

VISUAL ARTS 2000

PHILOSOPHY

“In the beginning, God created...” Genesis 1:1

Allowing God to continue to create through every child is the core of the visual arts program in the Catholic School. Creativity is God’s gift to each and every one of us, and we, as His creations are meant to use this gift in all possible ways. Using the gift is a way of returning the gift to God.

The visual arts program seeks to open students’ eyes, spark their imaginations, direct their hands and channel their intellect to explore media and techniques, learn the elements and principles of design and enhance their problem solving and communication skills. Most importantly, the visual arts program seeks to open students’ souls to the pure creative energy in all of life and instill confidence in the use of God given talents. When we open ourselves to exploring our creativity, and open ourselves to appreciating the creativity of others, we open ourselves to God.

PREFACE

To use the overview effectively you must first understand the format and rationale for each of the components. (A comprehensive guide is available at each of the schools.) The basic structure includes 3 levels in which to complete specific educational objectives. They are:

- Kindergarten, Grade 1 and Grade 2
- Grade 3, Grade 4 and Grade 5
- Grade 6, Grade 7 and Grade 8

The art curriculum is based on the 8 goals identified in the *North Carolina Standard Course of Study* combined with the 6 National Visual Arts Standards.

“These (National) standards offer one road map for competence and educational effectiveness, but without casting a mold into which all visual arts programs must fit. The standards are intended to focus on the student learning results that come from basic education, not how art is to be taught.”

Jeanne Rollins, NAEA Visual Arts Standards Task Force and Director of Fine Arts Programs, Texas Education Agency

A critical component of the diocesan curriculum is the development of basic **Values and Attitudes**. Values and Attitudes highlight key issues that will enable students to develop a critical conscience in art appreciation and production. These are not necessarily measurable through paper and pencil tasks but rather identified in a student’s respect toward art and the use of art.

The learning **Objectives** detail what a student should know and apply.

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