



Short Syllabus Art for Grades 5 - 10

This syllabus follows the guidelines for art instruction in grades 5 -10.

- **Image Conception** (artistic images and non artistic images such as advertising)
- **Esthetic Categories** (color, line, plane, body, space, movement)
- **Image Production** (drawing, painting, collage, sculpture, photography, video)

Production, reception, and reflection are the key elements of this syllabus. In addition to the students' own artistic production, they will study the work of other students and professional artists. Specific characteristics of images will be compared and used to enhance the students' visual experience.

Grade 5 (bilingual)

Esthetic Categories: color, plane
Production: painting
Qualifications: perception, effects and rules of color; application of color and techniques; color composition and effects

Esthetic Categories: body, space, movement
Production: three dimensional art, construction
Qualifications: experience with body and space (masks, clay, paper maché)

Grade 6 (bilingual)

Esthetic Categories: line, plane
Production: drawing
Qualifications: drawing process; drawing as structural principle (dot, line, structure, ornaments, patterns, writing)

Esthetic Categories: body, space, movement
Production: three dimensional art, construction
Qualifications: experience with body and space (architecture, landscape, animals)

Grade 7 (bilingual)

Esthetic Categories: color, body, space
Production: creating three dimensional art, construction, print, collage, experimental techniques, new media

Qualifications: experience of body and space (mask, print, architecture, interior design, objects of daily use); mixed use of materials and techniques (drawing, space illusions, work with paper)

Grade 8 (bilingual)

Esthetic Categories: color, plane, body, space
Production: drawing, painting, photography, collage
Qualifications: mixed use of new and traditional materials and techniques (comics, pop art, ink, collage); projects (video or photo story, design, mixed media projects, advertising)

Grade 9 (bilingual)

Esthetic Categories: line, plane, space, color
Production: drawing, painting, collage
Qualifications: drawing techniques of body and space illusions, color and linear perspectives, vanishing point, dark-light contrasts (drafts for architecture, shading); realistic drawing following G. Schmidt's explanations (still life, portrait); drawing process (drawing as an event)

Grade 10 (English)

Esthetic Categories: line, plane, form
Production: drawing
Qualifications: realistic drawing following G. Schmidt's explanations (still life, texture, shading); drawing as structural principle (techniques of dot-line, plane-structure and shading); composition and image structure as basic artistic design medium

Esthetic Categories: color
Production: painting, print, collages
Qualifications: application of color and painting techniques (J. Itten's color wheel, painting as event and as process, color as a research process, Impressionism); effect and perception of color (color contrast, function and concepts)

- Students learn to apply design techniques in their own artistic creations; they grasp and portray interconnected ideas.
- They plan and finish projects from first draft to end product with the teacher's guidance.
- They improve their ability to see and create by reflecting on their own and other people's work.



Short Syllabus Art for Grades 11 and 12

This syllabus follows the guidelines for art instruction in grades 11 and 12. It is understood that the large number of artistic topics cannot be reduced to a short catalog.

- **Image Conception** (artistic images and non artistic images such as architecture, design)
- **Esthetic Categories** (graphic art, print, sculpture, painting, new media)
- **Image Production** (drawing, painting, collage, sculpture, photography, video)

Production, reception, and reflection are the key elements of this syllabus. In addition to their own artistic production, students will analyze and reflect on the work of other students and of professional artists. Specific characteristics of images will be compared and used to enhance the students' visual experience. Students will learn to recognize visual elements and create connections between text and image.

The **methods syllabus** follows these guidelines:

Students learn to

- Observe, describe, analyze, and interpret images according to work immanent and external criteria.
- Compare visual information and transfer it without help.
- Work responsibly in groups.
- Present the results of their work.
- Address issues constructively.
- Evaluate their own artistic process by comparing it to other work and decide on appropriate ways to proceed.

Art instruction in grades 11 and 12 is designed as a structured sequence of interconnected curricular units. The student's mastery of methods is evaluated at the end of a unit.

The March 14/15, 2012 Federal-State-Conference in Erfurt has decided to make English the language of examination in Art starting in 2017.

Grades 11 and 12

Examination of Individuality (example: portraits)

- Students study basic structures of visual language and basic forms of perception, presentation and interpretation.
- Students study select art epochs and correctly place artists and works in history.
- Students speak and write using specific art terminology.
- Students use theoretical and practical methods to analyze and interpret works.

Production: drawing, painting, print, mixed media.

Concept of Nature and Humanity in Sculpture and Art Installation

- Students study concepts of artistic creation.
- Students examine materials, media, and dimensions of artistic creation processes.
- Students compare the visual language of epochs (methods and forms of expression, sculpture techniques)
- Students examine various artistic planes of reality.
- Students draw on their knowledge of art history.
- Students refer to historical, biographical, iconographical, mythological, symbolical, and allegorical contexts.

Production: analytical drawing, sculpture, construction.

Visual Language as Reflection of Society's Norms and Concepts

- Students study historical aspects of form, motive, and reception.
- Students study visual language as expression of society's norms and concepts and, in contrast, as criticism and counterpoint.
- Students use various methods of description, analysis and interpretation without help.
- Students include philosophical, sociological, literary, and various other aspects in their interpretations.
- Students recognize the complex interaction of function, technology, aesthetics, and symbolism. In some areas, they also recognize the interrelationship of economy, ecology and sociology.
- Students understand art as a social and communicative activity and art's relationship to its creative environment.

Production: drawing, painting, draft, collage, sculpture, construction etc.

New Media Exhibits – Visual Examination of the Individual and Society

- Students study visual structure and action principles.
- Students study the basic function of visual language and the works expressed in this language.
- Students study basic forms of artistic presentation, perception and interpretation.
- Students analyze, interpret, evaluate, and judge various forms of photography and study the history of photography.
- Students draw on philosophical, sociological, cinematic, and other aspects in their interpretations.
- Students sense their environment and communicate their findings.
- Students articulate subjective perceptions in aesthetic forms.
- Students evaluate their own work and compare it to professional artistic production.
- Students select media according to creative intent and effect.
- Students develop their own artistic goals.
- Students select strategies and solutions to achieve the desired result.

Production: drawing, photography, video.

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