



Integrated Faith Standards for Academic Curriculum

Art and Design Curriculum

High School

*Revised 2022

“Education is an important mission, which draws young people to what is good, beautiful, and true.”

Pope Francis

“The increased attention given to science and technology must not lead to a neglect of the humanities: philosophy, history, literature and art. Since earliest times, each society has developed and handed on its artistic and literary heritage, and our human patrimony is nothing more than the sum total of this cultural wealth. Thus, while teachers are helping students to develop an aesthetic sense, they can bring them to a deeper awareness of all peoples as one great human family. The simplest way to uncover the religious dimension of the artistic and literary world is to start with its concrete expressions: in every human culture, art and literature have been closely linked to religious beliefs. The artistic and literary patrimony of Christianity is vast and gives visible testimony to a faith that has been handed down through centuries.” *The Religious Dimension of a Catholic School, 1988, # 60*

“Literary and artistic works depict the struggles of societies, of families, and of individuals. They spring from the depths of the human heart, revealing its lights and its shadows, its hope and its despair. The Christian perspective goes beyond the merely human, and offers more penetrating criteria for understanding the human struggle and the mysteries of the human spirit. Furthermore, an adequate religious formation has been the starting point for the vocation of a number of Christian artists and art critics. In the upper grades, a teacher can bring students to: an even more profound appreciation of artistic works: as a reflection of the divine beauty in tangible form. Both the Fathers of the Church and the masters of Christian philosophy teach this in their writings on aesthetics - St. Augustine invites us to go beyond the intention of the artists in order to find the eternal order of God in the work of art; St. Thomas sees the presence of the Divine Word in art.” *The Religious Dimension of a Catholic School, 1988, # 61*

Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Manchester

- A passion for mission should inform every curriculum decision.
- All knowledge reflects God’s Truth, Beauty, and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image and likeness of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person for the good of the society of which he/she is a member, and in recognition of their destiny, an eternal life in Christ.
- Each subject is to be examined in the context of the Catholic faith through Scripture and Tradition and is to be illuminated by Gospel values.
- Learning and formation are interconnected, as are the natural and spiritual development of each student.
- Curriculum and instruction seek to promote a synthesis of faith, life, and culture, forming students as

disciples of Jesus.

- All curricula must support a commitment to strong and consistent Catholic identity.
- Curriculum will assist the student's ability to think critically, problem solve, innovate, and lead towards a supernatural vision.

In a Catholic School, Curricular Formation...

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.ⁱ
2. Promotes human virtues and the dignity of the human person as created in the image and likeness of God and modeled on the person of Jesus Christ.ⁱⁱ
3. Seeks to know and understand objective reality, which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.ⁱⁱⁱ
5. Encourages a synthesis of faith, life, and culture.^{iv}

Gifts of CHRIST[©] at the Diocese of Manchester Catholic Schools

The Gifts of C.H.R.I.S.T.[©] are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the Gifts of C.H.R.I.S.T.[©] stands for Catholic Habits and Responses in School and on Teams.

Through curricular and extracurricular learning experiences at a Diocese of Manchester Catholic school, PK-12th grade students will learn about the 7 Gifts of C.H.R.I.S.T.[©] and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

Truth

GC.T.1.0 I will seek to understand the truth in all situations.

GC.T.2.0 I will be truthful in the way I act, and respond, and accept truth around me.

Beauty

GC.B.1.0 I will seek beauty in all things and in all situations.

GC.B.2.0 I will find the beauty of God’s creation and wonders around me.

Goodness

GC.G.1.0 I will exhibit goodness as God’s example during my daily life.

GC.G.2.0 I will seek goodness in learning situations and remember to see God’s likeness and goodness even in my opponents.

Affability

GC.A.1.0 I can be kind and treat others the way I would want to be treated.

GC.A.2.0 I can treat others with respect, and I can be approachable and friendly.

Humility

GC.H.1.0 I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.

GC.H.2.0 I am humbled with the knowledge and talents I have, and I understand that I can always learn more.

Prudence

GC.P.1.0 I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.

GC.P.2.0 I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.

Fortitude

GC.F.1.0 I can do all things through Christ who strengthens me.

GC.F.2.0 I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.

CRITICAL THINKING AND REFLECTION**Cognition and Reflection Are Required to Appreciate, Interpret, and Create with Artistic Intent**

- 9-12.AD.CR-1.0** Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
- 9-12.AD.CR-2.0** Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
- 9-12.AD.CR-3.0** Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
- 9-12.AD.CR-4.0** Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
- 9-12.AD.CR-5.0** Analyze how visual information is developed in specific media to create a recorded visual image.
- 9-12.AD.CR-6.0** Identify rationale for aesthetic choices in recording visual media.
- 9-12.AD.CR-7.0** Analyze challenges and identify solutions for three-dimensional structural problems.
- 9-12.AD.CR-8.0** Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.

Assessing Our Own and Other’s Artistic Work, Using Critical-Thinking, Problem-Solving, and Decision-Making Skills, Is Central to Artistic Growth

- 9-12.AD.AAW-1.0** Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
- 9-12.AD.AAW-2.0** Assess the works of others using established or derived criteria to support conclusions and judgments about artistic progress.
- 9-12.AD.AAW-3.0** Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
- 9-12.AD.AAW-4.0** Classify artworks using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
- 9-12.AD.AAW-5.0** Develop and use criteria to select works for a portfolio and defend one’s artistic choices with a written, oral, and/or recorded analysis.
- 9-12.AD.AAW-6.0** Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
- 9-12.AD.AAW-7.0** Assess the challenges and outcomes associated with the media used in a variety of one’s own works.
- 9-12.AD.AAW-8.0** Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.

The Processes of Critiquing Works of Art Lead to Development of Critical-Thinking Skills Transferable to Other Contexts.

- 9-12.AD.PCA-1.0** Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
- 9-12.AD.PCA-2.0** Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of “art.”
- 9-12.AD.PCA-3.0** Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
- 9-12.AD.PCA-4.0** Use analytical skills to examine issues in non-visual art contexts.
- 9-12.AD.PCA-5.0** Make connections between timelines in other content areas and timelines in the visual arts.
- 9-12.AD.PCA-6.0** Discuss how the aesthetics of artwork and utilitarian objects have changed over time.

HISTORICAL AND GLOBAL CONNECTIONS

Through Study in the Arts, We Learn about and Honor Others and the Worlds in Which They Live(d)

- 9-12.AD.SA-1.0** Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
- 9-12.AD.SA-2.0** Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
- 9-12.AD.SA-3.0** Examine the significance placed on artforms over time by various groups or cultures compared to current views on aesthetics.
- 9-12.AD.SA-4.0** Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
- 9-12.AD.SA-5.0** Investigate the use of technology and media design to reflect creative trends in visual culture.
- 9-12.AD.SA-6.0** Create a timeline for the development of artists’ materials to show multiple influences on the use of art media.
- 9-12.AD.SA-7.0** Research and report technological developments to identify influences on society.
- 9-12.AD.SA-8.0** Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
- 9-12.AD.SA-9.0** Describe the significance of major artists, architects, or masterworks to understand their historical influences.
- 9-12.AD.SA-10.0** Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.

The Arts Reflect and Document Cultural Trends and Historical Events, and Help Explain How New Directions in the Arts Have Emerged

- 9-12.AD.CTHE-1.0** Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
- 9-12.AD.CTHE-2.0** Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
- 9-12.AD.CTHE-3.0** Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
- 9-12.AD.CTHE-4.0** Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
- 9-12.AD.CTHE-5.0** Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
- 9-12.AD.CTHE-6.0** Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.

Connections among the Arts and Other Disciplines Strengthen Learning and the Ability to Transfer Knowledge and Skills to and from Other Fields

- 9-12.AD.ODOF-1.0** Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
- 9-12.AD.ODOF-2.0** Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
- 9-12.AD.ODOF-3.0** Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.

INNOVATION, TECHNOLOGY, AND THE FUTURE

Creating, Interpreting, and Responding in the Arts Stimulate the Imagination and Encourage Innovation and Creative Risk-Taking

- 9-12.AD.CIR-1.0** Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
- 9-12.AD.CIR-2.0** Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
- 9-12.AD.CIR-3.0** Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
- 9-12.AD.CIR-4.0** Use technological tools to create art with varying effects and outcomes.
- 9-12.AD.CIR-5.0** Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.

Careers in and Related to the Arts Significantly and Positively Impact Local and Global Economies

- 9-12.AD.LGE-1.0** Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
- 9-12.AD.LGE-2.0** Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.
- 9-12.AD.LGE-3.0** Analyze the potential economic impact of arts entities to revitalize a community or region.
- 9-12.AD.LGE-4.0** Research ideas to plan, develop, and market art-related goods, artworks, or services that influence consumer beliefs and behaviors.
- 9-12.AD.LGE-5.0** Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
- 9-12.AD.LGE-6.0** Research and discuss the potential of the visual arts to improve aesthetic living.
- 9-12.AD.LGE-7.0** Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
- 9-12.AD.LGE-8.0** Describe community resources to preserve, restore, exhibit, and view works of art.

The 21st-century Skills Necessary for Success as Citizens, Workers, and Leaders in a Global Economy are Embedded in the Study of the Arts

- 9-12.AD.CWL-1.0** Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
- 9-12.AD.CWL-2.0** Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
- 9-12.AD.CWL-3.0** Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
- 9-12.AD.CWL-4.0** Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
- 9-12.AD.CWL-5.0** Use appropriately cited sources to document research and present information on visual culture.
- 9-12.AD.CWL-6.0** Identify ethical ways to use appropriation in personal works of art.
- 9-12.AD.CWL-7.0** Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
- 9-12.AD.CWL-8.0** Identify and apply collaborative procedures to coordinate a student or community art event.
- 9-12.AD.CWL-9.0** Apply rules of convention to create purposeful design.
- 9-12.AD.CWL-10.0** Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
- 9-12.AD.CWL-11.0** Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

ORGANIZATIONAL STRUCTURE

Understanding the Organizational Structure of an Artform Provides a Foundation for Appreciation of Artistic Works and Respect for the Creative Process

- 9-12.AD.UOS-1.0** Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
- 9-12.AD.UOS-2.0** Use and defend the choice of creative and technical skills to produce artworks.
- 9-12.AD.UOS-3.0** Research and use the techniques and processes of various artists to create personal works.
- 9-12.AD.UOS-4.0** Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
- 9-12.AD.UOS-5.0** Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.

The Structural Rules and Conventions of an Artform Serve as Both a Foundation and Departure Point for Creativity

- 9-12.AD.SRC-1.0** Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
- 9-12.AD.SRC-2.0** Solve aesthetic problems through convergent and divergent thinking to gain new perspectives.
- 9-12.AD.SRC-3.0** Investigate an idea in a coherent and focused manner to provide context in the visual arts.
- 9-12.AD.SRC-4.0** Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.

Every Art Form Uses Its Own Unique Language, Verbal and Non-Verbal, to Document and Communicate with the World

- 9-12.AD.UL-1.0** Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
- 9-12.AD.UL-2.0** Create a series of artworks to inform viewers about personal opinions and/or current issues

SKILLS, TECHNIQUES, AND PROCESSES

The Arts Are Inherently Experiential and Actively Engage Learners in the Processes of Creating, Interpreting, and Responding to Art

- 9-12.AD.IE-1.0 Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
- 9-12.AD.IE-2.0 Investigate the use of technology and other resources to inspire art-making decisions.
- 9-12.AD.IE-3.0 Interpret and reflect on cultural and historical events to create art.
- 9-12.AD.IE-4.0 Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
- 9-12.AD.IE-5.0 Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
- 9-12.AD.IE-6.0 Describe processes and techniques used to record visual imagery.
- 9-12.AD.IE-7.0 Manipulate lighting effects using various media to create desired results.
- 9-12.AD.IE-8.0 Use technology to simulate art-making processes and techniques.
- 9-12.AD.IE-9.0 Use diverse media and techniques to create paintings that represent various genres and schools of painting.

Development of Skills, Techniques, and Processes in the Arts Strengthens Our Ability to Remember, Focus on, Process, and Sequence Information

- 9-12.AD.RFPS-1.0 Demonstrate organizational skills to influence the sequential process when creating artwork.
- 9-12.AD.RFPS-2.0 Focus on visual information and processes to complete the artistic concept.
- 9-12.AD.RFPS-3.0 Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
- 9-12.AD.RFPS-4.0 Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
- 9-12.AD.RFPS-5.0 Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
- 9-12.AD.RFPS-6.0 Incorporate skills, concepts, and media to create images from ideation to resolution.

Through Purposeful Practice, Artists Learn to Manage, Master, and Refine Simple, then Complex, Skills and Techniques

- 9-12.AD.PP-1.0 Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
- 9-12.AD.PP-2.0 Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.

- 9-12.AD.PP-3.0** Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
- 9-12.AD.PP-4.0** Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
- 9-12.AD.PP-5.0** Create multiple works that demonstrate thorough exploration of subject matter and themes.
- 9-12.AD.PP-6.0** Develop works with prominent personal vision revealed through mastery of art tasks and tools.
- 9-12.AD.PP-7.0** Use and maintain tools and equipment to facilitate the creative process.
- 9-12.AD.PP-8.0** Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
- 9-12.AD.PP-9.0** Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.
- 9-12.AD.PP-10.0** Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
- 9-12.AD.PP-11.0** Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
- 9-12.AD.PP-12.0** Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
- 9-12.AD.PP-13.0** Create three-dimensional modeled and rendered objects in figurative and nonfigurative digital applications.

UNIT 1: GLOBAL PREHISTORY, 20,000-500 BCE

Cultural Influences on Prehistoric Art

- 9-12.AD.IE-1.0** Identify a work of art (or group of related works).
- 9-12.AD.IE-2.0** Describe contextual elements of a work of art (or group of related works of art).