decorating techniques - research on pots from various countries/cultures - studio visits - exhibition, aesthetics awareness	
Module Evaluation:			
Performance Assessments: Product Assessments: - 2 or more differently shaped pots that demonstrate skill in shaping on the wheel and symmetrical decoration - create a glazed pot - decorate a clay pot Written Assessments:			
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):	
		- clay, clay tools, clay wheels, decorating wheels - glazes and brushes - decorating wheels - aprons, towels - basins/water - slides, videos, visuals of pots and techniques - technician	

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Bevlin, Marjorie E. Design Through Discovery (3rd Edition). New York: Holt, Rinehart and Winston, 1977.

REFERENCES - STUDENT:

Bevlin, Marjorie E. Design Through Discovery (3rd Edition). New York: Holt, Rinehart and Winston, 1977.

VISUAL ARTS

Course Title: CERAMICS		Sequence Reference: VR3430CER-C	
Module Title: Pot Designs - Hand-Built		Senior School Level	
Number of Periods: 8 double periods		S1 ☐	S2 ☐
Subgoal Emphasis: 1.1 - 1.5 Technique and Skill 2.1 - 2.3 History and Culture 3.1 - 3.3 Creativity, Composition and Exhibition 4.3 Aesthetic Judgment		Content Focus Sculpture	
Curriculum Objectives:		Content Detail:	
At the end of this module, students will: - relate elements and principles of art to making hand-built pots - demonstrate skill in various hand-building techniques - recognize the cultural philosophies behind making pots from various countries/cultures		- clay: - earthenware versus stoneware - how to clean-up safely - tools - building methods and techniques - pinch pots, coil pots, slab pots, press molds, drape molds, box molds - local potters, studio visits - aesthetics and history of native American, African, European and Asian pottery - utilization and decorative pottery - decorating with texture and colour	
Module Evaluation:			
Performance Assessments: Product Assessments: The student's portfolio should contain: - 3 pots that display knowledge of texture, shape, line, colour, balance, rhythm and symmetry Written Assessments: - student notes/tapes that record the process of creating a pot			
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):	
		- clay, clay tools, decorating wheels, slab sticks, rolling pins, modeling tools, sponges - glazes and brushes - aprons, towels, mops - basins/water - slides, visual examples of pots - technician	

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Bevlin, Marjorie E. Design Through Discovery (3rd Edition). New York: Holt, Rinehart and Winston, 1977.

REFERENCES - STUDENT:

Bevlin, Marjorie E. Design Through Discovery (3rd Edition). New York: Holt, Rinehart and Winston, 1977.

VISUAL ARTS

Course Title: CERAMICS

Sequence Reference: VR3430CER-D

Module Title: The Kiln

Senior School Level

Number of Periods: 9 double periods

S1	S2	S3	S4
☐	☐	☒	☒

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.3 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgment

Content Focus

- Sculpture

Curriculum Objectives:

At the end of this module, students will:

- display through technician or teacher, knowledge of turning on a kiln adjusting temperature controls and shutting the kiln off
- recognize the technology involved in operating a kiln
- have skills in loading a kiln

Content Detail:

- types of kilns
- electric kilns, commercial kilns, out-door kilns
- smoke firing, raku
- safety issues
- cost of operating with electricity versus gas, use of dry cow dung and other natural fuels
- the pyrometer, the kiln sitter, the timer and cones
- the kiln's interior and shelving
- fuel and temperature control
- exhaust systems and other forms of ventilation
- visits to commercial kilns and pottery studios

Module Evaluation:

- **Performance Assessments:**
- **Product Assessments:**
The student portfolio should contain:
 - diagrams of a kiln and notes on its operation
 - students' clay works accompanied by notes detailing their knowledge of the part that the kiln played in producing their work
- **Written Assessments:**
 - a 250-word essay/interview of a local potter

Prerequisite Skill Areas (if any):

-

Special Resources (materials, equipment & community involvement):

- kiln, temperature equipment, good exhaust systems
- kiln shelving, kiln gloves tongs, fireproof shelving
- drying shelves
- funds for repairs and a technician

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Bevlin, Marjorie E. Design Through Discovery (3rd Edition). New York: Holt, Rinehart and Winston, 1977.

REFERENCES - STUDENT:

Bevlin, Marjorie E. Design Through Discovery (3rd Edition). New York: Holt, Rinehart and Winston, 1977.

VISUAL ARTS

Course Title: CERAMICS

Sequence Reference: VR3430CER-E

Module Title: Glazes

Senior School Level

Number of Periods: 9 double periods

S1	S2	S3	S4
☐	☐	☒	☒

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.3 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgment

Content Focus

- Sculpture

Curriculum Objectives:

At the end of this module, students will:

- comprehend the various types of glazes and their application
- recognize the safety factors involved in using glazes
- be willing to experiment with colour while recognizing safety issues
- creatively express themselves through colour

Content Detail:

- underglazes, moist, chalk, crayon sets
- glazes, method of application, temperature requirements
- air quality, safety factors
- lead content/glazes for tableware/foreign hand-made tableware
- colour experimentation

Module Evaluation:

- **Performance Assessments:**

- **Product Assessments:**

- **Written Assessments:**
 Tests and quizzes on:
 - methods of applying glazes
 - lead content

Prerequisite Skill Areas

(if any):

-

Special Resources

(materials, equipment & community involvement):

- underglazes, overglazes
- application tools: pouring devices, sprays, squeeze applicators
- pyrometer, cones, shelving, stilts
- brushes, basins, water
- visual examples of well glazed objects

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Bevlin, Marjorie E. Design Through Discovery (3rd Edition). New York: Holt, Rinehart and Winston, 1977.

REFERENCES - STUDENT:

Bevlin, Marjorie E. Design Through Discovery (3rd Edition). New York: Holt, Rinehart and Winston, 1977.

Drawing and Painting

Course Code: VR3440DRW



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL VISUAL ARTS COURSE OVERVIEW

Title: Drawing and Painting

2 credit (s)

60 hour (s)

Prerequisite (s): Photography

S3 - S4 level (s)

Course Code: VR3440DRW

☐ required or ☒ elective

Course Description

The purpose of this course is to produce evidence of advanced skill in design composition, techniques and media. The content should include but not be limited to the functions of drawings and paintings in society including such areas of theatre design; the production of drawings and paintings with selected composition subject matter, expressive quality or expressive content; knowledge about the history of drawings and paintings and their relationship to other processes and periods; problem solving and planning for personal expression and exploration of art career possibilities. Students in good standing in this course could, with permission, work on lighting for the theatre.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - create original drawings and paintings - participate in class discussions	50%
Product Assessments: - design a career logo - a 500-word researched article on Van Gogh, Wadinski, Eakins or White - create original paintings - create a lighting board - a portfolio as identified in Module D	30%
Written Assessments: - a 250-word essay on computer applications in theatrical lighting - a 250-word self critique - tests and quizzes on: colour theory atmospheric perspective lighting theory terminology technical tools design elements and principles painting materials and techniques	20%
Total	100%

Course Resources

Bringing Creativity to Life 1899-1999 (Speedball Art Products Company)
 Russ, Stephen, Fabric Printing By Hand. British ISBN 0289 70312-3 American ISB 0-8230-1625-0
 Mittler, Gene A. and Howze, Jame, Creating and Understand Drawings. ISBN)-02-66 2229-9
 (Instructors Guide)
The Basic of Artistic Painting.
Step by Step Graphics - The How to Magazine for Traditional and Electronic Graphics. Kimberly Clarke
 Corporation ISSN 0886-7682/usps 755-270)

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Drawing 14		B. Painting 14	
- measuring techniques		- colour theory	
- proportion		- visual texture, black and white in pictorial composition	
- still life		- atmospheric perspective	
- linear perspective		- experimentation	
- life drawing		- positive and negative space	
- expressive line		- materials and techniques	
- geometric simplification		- history and culture	
C. Theatre Lighting 5		D. Careers 5	
- tech tool		- career options for artists	
- source 4's operation		- art related careers	
- gels and gobos		- business and industry	
- the lighting board		- environmental planning	
		- entertainment	
		- education	
		- cultural enrichment	
		- career options in theatre	

Subtotal 38
Optional double periods 7
Total double periods..... 45

SENIOR SCHOOL VISUAL ARTS

check: S1 ☐ S2 ☐ S3 ☒ S4 ☒

Drawing and Painting

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX			
1	Technique and Skill	1.1	Art elements and principles	x	x	x	x
		1.2	Communicate meaning	x	x	x	x
		1.3	Use of materials	x	x	x	
		1.4	Techniques in media	x	x	x	
		1.5	Skill competency	x	x	x	
2	History and Culture	2.1	Individual and cultural expression	x	x		
		2.2	Philosophies, styles and genres	x	x		
		2.3	Technology interrelationships	x	x		x
		2.4	Arts interrelationships	x	x		x
		2.5	Interdisciplinary connections	x	x		x
3	Creativity and Composition	3.1	Composition	x	x		
		3.2	Originality	x	x	x	
		3.3	Display	x	x		
4	Aesthetic Judgment	4.1	Assessment criteria	x			x
		4.2	Self-assessment	x			x
		4.3	Continuing appreciation	x	x	x	x
		4.4	Aesthetics in the environment	x			x
CONTENT STRUCTURE		Drawing		x	x	x	x
		Sculpture					
		Painting		x	x	x	x
		Crafts					
		Printmaking					
		Computer Graphics				x	
		Photography and Video Production					
			MODULE	A	B	C	D

MODULE KEY

A - Drawing
B - Painting

C - Theatre Lighting
D - Careers

VISUAL ARTS

Course Title: DRAWING AND PAINTING

Sequence Reference: VR3440DRW-A

Module Title: Drawing

Senior School Level

Number of Periods: 14 double periods

S1	S2	S3	S4
☐	☐	☒	☒

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.5 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgment

Content Focus

- Drawing
- Painting

Curriculum Objectives:

At the end of this module, students will:

- synthesize an understanding of the elements and principles of the visual arts
- demonstrate competency in the uses of tools materials and techniques
- recognize the visual arts as a form of individuals and cultural expression
- create original drawings from ideas and contemporary social themes

Content Detail:

- blind contour, cross contour of natural forms, cross contour using shadows
- proportions, negative spaces, perspective shadow and reflections, life drawing, eraser drawing using stencils
- drawing with coloured pencils, pens ink wax, pencils, charcoal, brush and paint pastels
- painting materials and techniques
- woodcut, lino cuts, felt tip drawings, etching
- computer drawing
- Vincent VanGogh, Wadinski, Eakins, Charles White
- critiques

Module Evaluation:

- **Performance Assessments:**
 - create original drawings
- **Product Assessments:**
 - a 250-word self critique
 - a 500-word researched article on Van Gogh, Wadinski, Eakins or White
- **Written Assessments:**

Prerequisite Skill Areas

(if any):

- Pass in S1 and S2 art

Special Resources

(materials, equipment & community involvement):

- Art Talk text
- creating and understanding drawing
- a personal supply of B-6B pencils
- pencil pointer

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Bringing Creativity to Life 1899-1999 (Speedball Art Products Company)

Russ, Stephen, Fabric Printing By Hand. British ISBN 0289 70312-3 American ISB 0-8230-1625-0

Mittler, Gene A. and Howze, Jame, Creating and Understand Drawings. ISBN)-02-66 2229-9
(Instructors Guide)

REFERENCES - STUDENT:

Mittler, Gene A. and Howze, Jame, Creating and Understand Drawings. ISBN)-02-66 2229-9
(Instructors Guide)

Art Talk text

VISUAL ARTS

Course Title: DRAWING AND PAINTING		Sequence Reference: VR3440DRW-B	
Module Title: Painting		Senior School Level	
Number of Periods: 14 double periods		S1 ☐	S2 ☐
Subgoal Emphasis: 1.1 - 1.5 Technique and Skill 2.1 - 2.5 History and Culture 3.1 - 3.3 Creativity, Composition and Exhibition 4.3 Aesthetic Judgment		Content Focus - Drawing - Painting	
Curriculum Objectives:		Content Detail:	
At the end of this module, students will: - synthesize an understanding of the elements and principles of the visual arts - demonstrate competency in the uses of tools materials and techniques - create original paintings from ideas and contemporary social themes		- painting, materials and techniques - coloured pencils, water soluble pencils - sanquine, chalks and charcoal - water colour washes and brushes, ink washes - water colour, tempera painting - acrylics - design elements and principles - colour theory - history and culture - atmospheric perspective	
Module Evaluation:			
Performance Assessments: Product Assessments: - create original paintings Written Assessments: - tests and quizzes on: - colour theory - atmospheric perspective - design elements and principles - painting materials and techniques			
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):	
- Pass in S1 and S2 art - basic knowledge of the colour wheel and colour theory - knowledge of basic painting tools, materials and techniques - pictorial examples		- Art Talk text - books on lighting	

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

The Basic of Artistic Painting.

Step by Step Graphics The How to Magazine for Traditional and Electronic Graphics, Kimberly Clarke Corporation
ISSN 0886-7682/usps 755-270)

REFERENCES - STUDENT:

N/A

VISUAL ARTS

Course Title: DRAWING AND PAINTING		Sequence Reference: VR3440DRW-C	
Module Title: Theatre Lighting		Senior School Level	
Number of Periods: 5 double periods		S1 ☐	S2 ☐
Subgoal Emphasis: • 1.1 - 1.5 Technique and Skill • 3.2 Creativity, Composition and Exhibition • 4.3 Aesthetic Judgment		Content Focus • Drawing • Painting • Computer Graphics	
Curriculum Objectives:		Content Detail:	
At the end of this module, students will: • synthesize an understanding of colour theory for lighting • analyze relationships between paint theory and lighting • demonstrate competency in the uses of tools materials and techniques		• orientation to theatre area • theatre diagrams and vocabulary • lighting theory • source 4's and gels • spotlights • technical tools • computer applications • lighting board	
Module Evaluation:			
• Performance Assessments: • Product Assessments: - create a lighting board • Written Assessments: - a 250-word essay on computer applications in theatrical lighting - tests and quizzes on: technical tools terminology lighting theory			
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):	
• Middle school experience • Pass in S1 and S2 art • knowledge of all aspects of the colour wheel • awareness of the importance of safety		• Art Talk text • creating and understanding drawing • a personal supply of B-6B pencils • pencil pointer	

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Bringing Creativity to Life 1899-1999 (Speedball Art Products Company)

Russ, Stephen, Fabric Printing By Hand. British ISBN 0289 70312-3 American ISB 0-8230-1625-0

Mittler, Gene A. and Howze, Jame, Creating and Understand Drawings. ISBN)-02-66 2229-9
(Instructors Guide)

REFERENCES - STUDENT:

Mittler, Gene A., Jame Howze. Creating and Understand Drawings. ISBN -02-66 2229-9 (Instructors Guide)
Art Talk text

VISUAL ARTS

Course Title: DRAWING AND PAINTING		Sequence Reference: VR3440DRW-D	
Module Title: Careers		Senior School Level	
Number of Periods: 5 double periods		S1 ☐	S2 ☐
Subgoal Emphasis: 1.1, 1.2 Technique and Skill 2.3 - 2.5 History and Culture 4.1 - 4.4 Aesthetic Judgment		Content Focus - Drawing - Painting	
Curriculum Objectives:		Content Detail:	
At the end of this module, students will: - analyze career options for visual artists - know sources of career information - understand and analyze career options for visual artists in theatre - synthesize the career paths for artists in drawing, painting in printed works		- career options for artists - art related careers - business and industry - environmental planning and development - entertainment - education - cultural enrichment - career options in theatre	
Module Evaluation:			
Performance Assessments: - discussion of career options in drawing and painting - listen to professional and amateur artists and analyze their comments Product Assessments: - portfolio should consist of: - a teacher/student evaluated thematic 2 D career collage using mixed media which includes technology - design a career logo Written Assessments:			
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):	
- Middle school experience - S1 course Visual art and Society or equivalent		- Art Talk text - creating and understanding drawing - art posters - demonstration videos - slide projector, overhead projector, transparencies - slides - brushes/paints/drawing and printing tools - visiting professional artists - subscription to Step by Step Graphics	

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Bringing Creativity to Life 1899-1999 (Speedball Art Products Company)

Russ, Stephen. Fabric printing By Hand. British ISBN 0289 70312 3 American ISB 0-8230-1625-0

Mittler, Gene A., Jame Howze. Creating and Understand Drawings. ISBN -02-66 2229-9 (Instructors Guide)

REFERENCES - STUDENT:

Mittler, Gene A., Jame Howze. Creating and Understand Drawings. ISBN -02-66 2229-9 (Instructors Guide)
Art Talk

Drawing, Painting and Printed Works

Course Code: VR2340PRT



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL VISUAL ARTS COURSE OVERVIEW

Title: Drawing, Painting and Printed Works

2 credit (s)

60 hour (s)

Prerequisite (s): Visual Arts in Society

S2 - S4 level (s)

Course Code: VR2340PRT

☐ required or ☒ elective

Course Description

The purpose of this course is to create original and individual works of art that show technical and compositional proficiency in drawing, painting and printed works. Portfolio content should include but not be limited to an understanding of the function of line and mass, colour use, emotionalism, local symbolism, cultural expressiveness and spatial treatments. Studio related themes should include but not be limited to the natural environment, anatomical drawings, and critiques. Evidence of research related to careers in 2D art as well as the computer generated print media should be shown.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - class discussions - oral critiques of individual, peer and artists works - class work - listen to professional and amateur artists	
Product Assessments: - research careers related to two dimensional art - portfolio for drawing tools and techniques, painting techniques, etc. as identified in Modules B, D and E - produce simple prints, glue print, stamped print, linoleum print, silk screen, etc. - sketch a career field and a logo to represent that field	
Written Assessments: Tests and quizzes on: - types of paints and brushes - colour theory - cultural styles - expressionistic artists - composition and design - career options for artists - 250-word written or 10 minute oral presentation of prints as culture expressions - 250-word analysis of an art career - a 250-word critique of line, value and space - a 250-word analysis of graphic design recorded from one honour of television	
Total	100%

Course Resources

Step by Step Graphics - The How To Magazine for Traditional and Electronic Graphics. Kimberly Clarke Corporation ISSN 0886-7682/usps 755-270.

Mittler, Gene, Creating and Understanding Drawings. Glencoe/McGraw Hill; Howze, James, Art Talk – Teachers Text

Ross, John and Romano, Clare, The Complete Printmaker. The Free Press/A Division of Macmillan Publishing Co. Inc. Library of Congress Card Number 72-77151.

Gettings, Fred, You're An Artist. Russell Street, London: Paul Hamlyn Ltd. Drury Houses WC2. Printed in Czechoslovakia.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Painting Tools and Techniques	8	B. Drawing Tools and Techniques	8
- design elements		- design and composition	
- colour theory texture with brush and crayon materials		- contour	
- pictorial composition and design		- cross contour	
		- chiaroscuro	
		- surface texture	
		- proportion and perspective	
		- cultural styles	
		- computer assisted techniques	
C. Printed Works	8	D. Themes	8
- printmaking		- the environment	
- linoleum, silkscreen		- anatomy	
- commercial printing		- symbolism	
		- printing	
		- colour	
		- drawing	
		- cultural	
		- critiques	
E. Career Options	6		
- art related careers			
- business and industry			
- environmental planning and development			
- entertainment			
- education			
- cultural enrichment			
- options in theatre			

Subtotal	38
Optional double periods	7
Total double periods	45

SENIOR SCHOOL VISUAL ARTS

check: S1 ☐ S2 ☒ S3 ☒ S4 ☒

Drawing, Painting and Printed Works

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX				
1	Technique and skills	1.1	Elements	x		x	x	
		1.2	Relationships	x		x	x	
		1.3	Usage	x	x	x	x	
		1.4	Creation	x	x	x	x	
		1.5	Technique	x	x	x	x	
2	History and Culture	2.1	Recognition	x	x	x	x	
		2.2	Categorization	x	x	x	x	
		2.3	Analysis	x	x	x	x	x
		2.4	Interrelations	x			x	x
		2.5	Connections	x			x	x
3	Creativity and Composition	3.1	Composition	x	x	x		
		3.2	Creation	x	x	x		
		3.3	Display			x		
4	Aesthetic Judgment	4.1	Analysis		x	x	x	x
		4.2	Self-Assessment		x	x		x
		4.3	Appreciation		x		x	x
		4.4	Evaluation					x
CONTENT STRUCTURE		Drawing		x	x	x	x	x
		Sculpture						
		Painting		x	x	x	x	
		Crafts						
		Printmaking						
		Computer Graphics		x	x	x		x
		Photography and Video Production						
			MODULE	A	B	C	D	E

MODULE KEY

A - Painting Tools and Techniques
 B - Drawing Tools and Techniques
 C - Printed Works

D - Themes
 E - Career Options

VISUAL ARTS

Course Title: DRAWING, PAINTING, AND PRINTED WORKS

Sequence Reference: VR2340PRT-A

Module Title: Painting Tools and Techniques

Senior School Level

Number of Periods: 8 double periods

S1	S2	S3	S4
☐	☒	☒	☒

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.5 History and Culture
- 3.1, 3.2 Creativity, Composition and Exhibition

Content Focus

- Drawing
- Painting
- Computer Graphics

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- identify traditional types of drawing, painting and printing tools their use and care
- show skill in electronic painting tools
- relate personal artworks to experiences and the environment
- show skill in the use of colour theory
- show skill in the use of colour intensity
- show how colour intensity affects mood
- create art work showing skill in various types of painting media
- categorize the cultural/economic and historical value of 2 dimensional art

- brushes: synthetic, animal hairs, air, shapes of and marks they make
- paints: watercolour, ink, acrylic, tempera, oil based crayons, markers - use and history of techniques: drybrush, wet in wet, spatter, layering
- colour theory/themes/mood
- computer/airbrush assisted techniques
- cultural styles/artists, imitational, realistic, expressionistic artists
- printing themes/tools planographic, intaglio, collographs
- perspective: atmospheric, linear
- critiques: the use of colour/line/value and space
- exhibitions and economics
- pictorial composition and design

Module Evaluation:

- **Performance Assessments:**
 - class discussions
 - oral critiques of individual, peer and artists works
 - class work
- **Product Assessments:**
 - portfolio consisting of:
 - a painting/exercise showing understanding of colour theory
 - two teacher evaluated, curriculum related themes, showing brush techniques and use of paint media.
 - one teacher/student evaluated mixed media thematic composition which include technology
- **Written Assessments:**
 - tests and quizzes on:
 - types of brushes and paints
 - colour theory
 - cultural styles
 - expressionistic artists
 - composition and design

Prerequisite Skill Areas

(if any):

- Middle school experience
- S1 course Visual art and Society or equivalent

Special Resources

(materials, equipment & community involvement):

- Art Talk text
- art posters
- demonstration videos
- slide projector, overhead projector, transparencies
- slides
- brushes/paints/drawing and printing tools
- visiting professional artists
- subscription to Step by Step Graphics

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Art Talk - Teacher's text

Step by Step Graphics - The How To Magazine for Traditional and Electronic Graphics. Kimberly Clarke Corporation
ISSN 0886-7682/usps 755-270

REFERENCES - STUDENT:

Art talk

VISUAL ARTS

Course Title: DRAWING, PAINTING, AND PRINTED WORKS

Sequence Reference: VR2340PRT-B

Module Title: Drawing Tools and Techniques

Senior School Level

Number of Periods: 8 double periods

S1	S2	S3	S4
☐	☒	☒	☒

Subgoal Emphasis:

- 1.3 - 1.5 Technique and Skill
- 2.1 - 2.3 History and Culture
- 3.1, 3.2 Creativity, Composition and Exhibition
- 4.1 - 4.3 Aesthetic Judgment

Content Focus

- Drawing
- Painting
- Computer Graphics

Curriculum Objectives:

At the end of this module, students will:

- identify traditional types of drawing tools their use and care
- demonstrate skill in the use of electronic drawing tools
- relate personal artworks to experiences and the environment
- demonstrate knowledge of how line, shading and positive and negative space can affect our perceptions
- show skill in the use of various types of drawing media
- categorize the cultural/economic and historical value of 2 dimensional art
- demonstrate knowledge of drawing techniques and composition

Content Detail:

- drawing themes/tools: graphite, charcoal, pen and ink, chalks, pastels, scratch art
- drawing techniques: gesture, blind contour, cross-contour and shading
- computer/airbrush assisted techniques
- cultural styles/artists, imitational, realistic, expressionistic artists
- perspective: overlapping forms, diminishing sizes, converging lines, one and two point
- perspective, foreshortening
- composition/object placement
- critiques/line/value and space

Module Evaluation:

- **Performance Assessments:**
 - class discussions
 - class drawings
 - class critiques
- **Product Assessments:**
 - portfolio consisting of:
 - two teacher/student evaluated drawings showing traditional use of different drawing media and techniques
 - a teacher/student evaluated thematic 2 dimensional using mixed media with the use of technology
- **Written Assessments:**
 - a 250-word written critique of line, value and space

Prerequisite Skill Areas

(if any):

- Middle school experience
- S1 course Visual art and Society or equivalent.

Special Resources

(materials, equipment & community involvement):

- Art Talk text
- creating and understanding drawings
- art posters
- demonstration videos
- slide projector, overhead projector, transparencies
- slides
- drawing and printing tools
- visiting professional artists
- subscription to Step by Step Graphics

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Mittler, Gene, Creating and Understanding Drawings. Glencoe/McGraw Hill; Howze, James, Art Talk - Teacher's Text

Step by Step Graphics - The How To Magazine for Traditional and Electronic Graphics. Kimberly Clarke Corporation
ISSN 0886-7682/usps 755-270)

REFERENCES - STUDENT:

VISUAL ARTS

Course Title: DRAWING, PAINTING, AND PRINTED WORKS		Sequence Reference: VR2340PRT-C									
Module Title: Printed Works		Senior School Level <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%;">S1</td> <td style="width: 25%;">S2</td> <td style="width: 25%;">S3</td> <td style="width: 25%;">S4</td> </tr> <tr> <td>☐</td> <td>☒</td> <td>☒</td> <td>☒</td> </tr> </table>		S1	S2	S3	S4	☐	☒	☒	☒
S1	S2	S3	S4								
☐	☒	☒	☒								
Number of Periods: 8 double periods											
Subgoal Emphasis: • 1.1 - 1.5 Technique and Skill • 2.1, 2.3 History and Culture • 3.1 - 3.3 Creativity, Composition and Exhibition • 4.1, 4.2 Aesthetic Judgment		Content Focus: • Drawing • Painting • Computer Graphics									
Curriculum Objectives:		Content Detail:									
At the end of this module, students will: • demonstrate skill in three simple printing techniques • demonstrate skill in more complex techniques • demonstrate skill in using more than one colour in a print • relate prints to cultural expression • synthesize printing as a career goal • display prints creatively • analyze printed works		• glue print, stamped print, thumb print, monoprint • accidental texture clay • linoleum, wood cut, collagraph, silk screen, stencil method • glue photo silkscreen • simple printing techniques • commercial printing • computer assisted prints • visits by local artists • visits to printing places									
Module Evaluation:											
• Performance Assessments: - make simple prints - participate in class discussions and analysis • Product Assessments: - make simple prints, glue print, stamped print, thumb, mono, linoleum, silkscreen, etc. • Written Assessments: - a 250-word written or 10 minute oral analysis of prints as cultural expressions											
Prerequisite Skill Areas		Special Resources									
(if any):		(materials, equipment & community involvement):									
• Middle school experience • S1 course Visual Art • manipulative skills demonstrating ability to use tools safely		• simple printing materials • linoleum, linoleum tools • silkscreen tools • various printing inks • computers									

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

- Step by Step Graphics - The How To Magazine for Traditional and Electronic Graphics. Kimberly Clarke Corporation
ISSN 0886-7682/usps 755-270)
- Ross, John and Romano, Clare, The Complete Printmaker. The Free Press/A Division of Macmillan Publishing Co.
Inc. Library of Congress Card Number 72-77151.
- Gettings, Fred, You're An Artist. Russell Street, London: Paul Hamlyn Ltd. Drury Houses WC2. Printed in
Czechoslovakia.
- Mittler, Gene, Creating and Understanding Drawings. Glencoe/McGraw Hill, ISBN 0-02-62229-7
(Instructor's Guide and Teacher's Resources Book)

REFERENCES - STUDENT:

- Gene A. Mittler. Creating and Understanding Drawings. Glencoe/McGraw-Hill ISBN 0-02-62228-9 (Student text)

VISUAL ARTS

Course Title: DRAWING, PAINTING, AND PRINTED WORKS		Sequence Reference: VR2340PRT-D									
Module Title: Themes		Senior School Level									
Number of Periods: 8 double periods		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 2px;">S1</td> <td style="width: 25%; padding: 2px;">S2</td> <td style="width: 25%; padding: 2px;">S3</td> <td style="width: 25%; padding: 2px;">S4</td> </tr> <tr> <td style="text-align: center; padding: 2px;">☐</td> <td style="text-align: center; padding: 2px;">☒</td> <td style="text-align: center; padding: 2px;">☒</td> <td style="text-align: center; padding: 2px;">☒</td> </tr> </table>	S1	S2	S3	S4	☐	☒	☒	☒	
S1	S2	S3	S4								
☐	☒	☒	☒								
Subgoal Emphasis: 1.1 - 1.5 Technique and Skill 2.1 - 2.5 History and Culture 4.1, 4.3 Aesthetic Judgment		Content Focus - Drawing - Painting									
Curriculum Objectives:		Content Detail:									
At the end of this module, students will: - relate personal artworks to experiences and the environment - demonstrate skill in the use of colour intensity and appreciate how colour affects mood - categorize the cultural/economic and historical value of 2 dimensional art - demonstrate, analyze and evaluate different types of themes		- environmental themes - colour themes/mood - drawing themes/tools: graphite, charcoal, pen and ink, chalks, pastels, scratch art - cultural styles/artists, imitational, realistic, expressionistic artists - printing themes/tools planographic, intaglio, collographs - critiques: exhibitions and economics - anatomy - symbolism									
Module Evaluation:											
Performance Assessments: - class discussions Product Assessments: - portfolio consisting of: - three teacher/student evaluated thematic 2 dimensional compositions using mixed media which includes technology Written Assessments:											
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):									
- Middle school experience - S1 course Visual art and Society or equivalent.		- Art Talk text - creating and understanding drawings - art posters - demonstration videos - slide projector, overhead projector, transparencies - slides - brushes/paints/drawing and printing tools - visiting professional artists - subscription to Step by Step Graphics									

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Mittler, Gene, Creating and Understanding Drawings. Glencoe/McGraw Hill; Howze, James, Art Talk - Teacher's Text

Step by Step Graphics - The How To Magazine for Traditional and Electronic Graphics. Kimberly Clarke Corporation
ISSN 0886-7682/usps 755-270)

REFERENCES - STUDENT:

VISUAL ARTS

Course Title: DRAWING, PAINTING, AND PRINTED WORKS

Sequence Reference: VR23040PRT-E

Module Title: Career Options

Senior School Level

Number of Periods: 6 double periods

S1	S2	S3	S4
☐	☒	☒	☒

Subgoal Emphasis:

- 1.2 - 1.5 Technique and Skill
- 2.3 - 2.5 History and Culture
- 4.1 - 4.4 Aesthetic Judgment

Content Focus

- Drawing
- Painting
- Computer Graphics

Curriculum Objectives:

At the end of this module, students will:

- analyze career options for visual artists
- know sources of career information
- understand and analyze career options for visual artists in theatre
- synthesize the career paths for artists in drawing, painting and printed works

Content Detail:

- career options for artists
- art related careers
- business and industry
- environmental planning and development
- entertainment
- education
- cultural enrichment
- career options in theatre

Module Evaluation:

- **Performance Assessments:**
 - discussion of career options in visual art
 - listen to professional and amateur artists and analyze their comments
- **Product Assessments:**
 - portfolio should consist of:
 - a teacher/student evaluated thematic 2 dimensional career collage using mixed media which includes technology
 - sketch a career field and a logo that represents that field
 - research presentation related to 2 dimensional art
- **Written Assessments:**
 - tests and quizzes on:
 - a 250-word analysis of graphic design recorded from 1 hour observation of television career options for artists

Prerequisite Skill Areas

(if any):

- Middle school experience
- S1 course Visual art and Society or equivalent.

Special Resources

(materials, equipment & community involvement):

- Art Talk text
- creating and understanding drawings
- art posters
- demonstration videos
- slide projector, overhead projector, transparencies
- slides
- brushes/paints/drawing and printing tools
- visiting professional artists
- subscription to Step by Step Graphics

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Mittler, Gene, Creating and Understanding Drawings. Glencoe/McGraw Hill; Howze, James, Art Talk - Teacher's Text

Step by Step Graphics - The How To Magazine for Traditional and Electronic Graphics. Kimberly Clarke Corporation
(ISSN 0886-7682/usps 755-270)

REFERENCES - STUDENT:

Photography

Course Code: VR2350PHO



MINISTRY OF EDUCATION

Bermuda
2000

SENIOR SCHOOL VISUAL ARTS COURSE OVERVIEW

Title: Photography

2 credit (s)

60 hour (s)

Prerequisite (s): Course Completion with
portfolio or art equivalent

S3 - S4 level (s)

Course Code: VR2350PHO

☐ required or ☒ elective

Course Description

This course is designed to teach students interested in the science of film and print development and alternative processes-the technical capabilities of various types of cameras and film as an aesthetic form of visual communication. A folder/journal containing photographs and alternative processes as well as tests and personal observations will be the end product of this course.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - class participation - showing cooperative interaction - self assessment of negatives and prints - oral critiques	50%
Product Assessments: Portfolio containing: - negatives and prints demonstrating proper setting and exposure, etc. as identified in Module A, B and C - essay on camera settings - collage and photographs - photographic and video terminology	30%
Written Assessments: Tests and quizzes on: - design elements and principles - terminology - parts of a camera - composition and focusing - a 250-word essay explaining the importance of camera settings	20%
Total	100%

Course Resources

The Joy of Photography. Addison Wesley Publishing Company.

The Print Life Library of Photography. Library of Congress.

Handbook of Photography. Kodak.

Rosenblum, Naomi, A World History of Photography. Abbeville Press.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Photography and Video	5	B. Taking a Photograph	5
- history		- loading and unloading film	
- vocabulary		- parts of the camera	
- critique		- aperture	
- photographic themes		- film speeds	
- terminology		- composition and focusing skills	
- design elements and principles		- camera settings	
C. The Darkroom	10	D. Making the Print	8
- darkroom techniques		- contents of changing bag	
- layout and expectations		- chemicals, ratios and time	
- parts of the enlarger		- measurement	
- timers, light table, safe-lights			
- chemicals			

Subtotal38 Optional double periods7 Total double periods45
--

SENIOR SCHOOL VISUAL ARTS

check: S1 ☐ S2 ☐ S3 ☒ S4 ☒

Photography

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX			
1	Technique and skills	1.1	Art elements and principles	x	x		
		1.2	Communicate meaning	x	x		
		1.3	Use of materials	x	x	x	
		1.4	Techniques in media	x	x	x	x
		1.5	Skill competency	x	x	x	
2	History and Culture	2.1	Individual and cultural expression				
		2.2	Philosophies, styles and genres	x			
		2.3	Technology interrelationships	x	x		x
		2.4	Arts interrelationships				
		2.5	Interdisciplinary connections				
3	Creativity and Composition	3.1	Composition		x		
		3.2	Originality		x		
		3.3	Display		x		
4	Aesthetic Judgment	4.1	Assessment criteria			x	x
		4.2	Self-assessment				
		4.3	Continuing appreciation	x	x	x	x
		4.4	Aesthetics in the environment		x		
CONTENT STRUCTURE		Drawing					
		Sculpture					
		Painting					
		Crafts					
		Printmaking					
		Computer Graphics					
		Photography and Video Production		x	x	x	x
			MODULE	A	B	C	D

MODULE KEY

A - Photography and Video
B - Taking a Photograph

C - The Darkroom
D - Making the Print

VISUAL ARTS

Course Title: PHOTOGRAPHY

Sequence Reference: VR2350PHO-A

Module Title: Photography and Video

Senior School Level

Number of Periods: 5 double periods

S1	S2	S3	S4
☐	☐	☒	☒

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.2, 2.3 History and Culture
- 4.3 Aesthetic Judgment

Content Focus

- Photography and Video Production

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- | | |
|--|---|
| <ul style="list-style-type: none"> • synthesize qualities of a good photograph • use appropriate vocabulary to critique and discuss photography • show skill in using tools to create a collage • demonstrate competency in the use of tools, materials and techniques • analyze relationships between visual arts and technology | <ul style="list-style-type: none"> • 35mm camera • history of photography • historical development of chemicals • photographic themes through the ages • design elements and principles relating to photos • choosing good photographs • visual examples of photography • slides, slide projector, video • terminology • critique • photo journalism • history of various forms of documentaries • film/video/still photos as agents of change • analysis of pictures |
|--|---|

Module Evaluation:

- **Performance Assessments:**
Oral critique of photographic collections discussing:
 - composition, design elements and principles of photography
 - subject placement on historical time line
 - relation of subject matter to photo journalism
 - printing techniques
 - films/photos as social statements
 - tourism
 - enjoyment pride
- **Product Assessments:**
Portfolio containing:
 - a photographic collage displaying well designed and lighted photographs
 - timeline or map showing the historical progress of photographic processes and subject matter
 - a glossary of photographic terms
- **Written Assessments:**
Tests and quizzes on:
 - design elements and principles
 - terminology
 - chemical development
 - photographic and video history

Prerequisite Skill Areas

(if any):

- S1 art pass, 5th yr. Student in good standing

Special Resources

(materials, equipment & community involvement):

- computer research skills
- camera
- scissors, glue, photographic prints
- history of photography

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

The Joy of Photography. Addison Wesley Publishing Company.

The Print Life Library of Photography. Library of Congress.

Handbook of Photography. Kodak.

Rosenblum, Naomi, A World History of Photography. Abbeville Press.

REFERENCES - STUDENT:

The Joy of Photography. Addison Wesley Publishing Company.

The Print Life Library of Photography. Library of Congress.

Handbook of Photography. Kodak.

VISUAL ARTS

Course Title: PHOTOGRAPHY

Sequence Reference: VR2350PHO-B

Module Title: Taking a Photograph

Senior School Level

Number of Periods: 5 double periods

S1	S2	S3	S4
☐	☐	☒	☒

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.3 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.3, 4.4 Aesthetic Judgment

Content Focus

- Photography and Video Production

Curriculum Objectives:

At the end of this module, students will:

- understand the use of the aperture, focusing ring, film speed and asa
- demonstrate ability to adjust camera settings
- evaluate the results of exposures in the form of negatives and prints
- demonstrate competency in the use of tools, materials and techniques
- create a work of art using techniques specific to photography

Content Detail:

- the f stop (aperture)
- the focusing ring
- the depth of field ring
- the asa
- the slr camera
- the aperture on the enlarger
- loading and unloading film
- composition and focusing skills
- non Western techniques in form and culture
- trick photography

Module Evaluation:

- **Performance Assessments:**
 - class participation in field trips
 - discussion of choice of subject matter and composition for taking photographs
 - photo topics relating to the elements and principles of design
 - practical display of knowledge of camera settings
 - historical, technical and aesthetic critiques
- **Product Assessments:**

Portfolio containing:

 - written evidence of understanding of camera settings
 - negatives and prints demonstrating proper settings for good exposures
 - prints demonstrating the use of trick photography
- **Written Assessments:**

Tests and quizzes on:

 - film speeds
 - parts of the camera
 - composition and focusing
 - a 250-word essay explaining the importance of camera settings

Prerequisite Skill Areas (if any):

- S1 art and 5th year in good standing

Special Resources

(materials, equipment & community involvement):

- camera
- knowledge of lighting chart
- film
- field trips

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

The Joy of Photography. Addison Wesley Publishing Company.

The Print Life Library of Photography. Library of Congress.

Handbook of Photography. Kodak.

Rosenblum, Naomi, A World History of Photography. Abbeville Press.

REFERENCES - STUDENT:

The Joy of Photography. Addison Wesley Publishing Company.

The Print Life Library of Photography. Library of Congress.

Handbook of Photography. Kodak.

VISUAL ARTS

Course Title: PHOTOGRAPHY

Sequence Reference: VR2350PHO-C

Module Title: The Darkroom

Senior School Level

Number of Periods: 10 double periods

S1	S2	S3	S4
☐	☐	☒	☒

Subgoal Emphasis:

- 1.3, 1.4 Technique and Skill
- 2.3 History and Culture
- 4.3 Continuing Appreciation

Content Focus:

- Photography and Video Production

Curriculum Objectives:

At the end of this module, students will:

- demonstrate through use and diagrams knowledge of the dark room
- recognize photography as a form of technology
- assess their own skills in the darkroom
- have a continuing appreciation in photography

Content Detail:

- darkroom layout and expectations
- darkroom techniques
- parts of the enlarger
- timers, light tables, easels and safelights
- chemicals and care

Module Evaluation:

- **Performance Assessments:**
 - student's group interaction in darkroom
 - following verbal and written (charts) directions
 - display enjoyment of the subject
 - students use of equipment and production
- **Product Assessments:**
 - portfolio should contain :
 - notes on use of the darkroom
 - quiz/charts dealing with the darkroom
 - teacher observation grades/notes of student skills in the darkroom
 - print evidence of darkroom use
- **Written Assessments:**
 - Tests and quizzes on:
 - composition and focusing
 - notes on use of the darkroom
 - quiz/charts dealing with the darkroom
 - design elements and principles
 - terminology

Prerequisite Skill Areas

(if any):

- S1 pass in art, 5th year in good standing

Special Resources

(materials, equipment & community involvement):

- enlarger, printing paper, easel
- trays, washer, drying devices, beakers, tongs
- fluid ounce beakers, chemicals, Gallon jug

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

The Joy of Photography. Addison Wesley Publishing Company.

The Print Life Library of Photography. Library of Congress.

Handbook of Photography. Kodak.

Rosenblum, Naomi, A World History of Photography. Abbeville Press.

REFERENCES - STUDENT:

The Joy of Photography. Addison Wesley Publishing Company.

The Print Life Library of Photography. Library of Congress.

Handbook of Photography. Kodak.

VISUAL ARTS

Course Title: PHOTOGRAPHY		Sequence Reference: VR2350PHO-D	
Module Title: Making the Print		Senior School Level	
Number of Periods: 8 double periods		S1 ☐	S2 ☐
Subgoal Emphasis: 1.3, 1.4 Technique and Skill 2.3 Technology Interrelationships 4.1 Aesthetic Judgment		Content Focus - The negative and care of - Photographic paper - Enlarger chemicals and containers	
Curriculum Objectives:		Content Detail:	
At the end of this module, students will: - demonstrate competency in the use of photographic materials - comprehend safety issues - demonstrate an ability to produce a photographic print - synthesize the value of a good versus a bad print		- the printing process - types of paper - chemical measurements - time measurements - alternative processes/photograms - the contact print - the test strip - the aperture - correctives: burning, dodging	
Module Evaluation:			
Performance Assessments: - display of ability to work with enjoyment and cooperatively in the darkroom area - display of ability to use an enlarger and chemicals to develop a print - display of ability to personally assess a well-developed from a poorly developed print Product Assessments: - portfolio should contain examples of, test strips, contact print and four good prints Written Assessments: - tests and quizzes dealing with darkroom techniques			
Prerequisite Skill Areas (if any):		Special Resources (materials, equipment & community involvement):	
S1 art/5th year in good standing		- negative, easel, enlarger - developer, stop bath, fix, hypo clear - trays, tongs, large gallon pitcher - fluid oz. Beakers - towel, mop, clothes pegs, drying rack, safe light	

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

The Joy of Photography. Addison Wesley Publishing Company.

The Print Life Library of Photography. Library of Congress.

Handbook of Photography. Kodak.

Rosenblum, Naomi, A World History of Photography. Abbeville Press.

REFERENCES - STUDENT:

The Joy of Photography. Addison Wesley Publishing Company.

The Print Life Library of Photography. Library of Congress.

Handbook of Photography. Kodak.

Rosenblum, Naomi, A World History of Photography. Abbeville Press.

Three(3) Dimentional Visual Arts

Course Code: VR2360DVR



MINISTRY OF EDUCATION

Bermuda
2000

SENIOR SCHOOL VISUAL ARTS COURSE OVERVIEW

Title: Three Dimensional Comprehensive

2 credit (s)
60 hour (s)

Prerequisite (s): Visual Arts in Society or
equivalent with portfolio

S2 - S4 level (s)

Course Code: VR2360DVR

☐ required or ☒ elective

Course Description

The purpose of this course is to create original works of art based on the principles and elements of design that relate to three dimensional (3D) arts. The production of exploratory drawings and paintings relating to the final pieces will be required. An understanding of traditional and contemporary 3D art genre and their relationship to the culture in which they are found (e.g. Bermudian architecture) is essential to this course, as is research into the career possibilities in this field.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - class participation (work and discussions) - discuss, analyze information from visiting artists	50%
Product Assessments: - student portfolio containing items documented in Modules A, B and C - sketch a career field and a logo that represents that field - research presentation related to 3D art careers	30%
Written Assessments: - tests and quizzes on: - elements of art - principles of design - a 250-word written critique on individual performance and self assessed work - a 250-word analysis of a graphic design recorded from a one hour observation of television	20%
Total	100%

Course Resources

Wiggins, Grant and McTighe, Jay, Understanding by Design. ASCD Association for Supervision and Curriculum Development ISBN 0-87120-313-8 (pbk)

Mittler, Gene A. and Howze, James, Creating and Understanding Art. Glencoe McGraw Hill.
ISBN 0-02-662228-9

Ragans, Rosalind, Ph.D. Art Talk Teacher's Wrap-Around Edition. Glencoe McGraw Hill.
ISBN 0-02-640296-3 (teacher edition)

Integrating Technology into the Curriculum. ASCD Association for Supervision and Curriculum Division.
Educational Leadership Vol. 56, No. 5, February, 1999.

Step by Step Graphics - The How to Magazine for Traditional and Electronic Graphics. Kimberly Clarke Corporation

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. 3D Design Elements..... 13		B. 3D Design Principles..... 14	
- shape		- balance	
- line		- rhythm and movement	
- mass		- proportion	
- texture		- variety emphasis	
- colour		- harmony and unity	
C. Sketches and Paintings for Original Works..... 6		D. Careers 3	
- environmental drawings		- career options for artists	
- life drawings		- art related careers	
- kite designs		- business and industry	
- architectural designs		- environmental planning and development	
- radial patterns for pots		- entertainment	
		- education	
		- cultural enrichment	
		- career options in theatre	

Subtotal	38
Optional double periods	7
Total double periods.....	45

SENIOR SCHOOL VISUAL ARTS

check: S1 ☐ S2 ☒ S3 ☒ S4 ☒

Three Dimensional Comprehensive

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX			
1	Technique and skills	1.1	Art elements and principles	x	x	x	x
		1.2	Communicate meaning	x	x	x	x
		1.3	Use of materials	x	x	x	x
		1.4	Techniques in media	x	x	x	x
		1.5	Skill competency	x	x	x	x
2	History and Culture	2.1	Recognition	x	x	x	
		2.2	Categorization	x	x	x	
		2.3	Analysis	x	x	x	x
		2.4	Interrelations				x
		2.5	Connections				x
3	Creativity and Composition	3.1	Composition	x	x	x	x
		3.2	Originality	x	x	x	x
		3.3	Display	x	x	x	x
4	Aesthetic Judgment	4.1	Assessed criteria	x	x	x	x
		4.2	Self-assessment	x	x	x	x
		4.3	Appreciation	x	x	x	x
		4.4	Aesthetics	x	x	x	x
CONTENT STRUCTURE		Drawing		x	x	x	x
		Sculpture		x			
		Painting		x	x	x	
		Crafts			x		
		Printmaking					
		Computer Graphics					x
		Photography and Video Production					
			MODULE	A	B	C	D

MODULE KEY

A - Three D Design Elements
B - Three D Design Principles

C - Sketches and Paintings
D - Careers

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Wiggins, Grant and McTighe, Jay, Understanding by Design. ASCD Association for Supervision and Curriculum Development ISBN 0-87120-313-8 (pbk)

Mittler, Gene A. and Howze, James, Creating and Understanding Art. Glencoe McGraw Hill.
ISBN 0-02-662228-9

Ragans, Rosalind, Ph.D. Art Talk Teacher's Wrap-Around Edition. Glencoe McGraw Hill.
ISBN 0-02-640296-3 (teacher edition)

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VISUAL ARTS

Course Title: THREE DIMENSIONAL COMPREHENSIVE

Sequence Reference: VR2360DVR-A

Module Title: Three D Design Elements

Senior School Level

Number of Periods: 13 double periods

S1	S2	S3	S4
☐	☒	☒	☒

Subgoal Emphasis:

- 1.1, 1.5 Technique and Skill
- 2.1, 2.3 History and Culture
- 3.1, 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgment

Content Focus

- Drawing
- Painting
- Sculpture

Curriculum Objectives:

At the end of this module, students will:

- synthesize an understanding of the elements and principles of the visual arts
- demonstrate competency in the use of art tools, materials and techniques
- recognize the visual arts as a form of individual and cultural expression
- evaluate art philosophies, styles and genres
- create original art from ideas and themes
- evaluate aesthetic qualities which exist in both natural and man made forms

Content Detail:

- shape, colour and texture: assemblage, masks, clay figures and pots
- line: wire sculpture, figures, decorative patterns
- mass, colour texture: cloth and paper maiche, casting in relief sculptures
- negative and positive space: abstract sculpture, assemblages and figures.
- texture
- colour

Module Evaluation:

- **Performance Assessments:**
 - class participation through work and discussions
- **Product Assessments:**
 - the students portfolio should contain three of the following:
 - design a roster outlining chores for a week
 - a decorative mask made from clay or plaster
 - an assemblage an abstract sculpture with colour , a wire sculpture
 - a hand made and a wheel thrown pot with radial designs
 - cast or hand built bas relief with developmental sketches
- **Written Assessments:**
 - tests and quizzes on:
 - elements of art

Prerequisite Skill Areas (if any):

- Middle school experience and S1 visual arts pass

Special Resources (materials, equipment & community involvement):

- Art Talk text
- paper clips, cardboard, wood plaster of Paris
- natural materials
- clay, tools, clay wheels, kiln or oven
- cutting tools
- containers

VISUAL ARTS

Course Title: THREE DIMENSIONAL COMPREHENSIVE	Sequence Reference: VR2360DVR-B								
Module Title: Three D Design Principles	Senior School Level <table><tr><td>S1</td><td>S2</td><td>S3</td><td>S4</td></tr><tr><td>☐</td><td>☒</td><td>☒</td><td>☒</td></tr></table>	S1	S2	S3	S4	☐	☒	☒	☒
S1	S2	S3	S4						
☐	☒	☒	☒						
Number of Periods: 14 double periods									
Subgoal Emphasis: 1.1 - 1.5 Technique and Skill 2.1 - 2.3 History and Culture 3.1, 3.3 Creativity, Composition and Exhibition 4.1 - 4.4 Aesthetic Judgment	Content Focus - Drawing - Painting - Crafts								
Curriculum Objectives: At the end of this module, students will: - synthesize an understanding of the elements and principles of the visual arts - recognize the visual arts as a form of individual and cultural expression - compose complex visual images - evaluate complex images which exist in both natural and manmade forms	Content Detail: - balance: Bermudian kites, mobiles, natural forms, architecture - pattern: kites, natural forms, architecture - variety: kites, architecture, natural forms - rhythm in line shape and colour: Bermudian - architecture, kites, natural forms								
Module Evaluation: Performance Assessments: Product Assessments: At the end of this module the student will produce a portfolio of work which includes three of the following: - Bermudian kites designed to show pattern, balance, variety and rhythm - mobiles showing balance and rhythm - a collection of natural forms showing some of the following: balance of shape and space, colour, line and pattern - Bermudian and other architectural models showing some of the following: balance, variety, rhythm and pattern Written Assessments: - tests and quizzes on: - the principles of design									
Prerequisite Skill Areas (if any): Middle school experience and S1pass	Special Resources (materials, equipment & community involvement): - Art Talk text - books on Bermudian kites and architecture - tissue paper, glue, string, sticks - driftwood and other natural forms - shoe boxes, clay - cutting tools - clay , clay tools and kiln - sketch books, drawing and painting materials								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Wiggins, Grant and McTighe, Jay, Understanding by Design. ASCD Association for Supervision and Curriculum Development ISBN 0-87120-313-8 (pbk)

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VISUAL ARTS

Course Title: THREE DIMENSIONAL COMPREHENSIVE	Sequence Reference: VR2360DVR-C								
Module Title: Sketches and Paintings for Original Works	Senior School Level <table><tr><td>S1</td><td>S2</td><td>S3</td><td>S4</td></tr><tr><td>☐</td><td>☒</td><td>☒</td><td>☒</td></tr></table>	S1	S2	S3	S4	☐	☒	☒	☒
S1	S2	S3	S4						
☐	☒	☒	☒						
Number of Periods: 6 double periods									
Subgoal Emphasis: 1.1 - 1.5 Technique and Skill 2.1 - 2.3 History and Culture 3.1 - 3.3 Creativity, Composition and Exhibition 4.1 - 4.4 Aesthetic Judgment	Content Focus - Drawing - Painting								
Curriculum Objectives:	Content Detail:								
At the end of this module, students will: - synthesize an understanding of the elements and principles of design - analyze the relationships between visual arts and technology - evaluate synthetic qualities which exist in both natural and man made environments - demonstrate competency in the use of art tools materials and techniques - compose complex visual images	- environmental drawings related to 3D works - life drawings related to 3D works - kite designs related to kite making - architectural drawings related to model making - sketches/paintings based on imagined shapes to be produced in 3D - elements and principles related to sketches								
Module Evaluation:									
Performance Assessments: - class participation (work and discussions) Product Assessments: - the student's portfolio should contain: conceptual sketches and paintings related to 3D design sketches and paintings showing skill in use of materials sketches and paintings showing knowledge of design elements and principles observational drawings and paintings related to 3D design Written Assessments: - tests and quizzes on: elements and principles related to sketches a 250-word written critique on individual performance and self assessed work									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
- Middle school experience - Pass in S1 art	- Art Talk text - creating and understanding drawings - subscription to Step by Step Graphics - creating and understanding drawings - drawing tools and sketch book. - painting tools								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

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ASCD Association for Supervision and Curriculum Division Integrating Technology into the Curriculum. Educational Leadership Vol. 56, No. 5, February 1999.

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Ragans, Rosalind, Ph.D. Art Talk Student's Edition. Glencoe McGraw-Hill ISBN 0-02-640296-3 (student's edition)

VISUAL ARTS

Course Title: THREE DIMENSIONAL COMPREHENSIVE

Sequence Reference: VR2360DVR-D

Module Title: Careers

Senior School Level

Number of Periods: 3 double periods

S1	S2	S3	S4
☐	☒	☒	☒

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.3 - 2.5 History and Culture
- 4.1 - 4.4 Aesthetic Judgment

Content Focus

- Drawing
- Computer Graphics

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- analyze career options for 3D artists
- know sources of career information
- understand and analyze career options for 3D artists in theatre

- career options for 3D artists
- art related careers
- business and industry
- environmental planning and development
- entertainment
- education
- cultural enrichment
- career options for artists in theatre
- computer generated art

Module Evaluation:

- **Performance Assessments:**
 - discussion of career options in visual art
 - listen to professional and amateur artists and analyze their comments
- **Product Assessments:**
 - portfolio should consist of:
 - a teacher/student evaluated thematic 3D career collage using mixed media which includes technology
 - sketch a career field and a logo that represents that field
 - research presentation related to 3D art careers
- **Written Assessments:**
 - a 250-word analysis of graphic design recorded from a 1-hour observation of television

Prerequisite Skill Areas

(if any):

- Middle school experience
- S1 course Visual art and Society or equivalent

Special Resources

(materials, equipment & community involvement):

- Art Talk text
- creating and understanding drawings
- art posters
- demonstration videos
- slide projector, overhead projector, transparencies
- slides
- brushes/paints/drawing and printing tools
- visiting professional artists
- subscription to Step by Step Graphics
- computers

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Mittler, Gene A. and Howze, James, Creating and Understanding Drawings - Art Talk Teacher's Text. Glencoe/McGraw Hill

Step by Step Graphics - The How to Magazine for Traditional and Electronic Graphics. Kimberly Clarke Corporation
ISSN (886-7682/usps 755-270)

REFERENCES - STUDENT:

Ragans, Rosalind, Ph.D. Art Talk Student's Edition. New York: Glencoe, 1995.

EXEMPLAR SCORING GUIDE (0 - 4 Scale)

		EQUIVALENT	
Level	Definition	Letter	% mark
4	An excellent performance • focuses on the purpose of the task • meets or exceeds all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes appropriate detail to support ideas or conclusions • demonstrates creativity, originality and/or initiative	A	90-100
3	A good performance • focuses on purpose of the task • meets all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes some detail to support ideas or conclusions	B	80-89
2	A fair performance • has some awareness of the purpose of the task • meets most of the requirements of the task • organizes content and ideas in a logical way • presents information in an understandable way • may not include significant details to support ideas or conclusions	C	70-79
1 (R)	A poor performance • does not fit the purpose of the task • does not meet the requirements of the task • presents information in an unorganized or confused way • does not include details to support ideas or conclusions • Remediation required.	D	60-69
0 (R)	An unscorable performance • does not demonstrate the required knowledge, skills or capabilities • is not understandable, is incomplete or 'defiant' (e.g. "I won't do this"). • Extensive remediation is required.	F	Below 60

'R' – Extensive Remediation required: student may need to repeat or restart work, or teaching method may need to be altered.

An '0' student may be one who refuses to work or needs specialist help.

* Adapted from British Columbia

SENIOR 1 VISUAL ARTS AT A GLANCE PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. VISUAL ART HISTORY ☐ apply historical art techniques and skills to own work ☐ demonstrate knowledge of historical artifacts ☐ demonstrate knowledge of design elements/principles ☐ synthesize historical knowledge for aesthetic judgments ☐ demonstrate skill with technology for research ☐ produce three end products for assessment ☐ know specific art terminology B. AESTHETIC JUDGEMENT ☐ communicate understanding of the historical content of the artwork ☐ evaluate art styles using art vocabulary ☐ develop appreciation using similar art materials and methods ☐ make informed judgements ☐ synthesize knowledge of artists, their culture and their work ☐ recognize some works of art, giving titles, dates, nationality and name of artist, medium, etc. C. MATERIALS AND TECHNIQUES ☐ be competent in the use of tools and materials ☐ demonstrate understanding of design elements and principles ☐ assess artistic designs based on given criteria ☐ display works of art showing different techniques ☐ demonstrate knowledge of the role of artists in society ☐ analyze relationships between art and society ☐ participate in peer/teacher critiques ☐ self-assess aesthetic awareness ☐ understand specific terminology			D. ARCHITECTURAL DESIGN ☐ recognize types of architectural design ☐ demonstrate knowledge of local architecture ☐ relate architectural designs to technological forms ☐ create an architectural – sculptural form/2D rendering E. EXHIBITION ☐ analyze the organizational structure of gallery space ☐ set up an exhibition display ☐ synthesize roles of people in the art community as they relate to art exhibitions ☐ value monetary distribution ☐ experience site visits: framers and galleries F. INFORMATION TECHNOLOGY IN THE ARTS ☐ demonstrate usefulness of technological equipment to create, view and present artwork ☐ demonstrate skill with a piece of technological equipment ☐ demonstrate use of technological equipment in the art environment ☐ display visual images from computer scanner, overhead ☐ interpret social statements from still photos		

SAFETY AT SCHOOLS

The Ministry of Labour and Home Affairs, Health and Safety at Work Act, 1982 provides standards for Safety at School. As developed by the Advisory Council for Health and Safety, these guidelines and similar ones developed in the future are of paramount importance to the well-being of our staff and students. It is expected that all staff members will follow these written guidelines. These are written in the following three documents:

- HSG7 General Advice
- HSG9 Safety in Practical Subjects
- HSG10 Safety in Science Laboratories

These documents suggest safety precautions for all those who work in or attend schools. It is important that teachers, administrators and other users of present school facilities be aware of the dangers which can arise from the incorrect use of materials and equipment. In the senior school, no activity should be undertaken unless it can be made reasonably safe. If the resources are not available to ensure safety, then that activity should not be continued and some other means found to safely provide the necessary educational experience. It is expected that teachers of science, design and technology, family studies, physical education, visual arts and dance pay particular attention to advice for safety in practical subjects and science laboratories.

**SUGGESTIONS FOR INFUSING
LIBRARY INFORMATION, INFORMATION TECHNOLOGY AND CAREER EDUCATION ACROSS
VISUAL ARTS IN SOCIETY**

LIBRARY INFORMATION	S1 Students will:
Orientation and Organization	constructs a (bibliography) of sources used to compile information on artists and their works across various media sources
Selection and Utilization	recognize how illustrations are used in different publications e.g. magazine layout, encyclopedias, manuals, etc.
Research and Thinking Skills	use library sources to compile reports
Appreciation of Literature	illustrate an original story

INFORMATION TECHNOLOGY	S1 Students will:
Word Processing	use a word processor to produce reports and to keep journals
Spreadsheet	N/A
Databases	compose a database of art books in Bermuda with brief annotations or reflections
Desktop Publishing	- with the aid of Art Shop Deluxe, PrintShop Artists, Adobe Illustrator, etc., create attractive cover pages for projects - produce visual aids for oral presentations

CAREER EDUCATION	S1 Students will:
Self Assessment	- compare and contrast journal entries made at the beginning and ending of term identifying areas of interest in visual arts - participate in critiquing work of self and others - keep a journal of reactions to finished work
Career Directions	- visit a variety of job sites where visual arts skills are required - participate in class discussion with visiting artists - participate in Career Day
Career Planning	participate in a group project that provides the school or a teacher (as the client) with a product e.g. tickets, posters and business cards

**SUGGESTIONS FOR INFUSING
LIBRARY INFORMATION, INFORMATION TECHNOLOGY AND CAREER EDUCATION ACROSS
VISUAL ARTS IN SOCIETY**

LIBRARY INFORMATION	S1 Students will:
Production, Application and Communication	• produce a poster advertising a school production

INFORMATION TECHNOLOGY	S1 Students will:
Enrichment/ Demonstrative Software	• use a presentation tool to make slides to support an oral presentation • plan/design 3D objects
Internet Use	• use the Internet to visit a virtual museum • use the Internet to dialogue with students in cultures under study • use the Internet to research art topics of interest • design a web page of local artists

CAREER EDUCATION	S1 Students will:
Career planning	• recognize the role of visual art in society • research career at options available in Bermuda

PLANNING FOR INTEGRATED CURRICULUM IN THE SENIOR SCHOOLS

When you walk through the Botanical Gardens, you don't hear kiskadees for ten minutes, then the wind rustling for five minutes, and then smell the flowers for three minutes. All of this impacts on you at once and you make the experience into a meaningful whole.

"Young people are interested in the entire world around them - it doesn't make sense to them to say, 'Mathematics', 'Science' or 'Social Studies'. When instruction jumps from one discipline to another every 45 minutes, learning is fragmented unnecessarily."

*By Susan Krog,
Professor of Education
Western Washington University*

Where Are We Now?

If we consider a continuum from parallel connections across each discipline to a blending of all subject areas, teachers may be at different stages of integrating curriculum.

Simplest Stage: Parallel teachers realign content so that related topics are taught concurrently.

More Ambitious Stage: Teachers begin to link subjects by scrutinizing what they teach, reinforcing overlapping concepts and avoiding needless repetition.

Most Ambitious Stage: Teachers create interdisciplinary modules that focus on a theme or project.

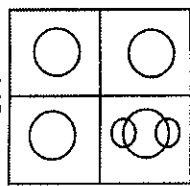
The process of collaboration at the building level will strengthen integrated curriculum and give a vital tool for professional growth of teachers. Appropriate and meaningful staff development, perusal of professional literature, and/or university training on approaches to integrating curriculum is vital to any significant change in education practice. Teachers should find ways to naturally integrate subjects and develop meaningful instruction.

Design Options (see next page)

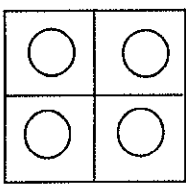
Techniques for designing an integrated curriculum include mapping the curriculum and planning an integrated module. To design an integrated curriculum, teachers need to know what is taught in other subject areas and at other grade levels - information that is traditionally not shared.

How to Integrate the Curriculum

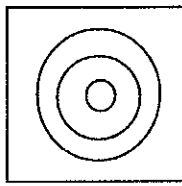
142



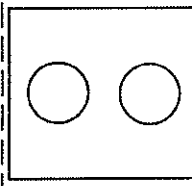
Connected



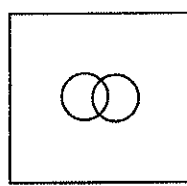
Fragmented



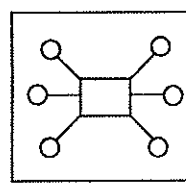
Nested



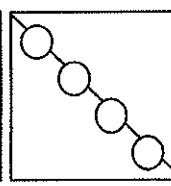
Sequenced



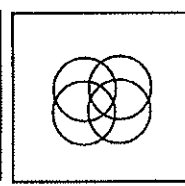
Shared



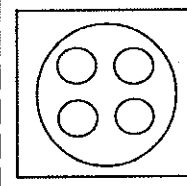
Webbed



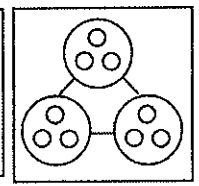
Threaded



Integrated



Immersed



Networked

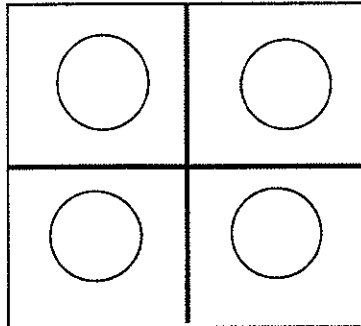
Within single
disciplines

Across several disciplines

Inside the
mind of the
learner

Design options for curriculum might include:

Disciplined-based

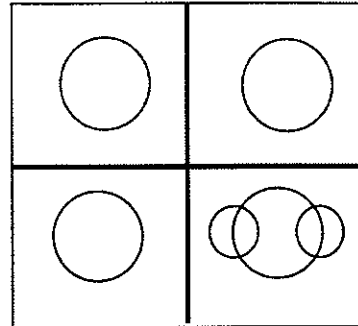


Description

The traditional model of separate and distinct disciplines which fragments the subject areas.

Example

Teacher applies this view in ics, science and social studies.



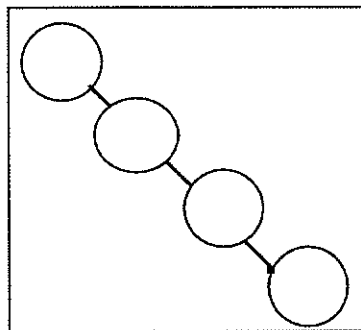
Description

Within each subject area, course content is connected topic to topic, concept to concept, one year's work to next and relates idea(s)

Example

Teacher relates the concept of to decimals, which in turn relates to money, grades.

Parallel Disciplines

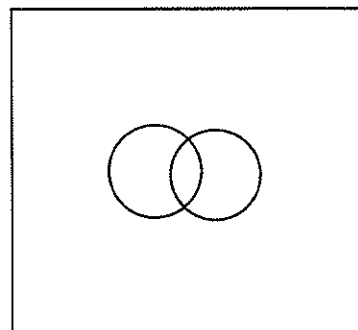


Description

The metacurricular approach threads thinking skills, multiple technology and study skills through various disciplines.

Example

Teaching staff targets prediction in reading, mathematics and science lab experiments while the social studies teacher targets forecasting current events and thus threads the skill (prediction) across all



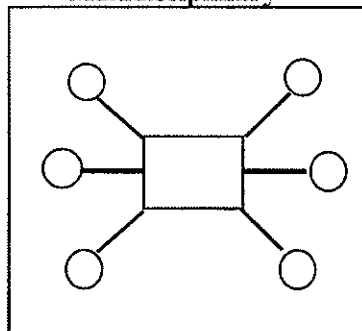
Description

Shared planning and teaching take place in two disciplines in which lapping concepts or ideas emerge as organizing

Example

Science and mathematics teachers data collection, charting and as shared concepts that can be team-taught.

Multidisciplinary



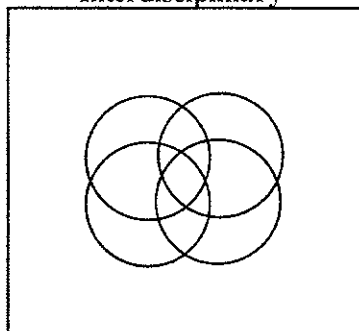
Description

The fertile theme is webbed to
lum contents and disciplines;
use the theme to sift out appropriate
concepts, topics and

Example

Teacher presents a simple topical
theme, such as the circus, and webs
into the subject areas. A conceptual
theme, such as conflict, can be
for more depth in the theme

Interdisciplinary



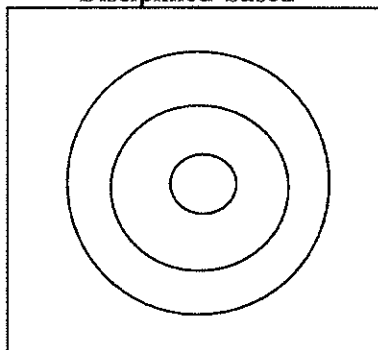
Description

This interdisciplinary approach
matches subjects for overlaps in
and concepts with some team
in an authentic integrated

Example

In science, the arts, health
family studies and design and
technology, teachers look for
patterning models and approach
content through these

Disciplined-based



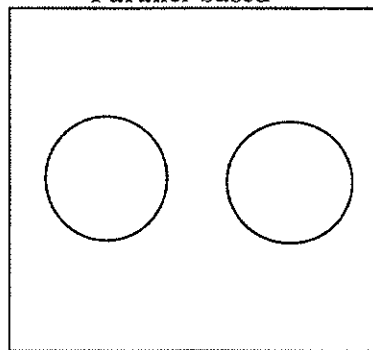
Description

Within each subject area, the teacher
targets multiple skills: a social skill, a
thinking skill and a concept-specific
skill.

Example

Teacher designs the unit on photosyn-
thesis to simultaneously target consen-
sus seeking (social skill), sequencing
(thinking skill) and plant life cycle (sci-
ence skill)

Parallel-based

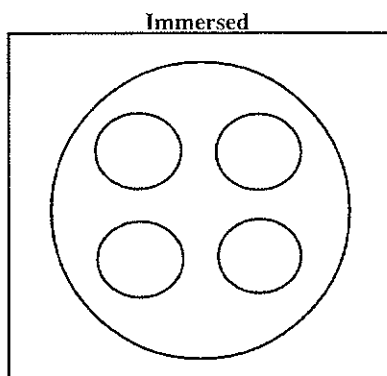


Description

Topics or units of study are rearranged
and sequenced to coincide with one
another. Similar ideas are taught in
concert while remaining separate sub-
jects.

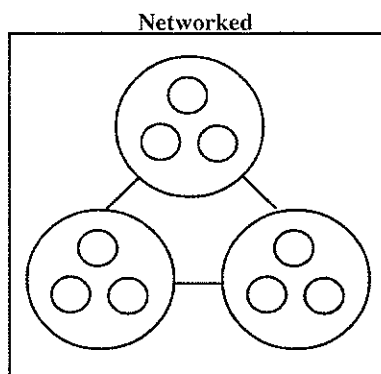
Example

English Language Arts teacher
an historical novel depicting a particu-
lar period while Social Science teacher
teaches covers the same period.



Description

The disciplines become part of the learner's lens of expertise: the learner filters all content through this lens and becomes immersed in his or her own experience.



Description

Learner filters all learning through the expert's eye and makes internal connections that lead to external networks of experts in related fields.

Choosing a Theme

In the initial development of senior schools, four career pathways have been identified:

- Applied Technologies
- Arts and Communications
- Health and Human Services
- International Business and Tourism

Interdisciplinary teachers, along with teachers of other subjects areas should utilize related materials located in their professional library, modifying these as appropriate to their students' needs and interests.

It is important that senior school teachers keep abreast of current research and trends on integrating curriculum and careers associated with the various pathways. Teachers are encouraged to take part in related staff development workshops, read professional literature and/or take university courses.

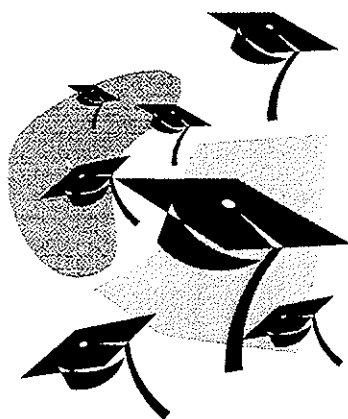
Teachers should:

- take inventory of what is already being done - career awareness initiatives, writing across the curriculum, etc.
- design a curriculum map by listing the content of associated subjects and then identify a theme or umbrella
- design an integrated module and develop related lesson plans
- decide on the length of time for completion and an appropriate title
- discover student interest - ask them what they want to know!
- decide whether the theme has substance and application to the real world
- display student work
- celebrate success!

**Department of
Education**

Career Pathways

SEPTEMBER 2000

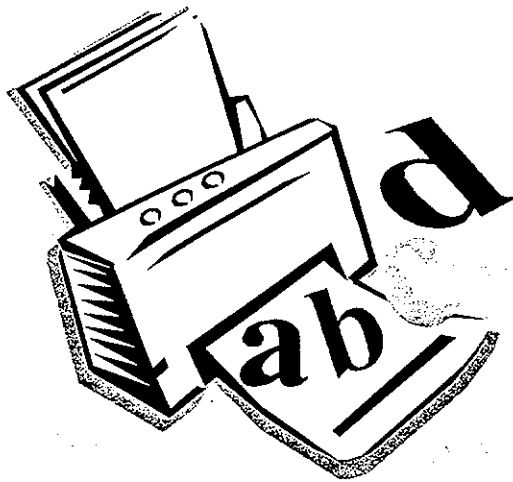


**FOR
BERMUDA'S
SENIOR SCHOOLS**

Applied Technologies

Are you practically inclined? Do you enjoy doing puzzles and solving problems? Are you curious about how things work? Are you fascinated by technology? Do you like designing and creating things? Do you love nature? Are you interested in plants and animals? Are you interested in numbers and symbols?

This may be the pathway for you!



APPLIED

PRODUCTION OCCUPATIONS

Blue-Collar Worker Supervisors

Food Processing Occupations

Butchers & Meat, Poultry, & Fish Cutters

Inspectors, Testers & Graders

Boilermakers

Jewellers

Machinists

Metalworking & Plastics-Working Machine Operators

Tool & Die Makers

Welders, Cutters & Welding Machine Operators

Plant & Systems Operators

Electric Power Generating Plant Operators & Power

Distributors & Dispatchers

Stationary Engineers

Water & Wastewater Treatment

Plant Operators

Printing Occupations

Prepress Workers

Printing Press Operators

Bindery Workers

Textile, Apparel and Furnishings Occupations

Shoe & Leather Workers & Repairers

Upholsters

Woodwork Occupations

Miscellaneous Production Occupations

Dental Laboratory Technicians

Painting & Coating Machine Operators

Photographic Process Workers



Transportation & Material Moving Occupations

Bus drivers

Material Moving Equipment Operators

Truckdrivers

Water Transportation Occupations

Handlers, Equipment Cleaners, Helpers & Labourers

Job Opportunities in the Armed Forces

TECHNOLOGIES

ARCHITECTS & SURVEYORS

Architects

Landscape Architects

Surveyors

CONSTRUCTION TRADES & EXTRACTIVE OCCUPATIONS

Stonemasons

Bulldozer Operators

Carpenters

Carpet Installers

Concrete Masons and Terrazzo Workers

Drywall Workers and Lathers

Electricians

Engineering Technicians

Forklift Operators

Glaziers

Insulation Workers

Painters & Paperhangers

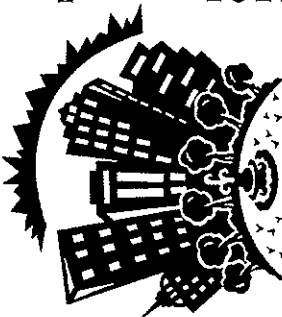
Plasterers

Plumbers & Pipefitters

Roofers

Structural & Reinforcing Ironworkers

Tilessetters



COMPUTER, MATHEMATICAL & OPERATIONS RESEARCH OCCUPATIONS

Actuaries

Computer Service Technicians

Computer Systems Analysts

Mathematicians

Operations Research Analysts

Statisticians



TECHNOLOGISTS (EXCEPT HEALTH)

Air Traffic Controllers

Broadcast Technicians

Computer Programmers

Drafters

Engineering Technicians

Science Technicians

MECHANICS, INSTALLERS & REPAIRERS

Aircraft Mechanics and Engine Specialists

Automotive Body Repairers

Automotive Mechanics

Biomedical Technicians

Diesel Mechanics

Electronic Equipment Repairers

Commercial and Industrial Electronics

Equipment Repairs

Communications Equipment

Mechanics

Computer & Office Machine Repairers

Electronic Home Entertainment

Equipment Repairers

Telephone Installers & Repairers

TV & Radio Repairers

Elevator Installers & Repairers

General Maintenance Mechanics

Heating, Air-Cond. & Refrigeration Technicians

Home Appliance & Power Tool Repairers

Industrial Machinery Repairers

Line Installers & Cable Splicers

Millwrights

Mobile Heavy Equipment Mechanics

Motorcycle, Boat, & Small-Engine Mechanics

Musical Instrument Repairers & Tuners

Small Engine Mechanics

Vending Machine Servicers & Repairers

ENGINEERS

Chemical Engineers

Civil Engineers

Electrical and Electronics Engineers

Industrial Engineers

Mechanical Engineers



Career Pathway: Applied Technologies

-----SENIOR SCHOOL-----						-----POST SENIOR-----
Subject		100	200	300	400	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math		- Associate in Science - Associate in Arts and Science - Associate in Arts (Computer Information Systems) - Associate in Computer Information Systems - Associate in Science (Electronics) - Associate in Electronics Technology
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		Certificate Programmes
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	Preserving Our Heritage or World Geography or World History		- Certificate in Electrical Structure and Maintenance - Certificate in Engineering Competencies - Certificate in Tele- communications and Electronics - Certificate in Motor Vehicle Bodywork - Certificate in Motor Vehicle Mechanics - Certificate in Plumbing - Certificate in Heating, Ventilating and Air Conditioning - Certificate in Horticulture - Certificate in Wood Trades - Developmental Technology
D & T or Family Studies 2cr		Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	Other Academic Institutions
Electives from the areas of...		Computer Studies Science	Family Studies Foreign Language	Design & Technology Physical Education	Health	- Post Graduate Year Programmes - Associate Degree Programmes - Bachelor's Degree Programmes
Possible Electives for Career Pathway		- All Computer Science Courses, Technical Theatre & Music Technology - Graphic Communications, Design & Realization, Fashion & Textiles, Electronics Technology, Transportation Technology, Textile Design, & Interior Decorating - Business Essentials II, Foreign Languages & American History				Apprenticeship and Trainee Programmes under the Bermuda National Training Board

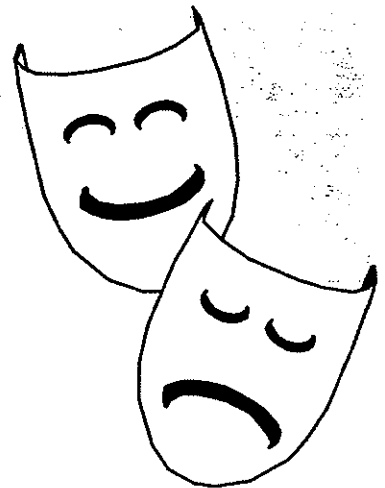
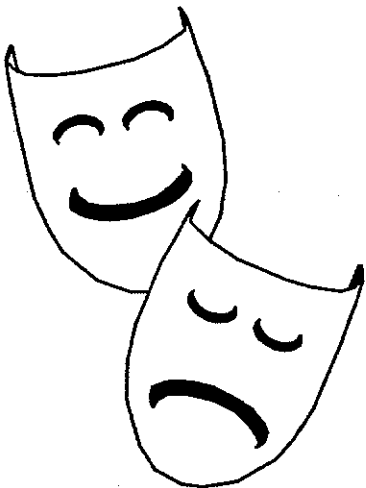
Career Pathway: "Student Constructed"

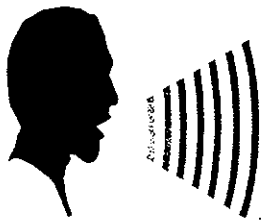
-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		2cr				Certificate Programmes
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				Other Academic Institutions - Post Graduate Year Programmes - Associate Degree Programmes - Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board

Arts and Communications

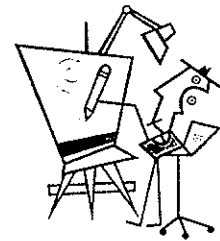
Do you like to communicate ideas? Do you like to express yourself creatively? Do you like to travel and learn about other cultures? Do you enjoy going to concerts and performances? Are you imaginative, innovative and original? Do you like to perform in front of an audience?

This may be the pathway for you!





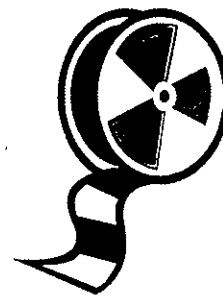
ARTS &



COMMUNICATIONS

COMMUNICATION OCCUPATIONS

Announcers & Newscasters
Broadcast Technicians
Composition/Typesetters
Interpreters & Translators
Public Relations Specialists
Radio & Television
Reporters & Correspondents
Technical Writers
Writers & Editors



VISUAL ARTS OCCUPATIONS



Commercial Artists
Fashion Designers
Florists
Graphic Designers
Interior Decorators
Jewelers
Merchandise Display Workers
Photographers & Camera Operators
Visual Artists



PERFORMING ARTS OCCUPATIONS

Actors, Directors, & Producers
Dancers & Choreographers
Models
Musicians



ref: arts & communications/ts disc SS Certification

Career Pathway: Arts & Communications

-----SENIOR-----

-----POST SENIOR-----

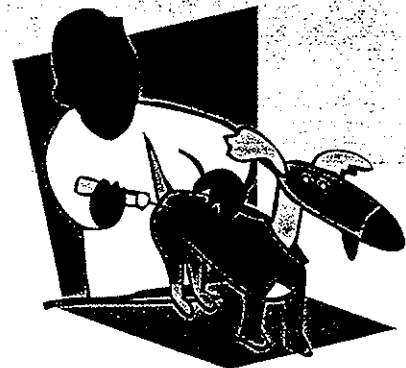
Subject		100	200	300	400	Bermuda College Associate Degree Programmes ▪ Associate in Arts ▪ Associate in Arts & Science ▪ Associate in Art & Design
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math		
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	Preserving our Heritage or World Geography or World History or Introduction to Africa		
D&T or Family Studies 2cr		Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Design & Technology Foreign Languages	Health	
Possible Electives for Career Pathway		• Business Essentials II, Marketing & Graphic Communication • Journalism & Publications, Speech and Debate, Writer's Workshop, Foreign Languages • Fashion & Textiles Design, Interior Decorating, Textiles Design & Photography				Other Academic Institutions ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board

Career Pathway: “Student Constructed”						
-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		Certificate Programmes
The Arts 2cr		2cr				
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				Other Academic Institutions
						- Post Graduate Year Programmes - Associate Degree Programmes - Bachelor's Degree Programmes
						Apprenticeship and Trainee Programmes under the Bermuda National Training Board

Health and Human Services

Do you like to care for people or animals who are sick? Are you fitness and wellness oriented? Are you interested in how the body works and how disease or drugs affect us? Are you friendly, outgoing, compassionate and cooperative? Do you like to work with people to solve problems? Is it important for you to provide service to the community by doing something that makes things better for other people?

This may be the pathway for you!



HEALTH & HUMAN SERVICES

Health Services

Health Diagnosing Practitioners

Chiropractors
Dentists
Opticians
Optometrists
Physicians
Podiatrists
Veterinarians



Health Assessment & Treating Occupations

Activity Therapists
Dietitians & Nutritionists
Occupational Therapists
Pharmacists
Physical Therapists
Physician Assistants
Recreational Therapists
Registered Nurses
Respiratory Therapists
Speech-Language Pathologists & Audiologists
Nursing Aides & Psychiatric Aides



Health Technologists & Technicians

Certified Nurses Aides
Clinical Laboratory Technologists & Technicians
Dental Hygienists
Dialysis Technicians
Dispensing Opticians
EEG Technologists
EKG Technicians
Emergency Medical Technicians
License Practical Nurses
Medical Record Technicians
Nuclear Medicine Technologists
Radiologic Technologists
Surgical Technicians
Ultrasound Technologists



Health Service Occupations

Dental Assistants
Home Health Aides
Medical Assistants

Human Services

Lawyers & Judges



Social Scientists & Urban Planners

Economists & Marketing Research Analysts
Psychologist
Sociologists
Urban & Regional Planners

Social & Recreation Workers

Human Services Workers
Marriage Counsellors
Social Workers
Social Worker Aides
Recreation Workers
Substance Abuse Counsellors
Janitors & Cleaners
Private and Household Workers



Religious Workers

Clergy
Protestant Ministers
Religious Workers
Rabbis
Roman Catholic Priests



Teachers, Librarians, & Counsellors

Adult Education Teachers
Archivists & Curators
College & University Faculty
Counsellors
Teachers
Librarians
Paraprofessional



Technologists, Except Health

Library Technicians
Paralegals

Protective Service Occupations

Correction's Officers
Firefighting Occupations
Security Guard
Police

Food & Beverage Preparation & Service Occupations

Chefs, Cooks, & Other Kitchen Workers
Food & Beverage Service Occupations
Meat Cutter/Butcher



Personal Service & Building & Grounds Service Occupations

Animal Caretakers
Barbers & Cosmetologists
Flight Attendants
Gardeners & Groundkeepers
Homemaker-Home Health Aides

Career Pathway: Health and Human Services

-----SENIOR-----						-----POST SENIOR---
Subject		S1	S2	S3	S4	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes - Associate in Arts - Associate in Science - Associate in Arts & Science - Associate in Arts (<i>Business Administration</i>) - Associate in Business Administration - Associate in Arts (<i>Hospitality Management</i>) - Associate in Hospitality Management - Associate in Office Administration - Associate in Arts (<i>Human Services</i>) - Associate in Human Services
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Calculus or Advanced Math		Certificate Programmes - Certificate for General Secretaries - Certificate for Culinary Arts - Certificate for Front Office Procedures - Certificate in Secretarial Skills - Certificate in Food & Beverage Service - Certificate for Child Care Assistant - Certificate for Geriatric Aids - Certificate in Legal Studies - Certificate in Hairdressing
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	World Geography or World History or Introduction to American History		
D & T or Family Studies 2cr		Design Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Science I 2cr				Other Academic Institutions - Post Graduate Year Programmes - Associate Degree Programmes - Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		- All Health Courses & Business Essentials II - Exploring Family Living, Discovery Food & Nutrition, Meal Management & Hospitality, Exploring Careers in Nutrition & Hospitality, Personal Care, & Child Care - Speech and Debate, Foreign Languages & Preserving Our Heritage				

International Business and Tourism

Do you enjoy being a leader, organizing people, talking and planning activities? Do you enjoy initiating an idea and seeing it through to the end product? Do you like things neat and orderly? Are you business-minded in organizing your life? Do you value the importance of travel and tourism in Bermuda?

This may be the pathway for you!



International Business & Tourism

EXECUTIVE ADMINISTRATIVE, & MANAGERIAL OCCUPATIONS

Accountants & Auditors
 Administrative Services Managers
 Budget Analysis
 Construction & Building Inspectors
 Construction Contractors & Managers
 Cost Estimators
 Education Administrators
 Employment Interviewers
 Engineering, Science, & Data Processing Managers
 Financial Managers
 General Managers & Top Executives
 Government Chief Executives & Legislators
 Health Services Managers
 Hotel Managers & Assistants
 Industrial Production Managers
 Inspectors & Compliance Officers, Except Construction
 Management Analysts & Consultants
 Marketing, Advertising, & Public Relations Managers
 Personnel, Training, & Labour Relations Specialists & Managers
 Property & Real Estate Managers
 Purchasing Agents & Managers
 Restaurant & Food Service Managers
 Underwriters
 Wholesale & Retail Buyers & Merchandise Managers



MARKETING AND SALES OCCUPATIONS

Advertising Agent
 Cashiers
 Counter & Rental Clerks
 Insurance Agency & Brokers
 Manufacturer's & Wholesale Sales Representatives
 Real Estate Agents, Brokers & Appraisers
 Retail Sales Workers
 Securities & Financial Service Sales Representatives
 Services Sales Representatives
 Stockbrokers
 Travel Agents

ADMINISTRATIVE SUPPORT OCCUPATIONS

Adjusters, Investigators, & Collectors
 Bank Tellers
 Clerical Supervisors & Managers
 Computer & Peripheral Equipment Operators
 General Office Clerks
 Credit Clerks and Authorizers



Information Clerks
 Hotel & Motel Clerks
 Interviewing & New Accounts Clerks
 Receptionists
 Reservation & Transportation Ticket Agents and Travel Clerks
 Mail Clerks & Messengers
 Material Recording, Scheduling, Dispatching and Distributing Occupations
 Dispatchers
 Stock Clerks
 Traffic, Shipping & Receiving Clerks
 Postal Clerks & Mail Carriers
 Record Clerks
 Billing Clerks
 Bookkeeping, Accounting & Auditing Clerks
 Brokerage Clerks & Statement Clerks
 File Clerks
 Library Assistants & Bookmobile Driver
 Order Clerks
 Payroll & Timekeeping Clerks
 Personnel Clerks
 Receptionists
 Secretaries
 Stenographers & Court Clerk/Reporters
 Telephone, Telegraph & Teletype Operators
 Typist, Word Processors and Data Entry Keyers

Career Pathway: International Business & Tourism

-----SENIOR-----						-----POST SENIOR---
Subject		100	200	300	400	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes - Associate in Arts - Associate in Science - Associate in Arts & Science - Associate in Arts (<i>Business Administration</i>) - Associate in Business Administration - Associate in Arts (<i>Hospitality Management</i>) - Associate in Hospitality Management - Associate in Arts (<i>Computer Information Systems</i>) - Associate in Computer Information Systems
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math		Certificate Programmes - Certificate for Accounting Systems - Certificate for General Secretaries - Certificate in Secretarial Skills - Certificate in Culinary Arts - Certificate for Front Office Procedures - Certificate in Food & Beverage Service - Certificate in Legal Studies
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	World Geography or World History		
D&T or Family Studies 2cr		Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Studies I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...		Computer Studies Science	Family Studies Foreign Languages	Design & Technology Health		
Possible Electives for Career Pathway		- All Computer Science Courses, Computer Keyboarding & Business Applications, - Accounting, Business Essentials II, Business & Personal Law, Economics, Insurance, International Business, Marketing, Office Technology, Small Business Management, Office Technology & Business Application, Travel & Tourism - Personal Care, Discovering Food & Nutrition, Meal Management & Hospitality, Exploring Careers in Nutrition & Hospitality, Speech and Debate and Foreign Languages				

Career Pathway: "Student Constructed"

-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		Certificate Programmes
The Arts 2cr		2cr				
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				Other Academic Institutions ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board

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Career Pathway: (Check One)

Arts and Communication

International Business and Tourism

Health and Human Services

Applied Technologies

S1 (100)		S2 (200)		S3 (300)		S4 (400)	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ELA (I) Science (I) Soc. Stud. Math	ELA (I) Science (I) Soc. Stud. Math	ELA (II) Science (II) Soc. Stud. Math	ELA (II) Science (II) Soc. Stud. Math	ELA Science Soc. Stud. Math	ELA Science Soc. Stud. Math	ELA 	ELA
<u>PE (I)</u> <u>Health</u> <u>Arts</u> 	<u>Bus. Stud.</u> <u>Com. Sc.</u> <u>DT/Fam.</u> 	<u>PE (II)</u> 	 	<u>PE (III)</u> <u>Health</u> 	 	 	

Summer School:

Summer School:

Summer School:

Summer School:

Course	Credits	Course	Credits
ELA	16	Health Education	4
Math	12	The Arts	2
Science	12	Computer Studies	2
Social Studies	12	Business Studies	2
Physical Education	6	Fam. Stud. <u>or</u> D&T	2
		Electives	46

S1 Date: _____ S2 Date: _____

S3 Date: _____ S4 Date: _____

Annual Review: (Parent's Signature)

S1 Date: _____ S2 Date: _____

S3 Date: _____ S4 Date: _____

PROFESSIONAL ASSOCIATION

VISUAL ARTS

Name: National Art Education Association

Address: 1916 Association Drive
Reston, VA 20191

Country: U.S.A.

Telephone: (703) 860 8000 (general information)
(800) 299 8321 (membership and publication sales only)

Fax: (703) 860 2960

e-mail: naea@dgs.dgsyfcom

Website: <http://www.naea-reston.org>

National Art Education Association Conference Dates

1998	April 4 - 8	Orlando, Florida
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CURRICULUM ABBREVIATIONS

School Abbreviations

Preschool	PS
Primary School	P1-P6
Middle School	M1-M3
Senior School	S1-S4

Subject Area Abbreviations

Business Studies	BS
Dance	DN
Design & Technology	DT
English Language Arts	EL
Family Studies	FM
Foreign Languages	FL
Health Education	HE
Computer Science	CS
Mathematics	MT
Music	MU
Physical Education	PE
Science	SC
Social Studies	SS
Theatre	TH
Visual Arts	VR

Course Code

e.g. Physical and Human Geography II
SS3192GEO

Subject Area	Course Level	Number Placement	Course Sequence	Course Title
abbreviated subject area	(1-4) representing course level 100-400	(1-99) representing placement of course in each level	(1-4) representing sequence of course with same title	abbreviated course title
SS	3	19	2	GEO
(Social Studies)	(300 level course)	(19th course in 300 series)	(2 nd in the sequence of 3 courses)	(Physical and Human Geography)

Curriculum Framework & Course Abbreviations

Philosophy	PHL
Goals & Sub Goals	GLS
Performance Indicators	PI
Scope & Sequence	SAS
References	REF
Course Overview	OVW
Correlation Matrix	MTX
Modules	MDL
Teacher Resources	TRS
Student Resources	SRS
Exemplar Scoring Guide	SCO
Rubrics	RUB
Objectives at a Glance	OBJ
Infusing Across the Curriculum	INF
Glossary	GRY
Health and Safety	HAS
Professional Association Directory	PAD
Curriculum Abbreviations	ABR
Appendix	APX

Programme Abbreviations

Advisory Programme	ADV
Career Education Programme	CED
Functional Skills Programme	FUN
Guidance and Counselling Programme	GUI
Library Information Programme	LIB



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