Brecksville-
Broadview Heights
City School District

Curriculum Framework

Brecksville-Broadview Heights City Schools
6638 Mill Rd
Brecksville, Ohio 44141

Art K-12
2025-2026

District Leadership

Superintendent of Schools :: Jeff Harrison
Assistant Superintendent of Schools :: Brian Wycuff
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Acknowledgment

This document represents a strong effort on the part of the following individuals:

Grades 6-8

- Ann Henderson
- Anne Jones

Grades 9-12

- Andy Hansen
- Anne Jones
- Julie Gloege

Brecksville
Broadview Heights
City School District

who we are. where we are going. what we value.

OUR MISSION

The BBHCSD exists to rigorously educate our students to the highest standards, to boldly empower our school family with exciting learning experiences, and to collaboratively engage our community to cultivate productive future citizens of a global society.

OUR VISION

The BBHCSD will be the destination district by pushing the boundaries of academic excellence and expanding innovative opportunities for students, while advocating for all, in a safe and accountable educational environment.

OUR VALUES

- We value academic excellence and providing innovative learning opportunities for all
- We value school safety and security in protocol, thought, and action to create a welcoming school climate
- We value responsible stewardship of the dynamic resources in the BBHCSD
- We value the finest educators and staff to empower our students
- We value transparent, engaging, and collaborative communications
- We value the comprehensive preparedness of our students' future success

OUR CULTURE

The BBHCSD will encourage all to Bee Your Best, Bee The Future, and Bee One Community, and will accomplish this by building safety, sharing vulnerability, and establishing a shared purpose with the values above.

Together, we will ***Protect the Banner of the BBHCSD.***

Instructional & Curricular Philosophy

The curriculum and instruction of the Brecksville Broadview Heights City School District will provide an educational program to assist all students to realize their potential to make a positive impact as contributing members of a global society. Both the curriculum and the instructional process reflect that each student is a unique individual and learner.

Students are prepared for their futures through strong curriculum and instructional practices that cultivate the *Attributes of a Bee*: Emotionally-Prepared, Future-Ready, Globally-Responsible, and Self-Reliant. Rooted in the district's mission, these competencies reflect our commitment to rigorously **educate** every student to the highest standards, boldly **empower** our school family with inspiring learning experiences, and collaboratively **engage** our community in shaping productive citizens for a global society.

Students are at the center of all we do in the Brecksville Broadview Heights City School District. We practice standards-driven curriculum and instruction in all content areas:

- We anchor all learning in Ohio's learning standards.
- We utilize data-driven, evidence-based instruction and decision-making.
- We utilize assessments directly aligned to Ohio's learning standards to collect data on student growth and mastery, adjusting and adapting instruction to meet the learning needs of all students.
- We foster a culture of continuous growth in learning for both students and staff.
- We believe that learning is a lifelong pursuit and that everyone has the capacity to grow and continually learn.
- We provide supportive learning environments that encourage active engagement, curiosity, exploration, and rigorous levels of learning.

Brecksville
Broadview Heights
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EDUCATE. EMPOWER. ENGAGE.

OUR MISSION

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OUR VISION

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ATTRIBUTES OF A BEE

FUTURE READY

BBH students will become lifelong learners and acquire career knowledge along with core technical skills. Bees will be independent thinkers, problem-solvers and possess communications and listening skills.

EMOTIONALLY PREPARED

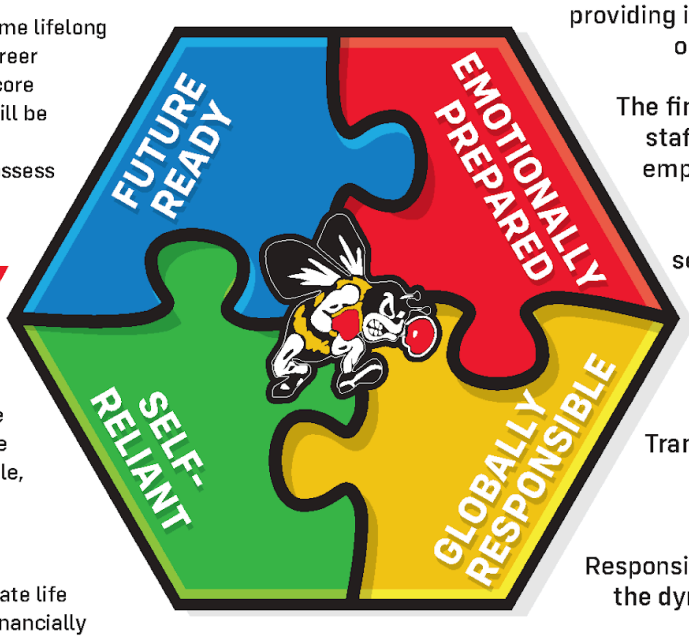
Bees will be self-aware and self-confident and have a growth mindset, while being resilient, adaptable, and flexible.

SELF-RELIANT

Bees will have appropriate life skills, be resourceful, financially savvy, and be self-directed.

GLOBALLY RESPONSIBLE

Our graduates will be engaged citizens, team collaborators, strong stewards of the environment, with broad horizons.



OUR COMMUNITY'S SCHOOL VALUES

Academic excellence and providing innovative learning opportunities for all

The finest educators and staff to constructively empower our students

School safety and security in protocol, action, thought in creating a welcoming school climate

Transparent, engaging and collaborative communications

Responsible stewardship of the dynamic resources in the BBHCSD

Comprehensive preparedness of our students' future college and career pathways

Protecting the Banner of the BBHCSD!

Art Grades 6-8

District Overview of Content

Ohio's Media Arts standards provide a framework that allows all students to understand and develop skills to create and critique visual art.

Through discovery, inquiry, analysis, and application, the standards promote:

- critical thinking,
- personal expression and creativity,
- collaboration and communication skills, and interdisciplinary connections,
- use of technology as a tool for artistic expression,
- appreciation for diversity of visual art,
- understanding the value and role of visual art in society.

A high-quality visual art education provides a unique set of learning experiences for students. The following illustrates the guiding principles of a visual art curriculum.

- Exercise and develop creativity as an essential intellectual activity.
- Create and collaborate with peers to develop leadership and team-building skills.
- Engage with visual art in a thoughtful, knowledgeable and ethically responsible way.
- Practice self-discipline, problem-solving and innovation skills through varied art experiences.

Ohio's Learning Standards for Visual Arts Standards overview is copied from Ohio's DEW

Content Standards

Ohio's Learning Standards for Fine Arts: Visual Arts

Scope and Sequence of Knowledge and Skills to Be Learned

Sixth Grade

Overview: In this nine-week class, students will be exposed to a full range of art experiences and will create unique works using the Elements and Principles of Design. Fundamental drawing skills will include perspective, pattern, proportion, observational drawing, abstraction, and imaginary drawing. Students will explore the basics of watercolor painting, mixed media, clay sculpture, and portrait proportions.

Materials:
Graphite, colored pencils, crayons, oil pastels, watercolor, clay, markers, mixed media.

Assessments.: Creating with imagination. Drawing Skills: Drawing from observation, Proportion, Depth Perception, Portraiture, Stylized/ Abstraction, Symbolism.
Sculpture: Ceramic clay hand-building skills, Disciplinary literacy in Art, Art Appreciation.

Standards:

Creating

- **6.1CR:** Reference multiple sources for visual expression.
- **6.2CR:** Brainstorm and experiment independently with ideas.
- **6.3CR:** Synthesize the elements of art and principles of design to plan works of art.
- **6.4CR:** Recognize ethical uses of visual resources.

Performing

- **6.1PE:** Compare and contrast various levels of artisanship.
- **6.2PE:** Identify technical skills that impact artmaking.
- **6.3PE:** Purposefully incorporates the elements of art and principles of design to construct works of art.
- **6.4PE:** Select artwork for exhibition based on established criteria.

Responding

- **6.1RE:** Select relevant vocabulary to define and describe works of art.
- **6.2RE:** Identify self-assessment criteria to inform goals within the artmaking process.
- **6.3RE:** Describe how elements of art and principles of design are used in art criticism.
- **6.4RE:** Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.

Connecting

- **6.1CO:** Identify how art reflects changing cultures over time.
- **6.2CO:** Identify the importance of lifelong involvement and advocacy in visual arts.
- **6.3CO:** Link observations, life experiences and imagination for personal and creative expression.
- **6.4CO:** Define a variety of aesthetic stances.

Seventh Grade

Overview:

Students will be exposed to a variety of art experiences in this trimester class.. They will create unique and imaginative works using the Elements of art and Principles of Design. Fundamental drawing skills will include perspective, pattern, paying attention to detail, observational drawing, stylized/abstract, and imaginary drawing. Students are encouraged to create works from their own experiences that are inventive and imaginative. Students will have the opportunity to spend more time on a ceramic clay project and more advanced handbuilding skills. Art appreciation, art history, discipline literacy, and interdisciplinary connections will be a part of every art unit.

Materials: Clay, glazes, graphite, colored pencils, markers, oil pastels, soft pastels,

watercolor/ acrylics/ and or tempera, sharpie markers, mixed media, foam or collagraph printing plates, printing inks.

Assessments: Creating with imagination. Drawing Skills: Drawing from observation, Proportion, One-Point linear perspective, Portraiture, Stylized/ Abstraction, Symbolism. Sculpture: ceramic clay hand-building skills and glazing techniques., disciplinary literacy in art, art appreciation/ art history.

Standards:

Creating

- **7.1CR:** Explore influences on style and choice of subject matter.
- **7.2CR:** Investigate organizational strategies to develop original ideas.
- **7.3CR:** Practice visual fluency through the application of elements of art and principles of design.
- **7.4CR:** Consider ethics when interacting with visual resources.

Performing

- **7.1PE:** Demonstrate persistence and artisanship during the artmaking process. **7.2PE** Explore materials to design and create works of art**.**
- **7.3PE:** Demonstrate artistic style through the use of the elements of art and principles of design.
- **7.4PE:** Provide and receive feedback as part of exhibition practices.

Responding

- **7.1RE** Apply relevant vocabulary to define and describe works of art.
- **7.2RE** Design self-assessment techniques to inform goals within the artmaking process.
- **7.3RE** Interpret art by analyzing the characteristics of its context and media.
- **7.4RE:** Connect various art forms to their social, cultural or historical purposes.

Connecting

- **7.1CO:** Analyze how art is used to inform or influence beliefs, values or behaviors of a community.
- **7.2CO:** Investigate cultural institutions that support lifelong engagement with visual arts.
- **7.3CO:** Explore how personal experiences influence style and choice of subject matter.
- **7.4CO:** Explore personal aesthetic beliefs.

Eighth Grade

Overview

Studio Art
Course Description:
Students will have the opportunity to build on what they learned in previous grades and go further in the visual arts. Art projects will be advanced as we explore a variety of art media and apply the elements of art and principles of design. Students will be inspired by works of art past and present. This important art course will lay the foundation for students who want to take high school art.

Materials:
Clay, Glazes, Soft Pastels, Colored Pencils, Watercolor, Mixed Media Supplies, Printing Inks, Indian Ink.

Assessments:/skills:
Drawing skills, ceramic sculpture, Handbuilding Clay Skills, Printmaking, Mixed Media, Watercolor painting, Colored Pencils, Pastels Drawing Techniques, Art Appreciation.

Painting & Printmaking
Course Description:
This semester-long specialty class is for students who are interested in exploring a range of painting and printmaking techniques. Drawing basics, compositional studies and color theory lead the way to expressive abstract acrylic paintings. Gelli prints, monotypes, and linoleum block prints expand printmaking skills. Students gain confidence in 2D design concepts that are used in high school and beyond.

Materials:
Charcoal, graphite, acrylic paint, watercolor, pastels, colored pencils, printing ink, gelli plates, and linoleum.

Assessments/ Skills:
Drawing skills, color theory, painting techniques, composition strategies, (2D design), disciplinary literacy in art, critique, art appreciation, art history, and cultural awareness.

Standards:

Creating

- **8.1CR:** Determine how the choice of media relates to the ideas and images in works
- of art.
- **8.2CR:** Brainstorm, refine, and select solutions for original works of art.
- **8.3CR:** Demonstrate visual literacy through application of the elements of art and principles of design to communicate an idea.
- **8.4CR:** Analyze and apply what it means to ethically create and share works of art.

Performing

- **8.1PE:** Apply artisanship when preparing and presenting works of art.
- **8.2PE:** Select materials and techniques to independently create works of art.
- **8.3PE:** Make aesthetic decisions using the elements of art and principles of design.
- **8.4PE:** Collect personal works of art for a portfolio.

Responding

- **8.1RE:** Build relevant vocabulary to describe and analyze works of art.

- **8.2RE:** Differentiate between established criteria and personal goals throughout the learning process.
- **8.3RE:** Distinguish visual characteristics related to the meaning of works of art.
- **8.4RE:** Understand how cultural factors affect what contemporary artists create.

Connecting

- **8.1CO:** Interpret how community context, beliefs and resources influence works of art.
- **8.2CO:** Research artistic professions of personal interest.
- **8.3CO:** Discover how cultural differences impact personal perceptions.
- **8.4CO:** Identify aesthetic choices within works of art.

Art Grades 9-12

Overview of Content

Ohio's Visual Arts standards provide a framework that allows all students to understand and develop skills to create and critique visual art.

Through discovery, inquiry, analysis and application, the standards promote:

- critical thinking,
- personal expression and creativity,
- collaboration and communication skills, and interdisciplinary connections,
- use of technology as a tool for artistic expression,
- appreciation for diversity of visual art,
- understanding the value and role of visual art in society.

A high-quality visual art education provides a unique set of learning experiences for students. The following illustrates the guiding principles of a visual art curriculum.

- Exercise and develop creativity as an essential intellectual activity.
- Create and collaborate with peers to develop leadership and team-building skills.
- Engage with visual art in a thoughtful, knowledgeable and ethically responsible way.
- Practice self-discipline, problem-solving and innovation skills through varied art experiences.

Ohio's Learning Standards for Visual Arts Standards overview is copied from Ohio's DEW

9 - 12 Overview

Ohio's Learning Standards for Fine Arts: Visual Arts not only provide a framework for curriculum development but also emphasize the unique learning experiences that a high-quality visual art education offers. Guided by principles such as exercising and developing creativity as a crucial intellectual activity, fostering collaboration to enhance leadership and team-building skills, engaging with visual art thoughtfully and ethically, and practicing self-discipline, problem-solving, and innovation through diverse art experiences, students are encouraged to delve deeper into their artistic journey. These principles underscore the importance of nurturing a holistic approach to visual art education, enriching students' intellectual, emotional, and social development.

Materials

Various art making materials

Assessments

Project based

Content Standards

Ohio's Learning Standards for Fine Arts: Visual Arts

Scope and Sequence of Knowledge and Skills to Be Learned

Quarter 1

- **HSP.1CR:** Evaluate various sources for visual reference.
- **HSP.2CR:** Explore multiple solutions to artistic problems.
- **HSP.1PE:** Determine appropriate levels of artisanship through persistence.
- **HSP.2PE:** Demonstrate increasing skill with materials and techniques.
- **HSP.3PE:** Integrate selected elements of art and principles of design to construct works of art.
- **HSP.1RE:** Increase relevant vocabulary to describe and analyze components related to visual art.
- **HSP.2RE:** Engage with self-assessment to set and monitor goals to document personal growth.
- **HSP.3RE:** Utilize art criticism methods when responding to works of art.
- **HSP.1CO:** Understand how works of art reflect diverse communities, viewpoints and perspectives.
- **HSP.2CO:** Recognize contributions of the visual arts in everyday life.
- **HSP.3CO:** Examine personal and social contexts related to works.

Quarter 2

- **HSI.1CR:** Develop a practice of engaging with sources for idea generation.
- **HSI.2CR:** Select the appropriate creative processes for potential solutions to artistic problems.
- **HSI.3CR:** Explore visual literacy strategies as a means to develop individual communication.
- **HSI.4CR:** Develop a practice of ethical use of visual
- resources.
- **HSAC.1CR:** Utilize sources to conceptualize a personally relevant idea.
- **HSAC.2CR:** Develop aesthetic and stylistic solutions to artistic problems through preparatory work.
- **HSAC.3CR:** Expand visual literacy strategies to express personal meaning.

Quarter 3

- **HSAD.1PE:** Initiate sophisticated levels of artisanship through self-motivated persistence.
- **HSAD.2PE:** Justify the intentional selection of materials and techniques while

exhibiting advanced technical skills.

- **HSAD.3PE:** Shape a body of work with independently selected elements of art and principles of design.
- **HSAD.4PE:** Justify the selection of individual pieces for a portfolio of cohesive work.
- **HSAC.1PE:** Demonstrate skilled artisanship through persistence.
- **HSAC.2PE:** Broaden the selection of materials and techniques while demonstrating technical skill.
- **HSAC.3PE:** Use selected elements of art and principles of design to inform personal style.
- **HSAC.4PE:** Determine criteria used in the per

Quarter 4

- **HSAC.3PE:** Use selected elements of art and principles of design to inform personal style.
- **HSAC.4PE:** Determine criteria used in the personal selection of works of art for an accomplished portfolio.
- **HSAC.3CR:** Expand visual literacy strategies to express personal meaning.
- **HSAC.4CR:** Utilize practices that protect personal works of art from unethical use.