

Art in Education

Art Means Learning

Art is a way in which our children and young people explore and learn about their world. It is a language of visual images that everyone must learn. Complete literacy includes the ability to understand, respond to and talk about visually imagery. Through education in art, students:

- * learn about the power of visual images to influence human and social behavior.
- * explore their own potential to think creatively and to solve problems with ingenuity and imagination.
- * engage in a complete thinking process: perceptual, imaginative, formative, expressive and communicative.
- * discover connections that art has to other areas of the curriculum.
- * understand that art is unique, essential and a fundamental discipline of knowledge.
- * learn to work independently and cooperatively.
- * develop self-esteem and self-discipline.

Developmental Art Experiences

The art curriculum is developmentally based. We provide experiences that are appropriate to the intellectual, social, physical and aesthetic maturity of our students. Our curriculum meets the needs of the entire school population. It is differentiated and takes all students needs into consideration. As a result of their art experiences, students will:

- * produce many works of art, learning a variety of techniques.
- * develop appropriate skills using tools and media.
- * explore the use of both two and three dimensional mediums.
- * create well-crafted and personally meaningful works of art.
- * describe and discuss their own art using age appropriate vocabulary.
- * use multiple senses and experience many styles of expression.
- * recognize and use technology in art.

Art Content is Unique

Art education encourages the capacity for invention and creation. This mental exercise is not commonplace in all areas of the curriculum or cultivated and encouraged enough in many schools. Our search for new and individual solutions to artistic problems depends on our ability to look at situations in a new light, to fabricate alternatives, to craft workable strategies and to reconceive our vision of the world and ourselves. Our curriculum has high expectations and standards of performance. These are derived from knowledge of the students, research within the field of art education as well as state and national standards. Students will:

- *make their own interpretations and informed judgments about works of art (criticism) and explore questions about the nature and experience of art and beauty (aesthetics).
- *use a common vocabulary regarding the elements and principles of design across all grade levels.

A Historic and Global Perspective

In art the students are exposed to a variety of artistic periods and become aware of the impact of the artist on culture and society. The great art of the past deals with many human concerns. When we study the art of many lands and peoples, we introduce our students to a wide range of human values and concerns that have shaped the progress of humanity. Our students become aware of the visual history and contributions that artists, designers, architects and photographers have made to our society.

Contributions to Human Development

Students' experiences creating works of art demands self-discipline and teaches them to accept frustration and failure as well as joy and success as part of the life-long learning process. Making a work of art requires goal setting, selection of strategies, determining how to apply those strategies and continuous assessment and revision. Careful craftsmanship requires a personal commitment to excellence. The visual arts call for students to stretch their intellectual resources and create their own visual solutions and statements.

Art Educators-Professional in the Classroom

Students are enriched because of the professional qualities of their art teacher in the classroom. District 64 art educators are dedicated to the contemporary, scholarly, academic and philosophical challenges of their profession. They are informed about the local and national trends and the research-based best practice in their field. Art teachers in the District are well informed about other curricular areas and foster integration and cross-curricular connections where appropriate.