

Senior School Curriculum

Visual Art



MINISTRY OF EDUCATION

Bermuda
2000

Copyright 2000
The Ministry of Education
Bermuda

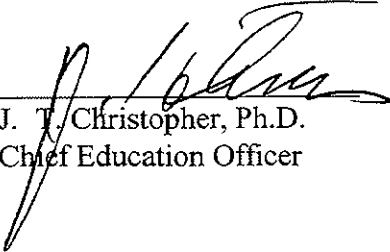
FOREWORD

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.



J. T. Christopher, Ph.D.
Chief Education Officer

ACKNOWLEDGEMENTS

The Visual Arts senior school curriculum was developed by teachers with the leadership and support of Shangri-La Durham-Thompson, Education Officer, The Arts. This writing team was comprised of diligent and devoted teachers. Appreciation is extended to these teachers for their ability to collaborate amicably and collegially in the production of this professional document. The members of the writing team were:

Gail Palacio
Jerome Stovell
Elizabeth Ann Trott

The restructured curriculum development process began in 1994 under the leadership of Dr. Helen Stemler, restructuring curriculum coordinator. During 1994-1995, the frameworks for the entire curriculum development process were developed by the writing teams in the various content areas. From 1995-1997 the curricula for the middle level were created. Thanks also to Dr. Gina Tucker, curriculum coordinator 1998-1999. Special thanks to Mrs. Kalreta Conyers-Steede, education officer business studies, who coordinated the final production of these curriculum documents 1999-2000.

These documents would not have been completed without the support of a very hardworking, dedicated group of people - the secretarial/support staff who typed and assisted with numerous tasks associated with completing these documents. This group includes the following persons:

Johnnel Booth
Makeba Calder
Nina Chapman
Marilyn Dyer
Donna Foggo
Raquel Furbert
Katherine Ingham
Donna Jacobs
Judy Lawrence

Paula Outerbridge
Samuel Robinson
George Simons
Kim Simons
Theresa Simons
Wanda Stuhlpfarrer
Michelle Squire
Deshan Thompson
Rochelle Trott

CONTENTS

Page

INTRODUCTION

Overview	1
Goals of Education	2
Career Pathways	2
Graduation Requirements	3
Senior School Courses at a Glance	7
Curriculum Framework:	
Philosophy	11
Goals and Subgoals	13
Performance Indicators	15
Scope and Sequence	19
References	32

SENIOR SCHOOL COURSES

Introduction to Senior School Curriculum	33
Senior School Goal	34
Rationale	35
Graphic Organiser	37
Course Descriptions at a Glance	39
Course Overviews:	
(Description, Requirements, Resources, Outline, Correlation Matrix & Modules)	
Visual Art in Society	41
Ceramics	59
Drawing & Painting	75
Drawing, Painting & Printed Works	89
Photography	105
Three Dimensional Visual Art	119

RESOURCES

Teacher and Student Resources:	
Exemplar Scoring Guide	133
Curriculum Objectives at a Glance Pacing Guide	135
Health and Safety	137
Infusing Across the Curriculum:	
Information Technology, Library Information & Career Education	139

Planning for Integrated Curriculum 141
Career Pathway Course Guides: (with required/elective course outlined)
 Applied Technology 149
 Arts and Communications 153
 Health and Human Services 157
 International Business and Tourism 161
Personal Education Plan 165
Professional Association(s) Directory 167
Curriculum Abbreviations 169

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)
<p>English Language & Literature I (R) English Language & Literature II (R)</p> <p>English Language & Literature III English Language & Literature IV Journalism & Publications Literature of Africa, Bermuda & the Caribbean Reading & Study Skills Speech & Debate Writer's Workshop</p>	<p>Foundations of Mathematics (R) Mathematics Laboratory (no credit)</p> <p>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</p>
Science (SC)	Social Studies (SS)
<p>Science I (R) Science II (R)</p> <p>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</p>	<p>Bermuda Social Science: An Overview (R) Politics & Law in Action (R)</p> <p>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</p>

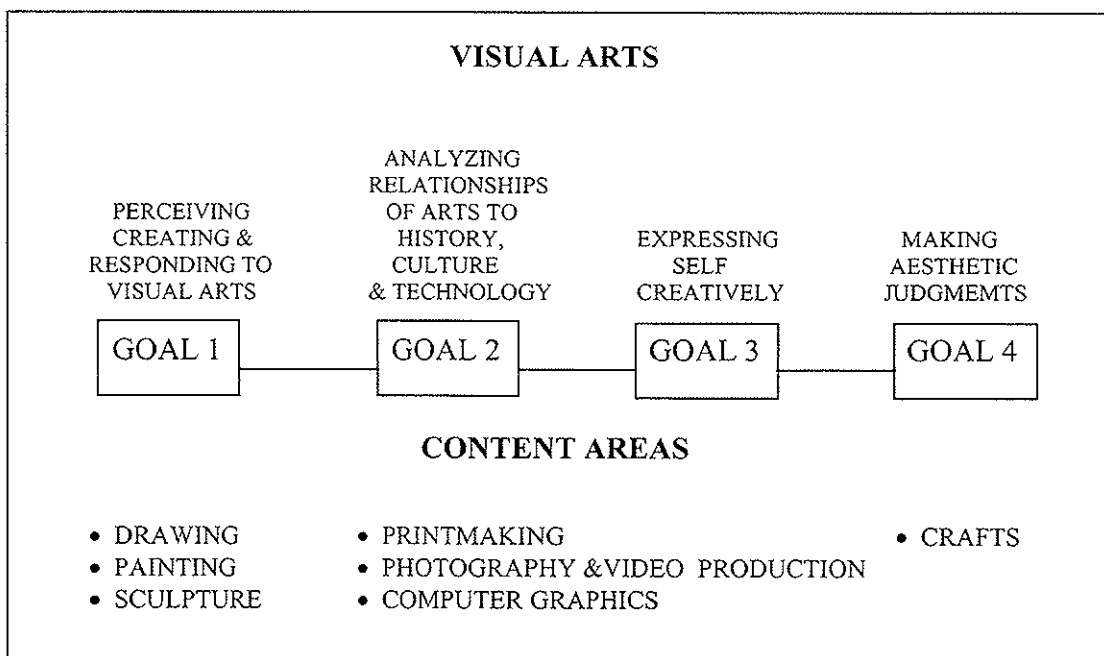
Business Studies (BS)	Computer Science (CS)
<p>Business Essentials I (R)</p> <p>Accounts I Accounts II Business & Personal Law Business Essentials II Computer Keyboarding & Business Applications Economics Insurance International Business Marketing Office Technology Office Technology & Business Application Small Business Management Travel & Tourism</p>	<p>Computer Science I (R)</p> <p>Computer Science II Computer Programming I Computer Programming II Information Technology Projects Inside the Computer Multimedia Network Technology Presentation Tools Web-Page Design</p>
Design & Technology (DT)	Family Studies (FM)
<p>Design & Technology</p> <p>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</p>	<p>Exploring Family Living</p> <p>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</p>

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

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

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 appreciate 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	<ul style="list-style-type: none"> drawing with found objects finger drawing with paint drawing with crayon drawing with chalk 	<ul style="list-style-type: none"> drawing with found objects pencil drawing drawing with chalk 	<ul style="list-style-type: none"> drawing with found objects drawing with pen and ink pencil drawing sidewalk drawing with chalk 	<ul style="list-style-type: none"> drawing with found objects drawing with pen and ink pencil drawing mixed media drawing
Elements of Art	<ul style="list-style-type: none"> types of lines types of shape space big/small surface texture tone/value 	<ul style="list-style-type: none"> types of lines line and movement type of shape seeing and understanding surface texture light and shadow 	<ul style="list-style-type: none"> types of lines line and movement the power of shape space-proportion/angles light and shadow 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> balance/formal and informal linear patterns rhythm and movement pattern identification 	<ul style="list-style-type: none"> balance/formal and informal linear patterns rhythm and movement pattern identification 	<ul style="list-style-type: none"> balance/formal and informal linear patterns rhythm and movement pattern identification 	<ul style="list-style-type: none"> balance/formal and informal linear patterns rhythm and movement pattern identification
Composition	<ul style="list-style-type: none"> linear patterns 	<ul style="list-style-type: none"> seeing and understanding space linear patterns rhythm and movement 	<ul style="list-style-type: none"> seeing and understanding space rhythm and movement 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> pencil and brush drawings 	<ul style="list-style-type: none"> local art gallery visits time-line – prehistoric cave drawings 	<ul style="list-style-type: none"> 2D artists drawing relationships Japanese sumi drawing drawing with computers 	<ul style="list-style-type: none"> function purpose lithographs 2D artists drawing relationships
Aesthetic Judgment	<ul style="list-style-type: none"> response to compositions critiques of local art 	<ul style="list-style-type: none"> response to compositions critiques/personal evaluation use of elements and principles of arts as guides 	<ul style="list-style-type: none"> response to compositions critiques/personal evaluation enjoyment pride 	<ul style="list-style-type: none"> response to compositions critiques life long interests enjoyment pride
Contributions to the Past	<ul style="list-style-type: none"> stories accounts events people places situations 	<ul style="list-style-type: none"> stories accounts events people places situations 	<ul style="list-style-type: none"> patterns rise of civilizations transport systems colonization ancient cultures 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • finger painting • crayon resist 	<ul style="list-style-type: none"> • crayon resist • mural painting • brushstrokes • different times 	<ul style="list-style-type: none"> • crayon resist • mural painting • brushstrokes • washes 	<ul style="list-style-type: none"> • brush techniques • easels • air-brush techniques • mixed media • textural effects
Design and Composition	<ul style="list-style-type: none"> • balance (formal/informal) • concepts 	<ul style="list-style-type: none"> • balance • positive/negative space 	<ul style="list-style-type: none"> • balance • positive/negative space • object placement • focal point/emphasis 	<ul style="list-style-type: none"> • balance • positive/negative space • object placement • focal point/emphasis • atmospheric perspective • issues
Colour Theory	<ul style="list-style-type: none"> • primary and secondary colours 	<ul style="list-style-type: none"> • primary and secondary colours 	<ul style="list-style-type: none"> • primary and secondary colours • tertiary colours • complementary colours • analogous colours • monochromatic colours • warm/cool colours 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Bermudian and Caribbean painters • prehistoric cave paintings 	<ul style="list-style-type: none"> • Bermudian Caribbean painters • prehistoric cave paintings • impressionist painters 	<ul style="list-style-type: none"> • Mexican/S. American painters • Japanese Painters • Egyptian paintings • Caribbean/Bermudian painters • impressionist painters • other connections with social studies 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • critiques of visual slides • personal analysis of work produced based on principles and elements of design 	<ul style="list-style-type: none"> • critiques of visuals slides 	<ul style="list-style-type: none"> • critiques of visual slides • enjoyment • pride 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • relief • sculpture in the round • assemblages • materials • visuals 	<ul style="list-style-type: none"> • additive • deductive • kites • paper clips • wire cutters • clay tools • natural materials • visuals 	<ul style="list-style-type: none"> • relief • slab • kites • architecture • paper clips, wire cutters and clay tools • natural materials 	<ul style="list-style-type: none"> • casting in relief • theatre in the round • kites • architecture • paper clips, wire cutters and clay tools • natural materials
Elements of Art	<ul style="list-style-type: none"> • shape • texture, visual/tactile • line (defines contours) • colour and mood 	<ul style="list-style-type: none"> • more complex shapes • surface variety/detail • shape • rhythm • colour and mood • natural symbolic 	<ul style="list-style-type: none"> • formal/informal/geometric and amorphous shapes • man made/tools • illusionary surface • illusion of depth 	<ul style="list-style-type: none"> • weight • technical manipulation • special effects • illusionary surface • illusion of depth • movement • vibration
Principles of Design	<ul style="list-style-type: none"> • balance formal/informal • patterns, rhythm • variety 	<ul style="list-style-type: none"> • balance formal/informal • patterns, rhythm • variety 	<ul style="list-style-type: none"> • balance formal/informal • patterns, rhythm • variety 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • vocabulary for sculpture • examples of sculpture 	<ul style="list-style-type: none"> • elements of art • design principle 	<ul style="list-style-type: none"> • centre of interest • directions • elements of art • design principles • contoured surfaces • unity and separation of shape 	<ul style="list-style-type: none"> • centre of interest • movement • direction • elements of art • design principles • unity and separation of shape
History/Culture	<ul style="list-style-type: none"> • function • purpose • local art 	<ul style="list-style-type: none"> • function • purpose • local art • gallery visits • time line 	<ul style="list-style-type: none"> • function • purpose • architecture • visits by local 3D artists • relationship of sculpture to music, literature, theatre and dance 	<ul style="list-style-type: none"> • function • purpose • architecture • visits by local 3D artists • relationship of sculpture to music, literature, theatre and dance
Aesthetic Judgment	<ul style="list-style-type: none"> • response to compositions • critiques • personal evaluations 	<ul style="list-style-type: none"> • response to compositions • critiques • personal evaluations 	<ul style="list-style-type: none"> • response to compositions • critiques • personal evaluations • enjoyment • pride 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> sponge potatoes, hands, feet, thumbs and leaves 	<ul style="list-style-type: none"> sponge potatoes, hands, feet, thumbs and leaves etching-clay printing with found art objects pasted down monoprints 	<ul style="list-style-type: none"> etching – styrofoam collographs linoleum mixed media stencil 	<ul style="list-style-type: none"> offset collographs printing press linoleum woodcut mixed media stencil, silk screen
Elements of Art	<ul style="list-style-type: none"> shape colour primary and secondary 	<ul style="list-style-type: none"> shape/space texture colour line 	<ul style="list-style-type: none"> shape/space positive/negative texture value-light (tints, tones and shades) colour line 	<ul style="list-style-type: none"> pattern/recognition variety rhythm balance/symmetry
Principles of Design	<ul style="list-style-type: none"> pattern/recognition variety 	<ul style="list-style-type: none"> pattern/recognition variety rhythm balance/symmetry 	<ul style="list-style-type: none"> pattern/recognition variety rhythm balance/symmetry 	<ul style="list-style-type: none"> pattern/recognition variety rhythm balance/symmetry
Composition	<ul style="list-style-type: none"> simple pattern through repetition picture making through prints 	<ul style="list-style-type: none"> simple pattern through repetition picture making through prints centre of interest 	<ul style="list-style-type: none"> eight pattern recognition 	<ul style="list-style-type: none"> complete pattern recognition
History and Culture	<ul style="list-style-type: none"> hand print foot print 	<ul style="list-style-type: none"> Bermudian prints 	<ul style="list-style-type: none"> prints from other cultures create prints 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • Polaroid • pin hole camera-science and how the eye works • framing and focusing • flip book techniques • live action fiction 	<ul style="list-style-type: none"> • Polaroid • pin hole camera-science and how the eye works • framing and focusing • flip book techniques • live action fiction 	<ul style="list-style-type: none"> • 35mm camera • the lens focusing • dark room techniques • lighting techniques • video-sequencing 	<ul style="list-style-type: none"> • 35mm camera • the lens focusing • dark room techniques • lighting techniques • video-sequencing
Elements of Art	<ul style="list-style-type: none"> • space-foreground/background • recognition of colours/ neutrals • elements of art in photographs 	<ul style="list-style-type: none"> • colour - primary, secondary and tertiary • white light and the prism • positive and negative space • perspective 	<ul style="list-style-type: none"> • value- black and white photos • space – near/far/middle, wide angle and close-up • texture – natural/man-made • shape and light 	<ul style="list-style-type: none"> • application of elements of art in still photography • translating art elements to video
Principles of Design	<ul style="list-style-type: none"> • different principles • identification - photos 	<ul style="list-style-type: none"> • balance – symmetry • repetition/same scene overlapping • flip book, animation 	<ul style="list-style-type: none"> • unity through repetition of the elements of art • balance-arrangement of elements • rhythm 	<ul style="list-style-type: none"> • unity through repetition of the elements of art • balance-arrangement of elements • aspects of trick photography
Composition	N/A	<ul style="list-style-type: none"> • composition affected by themes • scene composition <ul style="list-style-type: none"> - elements of art - principles of design 	<ul style="list-style-type: none"> • production <ul style="list-style-type: none"> - elements of art - principles of design • editing for storytelling • video coverage shots/ audio 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> age appropriate vocabulary 	<ul style="list-style-type: none"> parts of a camera 35mm and video non western techniques in forms and culture 	<ul style="list-style-type: none"> parts of a camera 35mm and video non western techniques in forms and culture 	<ul style="list-style-type: none"> parts of a camera 35mm and video non western techniques in form and culture
History/Culture	<ul style="list-style-type: none"> short animation from around the world still photos and video scenes for discussion 	<ul style="list-style-type: none"> Indian/African/Brazilian themes of still photographs/photo montages social contexts of films e.g. documentary and still photography 	<ul style="list-style-type: none"> Indian/African/Brazilian film effects of film on the audience social context of documentary film 	<ul style="list-style-type: none"> photo journalism history of various forms of documentaries film/video/still photos as agents of change
Aesthetic Judgment	<ul style="list-style-type: none"> different types of photos and short videos 	<ul style="list-style-type: none"> analysis of pictures analysis works of local and foreign artists 	<ul style="list-style-type: none"> analysis of pictures critiques of films/photos as social statements <ul style="list-style-type: none"> - tourism ads enjoyment pride 	<ul style="list-style-type: none"> analysis of pictures critiques of films/photos as social statements <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> objects and tools the mouse and/or graphics tablet 	<ul style="list-style-type: none"> basic functions and editing: <ul style="list-style-type: none"> copy paste cut save print letters and text 	<ul style="list-style-type: none"> scanning cropping enlarging and shrinking images video and computer connection and audio capabilities 	<ul style="list-style-type: none"> 3D letter forms rotating text and images digitizing animation
Elements of Arts	<ul style="list-style-type: none"> lines shapes colours 	<ul style="list-style-type: none"> patterns (through repetition of line, shape, colour and space) 2D objects 	<ul style="list-style-type: none"> positive and negative space 3D images creating visual texture 	<ul style="list-style-type: none"> casting shadows collage images illustrations video images
Principles of Design	<ul style="list-style-type: none"> size: big and small dark and light near and far simple letter forms – a,b,c's 	<ul style="list-style-type: none"> visual rhythm and movement perspective: overlapping, wide and narrow foreground and background 	<ul style="list-style-type: none"> proportion to scale and distortion two point perspective balance, symmetry asymmetry, radial 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • placing objects 	<ul style="list-style-type: none"> • placing objects • focal point 	<ul style="list-style-type: none"> • art elements and principles • typography <ul style="list-style-type: none"> - font - types - size • images and text 	<ul style="list-style-type: none"> • media related art: newspaper, magazines and comic books • video games
Theory	<ul style="list-style-type: none"> • grade appropriate vocabulary 	<ul style="list-style-type: none"> • grade appropriate vocabulary • naming the equipment and parts 	<ul style="list-style-type: none"> • grade appropriate vocabulary 	<ul style="list-style-type: none"> • vocabulary
History/Culture	N/A	<ul style="list-style-type: none"> • animation <ul style="list-style-type: none"> - cartoons - flip book - the abacus 	<ul style="list-style-type: none"> • animation – Walt Disney <ul style="list-style-type: none"> - Hanna Barbara - The Eniac - Bill Gates 	<ul style="list-style-type: none"> • computers/ • animation • Japanese culture
Aesthetic Judgments	N/A	N/A	<ul style="list-style-type: none"> • critiques of computer programmes • computer generated images • page layouts 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • assemblage • fibre (weaving/applique) • ceramics (exploratory) • kites • simple craft tools • personal safety 	<ul style="list-style-type: none"> • assemblage • fibre (weaving/applique) • using local materials • ceramics • wood crafts/kites • appropriate tool use and techniques (basic) • personal safety 	<ul style="list-style-type: none"> • assemblage • textiles (batik/tie dye) • using local materials • ceramics • wood crafts/kites • basic use of tools and materials • personal safety 	<ul style="list-style-type: none"> • assemblage • textiles (batik/tie dye and silk screen) • ceramics • woodcraft/plastics/local materials • advanced tool use • personal safety
Elements of Arts	<ul style="list-style-type: none"> • texture visual tactiles • colour <ul style="list-style-type: none"> - warm - cool - neutral • shape • form 	<ul style="list-style-type: none"> • texture visual • line etched patterns <ul style="list-style-type: none"> - colours - shape - form 	<ul style="list-style-type: none"> • fibre arts/weaving • geometric shapes (in kites) • colours • shapes • form 	<ul style="list-style-type: none"> • fibre arts/weaving • geometric shapes (in kites) • patinas on metal • shape • form
Principles of Design	<ul style="list-style-type: none"> • repetition and rhythm • pattern visual/tactile • variety 	<ul style="list-style-type: none"> • repetition and rhythm • pattern visual/tactile • variety 	<ul style="list-style-type: none"> • repetition and rhythm • pattern visual/tactile • variety 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> vocabulary 	<ul style="list-style-type: none"> origins of materials (toxic, non-toxic) design (plans) how to store and care for materials safety rules 	<ul style="list-style-type: none"> art in the market place vocabulary recipes/experiments explore design elements materials safety rules 	<ul style="list-style-type: none"> craft & economics apprenticeships recipes/experiments and principles materials safety rules
History and Culture	<ul style="list-style-type: none"> Bermudian crafts 	<ul style="list-style-type: none"> Bermudian crafts (banana dolls, etc.) 	<ul style="list-style-type: none"> crafts of other cultures 	<ul style="list-style-type: none"> crafts time lines economics
Aesthetic Judgment	<ul style="list-style-type: none"> observation simple creations 	<ul style="list-style-type: none"> creation analysis 	<ul style="list-style-type: none"> enjoyment evaluation pride 	<ul style="list-style-type: none"> 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

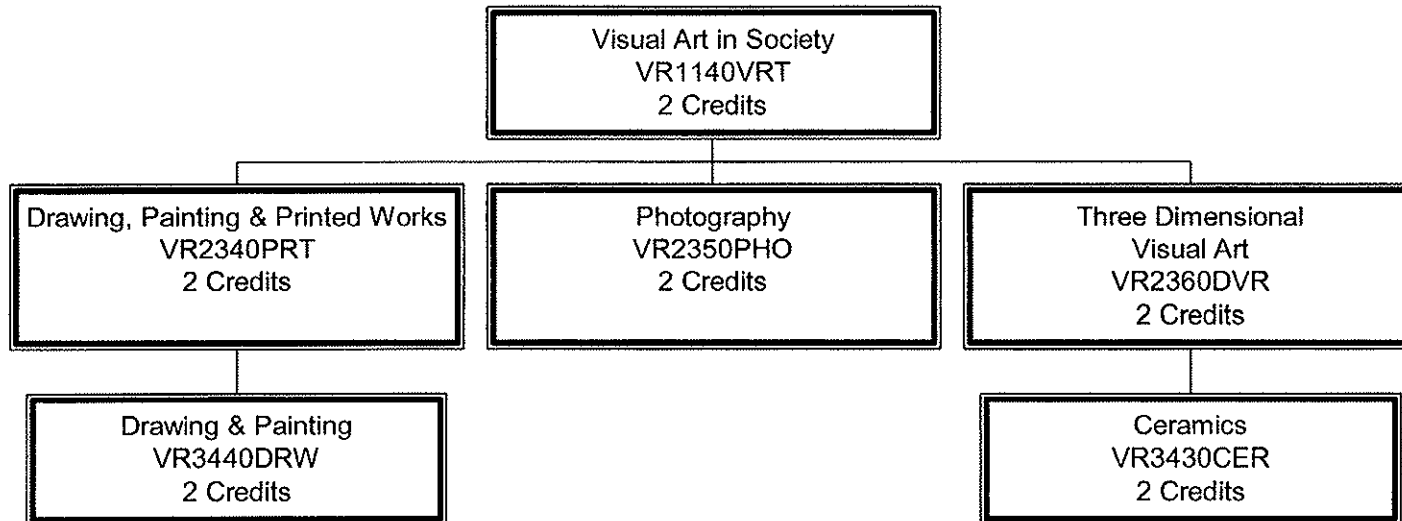
GOAL:

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.

