



# Our Savior Christian Academy

## *Curriculum Framework for: Art 8*

*Our Savior Christian Academy's "Curriculum Framework for Art" is designed as a tool that will follow the same format for all grades K-4. Each grade level will have a separate section based on classroom structure, and it will be up to each individual teacher to design a lesson plan that fits their classroom needs based on these standards and suggestions.*

*Our Savior Christian Academy's "Curriculum Framework for Art" is offered to the glory of God that it may be a blessing among Lutheran school educators and their students.*

## ✠ PHILOSOPHY ✠

*God created us in His image, and as His image-bearers we have been endowed with creativity. It is our goal to awaken and nurture that God-given ability. As artists we glorify God, share His truth, and lead others to an appreciation of His creative masterpieces.*

# Our Savior Christian Academy

## Broad Goals

### *From a Christ-Centered Perspective, Teachers will:*

- Incorporating Jesus Christ in all core areas of Art.
- Showing students strategies on how to be knowledgeable and proficient thinkers who will make positive contributions to society.
- Providing the children with a wide range of knowledge, skills, and related activities that help him/her to develop an understanding of the physical world around them.
- Cultivating in the students a sense of beauty along with teaching them to see the harmony of the world that God created.
- Developing the sense of a composition, proportion and interaction of color and light, spot and line, accent and pause, rhythm and plastics.
- Enriching and widening the talent of each student, along with helping budding artists seek creativity and ignite their artistic expression through a connection with **God**.

### *Our Savior Christian Academy obtains this through:*

- Keeping Our Savior, Jesus Christ, as the center focus on our campus and in our curriculum.
- Fascinating and significant Art experiences through multi-sensory activities.
- Applying Art to other core areas of learning
- Adapting other subjects to add valuable perspectives to the Art curriculum.
- Differentiating instruction to meet all learning needs and abilities.
- Obtaining adequate materials and supplies at the school and through the Art teacher to incorporate nature and the world.
- Continuous assessment for analysis and planning in Art.
- Focuses on the identification of the children's existing knowledge and strategies.
- Updating curriculum to meet changing state standards along with student needs.
- Provides information that will enable the teacher to cater for individual differences in ability, previous learning and learning style, and to resist pressure to push the child to premature mastery.
- Work samples and results that are shared with the parents, congregants, and community.

**STRAND I: Product/Performance**

**1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems**

<b>Grade 8</b>	
<b>A.</b>	Create even, continuous, and graduated tones using pencil or colored pencil
<b>Drawing</b>	<b>Curriculum</b> Draw a ladder grid of five one-inch squares. Using the tip of a sharp pencil, shade the first as dark as can, and the last as light as can. Shade the remaining squares in even steps between the two, so that the middle square is a good mid-tone. Try this with a range of pencils - from 6B through to 2H - so they can see the range of tone that can be achieved with each one.
National Standards	<b>VA 1</b>
Show-Me Standards	<b>FA 1</b>

**STRAND I: Product/Performance**

**1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems**

<b>Grade 8</b>	
<b>B.</b>	Create a variety of colors, tints, and shades by mixing pigments
<b>Painting</b>	<b>Curriculum</b> Download the first and third <a href="#">Free Printable Color Wheels</a> to practice on.  Print out several of the third free template on standard white 8 1/2" x 11" paper.  Get out a set of 12 basic paint colors plus white and black. Or mix your <a href="#">Secondary and Tertiary</a> colors yourself from scratch. Keep it simple like watercolor, poster paints or acrylic.  Mix your Tints, Shades and Tones and fill in the areas on the wheel.
National Standards	<b>VA 1</b>
Show-Me Standards	<b>FA 1</b>

**STRAND I: Product/Performance**

**1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems**

<b>Grade 8</b>	
<b>C.</b>	Create a composition of lines and shapes using general software
<b>Digital/Computer</b>	*General software refers to a program like Microsoft Word, which has paint tools <b>Curriculum</b> Using Microsoft word paint tools to create a composition of lines and shapes
National Standards	<b>VA 1</b>
Show-Me Standards	<b>FA 1</b>

**STRAND I: Product/Performance**

**1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems**

**Grade 8**

<p><b>D.</b></p>	<p>Demonstrate a printmaking process using a variety of ink colors</p> <p>Create a simple fiber artwork (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)</p>
<p><b>Other Media</b></p>	<p><b>Curriculum</b></p> <p align="center"><b>Step #1:</b> Investigate the art of Gregory Story. Build an understanding of his modern art and discover possibilities for personal modern art.</p> <p><b>Step #2:</b> Develop at least 3 plans for modern art (for your wall, table, or floor) ideas. After deciding on the number of pieces and shapes and sizes you would like to create, begin planning designs, details and textures for your pieces. Sketch favorite/final plan to the size of your pieces so that they can be easily transferred on to a piece of linoleum.</p> <p><b>Step #3:</b> Transfer design on to the linoleum. Carve away the areas you do not want to be raised on your clay pieces. Make sure to carve deep enough that you will be able to tell a difference between the clay areas (raised/recessed).</p> <p><b>Step #4:</b> Using proper clay construction techniques, print your design on to your piece of clay. Apply enough pressure so the design transfer but not too much that you ruin your clay piece. Carve initials and class period in to the piece and set on class period shelf to dry and be bisque fired.</p> <p><b>Step #5:</b> After your pieces have been bisque fired, decide on the colors you want your pieces to be (specific selection depends on the glaze colors available). Apply 3 coats of each color to your bisque fired pieces being careful not to mix/overlap different colors. Again, place your glazed pieces on your correct class period shelf to be cone fired in the kiln.</p>
<p>National Standards</p>	<p>VA 1</p>
<p>Show-Me Standards</p>	<p>FA 1</p>

**STRAND I: Product/Performance**

**2. Select and apply three-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems**

Grade 8

**A.**

Create a three-dimensional artwork using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, wood, Styrofoam, commercially-produced carving blocks

Modeling with clay or a similar material:

Create a three-dimensional artwork demonstrating appropriate joining **Curriculum**

**Ceramics: Inner Creature Coil Pots**

**Step #1:** Brief introduction of ceramic coil pots and Native American culture. Investigate the Native American culture and their animal symbols.

**Step #2:** Plan your ideas for your coil pot. Produce at least 4 thumbnail sketches of your coil pot. Also sketch some different designs that can be made from coils (spirals, diagonal lines, patterns, texture, etc...). After deciding on your favorite design, begin sketching it in more detail.

**Step #3:** Demo of clay process, techniques, tools, and procedures. Once the teacher reviews your final plans you may start the construction of your coil pot. Use different forms of pattern and texture within your design; consider different shapes and sizes for your design. Your piece must be at least 6" tall or wide.

**Step #4:** Begin constructing your creature, once finished attach the creature to your coil pot using appropriate technique.

**Step #5:** Make sure you have your initials and class period carved into your piece. Once you have finished constructing your piece, place on the shelves to dry.

**Step #6:** After your piece has been bisque fired it is ready to glaze or paint (or both). Decide on the colors you want your ceramic pot to be (colors may be limited by glaze or paint selection that is available). Once your piece is glazed place it on the correct class period shelf.

National Standards

VA 1

Show-Me Standards

FA 1

**STRAND I: Product/Performance**

**3. Communicate ideas about subject matter and themes in artworks created for various purposes**

<b>A.</b>	<b>Grade 8</b>
<b>Subject Matter: Fine Art</b>	<p>Create original artwork using the following subject:</p> <ul style="list-style-type: none"> <li>• realistic landscape</li> <li>• abstract landscape</li> </ul> <p><b>Curriculum</b></p> <p><b>Step #1:</b> Begin by searching for an appealing image of things found in nature. This may include leaves, trees, rocks along the river, the beach, etc. After finding the image/photo of choice, students will practice drawing that image in thier "DW."</p> <p><b>Step #2:</b> Cut the desired size and shape of burlap for your Fresco Secco and apply wet plaster to it. Make sure to smooth the top of your plaster and apply pressure so that the plaster begins to mix with the burlap. Make sure you don't cover the burlap completely. You will want some burlap to show around the edges of the plaster.</p> <p><b>Step #3:</b> Let the plaster dry on to the burlap. Once dry, if necessary, use sand paper to smooth down any particularly rough areas. Dampen the surface of the plaster slightly with a sponge or spray bottle.</p> <p><b>Step #4:</b> While the plaster remains damp, draw your subject matter in to the plaster. Be careful! Mistakes are hard to fix but we can try by using a web towel.</p> <p><b>Step #5:</b> Again, allow for the plaster to completely dry. Break up the plaster by either dropping it on the floor or bending it to break the plaster in to smaller pieces. This gives it an "antiqued" look. "Antique" to your desired amount. If you want it to look really old, break it up in to many pieces...only a few cracks won't make it look quite so old.</p> <p><b>Step #6:</b> Seal all the cracks with elmers liquid glue. Pour glue on to the surface of the cracked plaster. Using cardboard pieces or craft sticks, smear the glue covering the surface of the plaster to seal all cracks from the "antiquing" process. Once the front is dry, turn it over and coat the back with glue as well.</p>
National Standards	VA 1
Show-Me Standards	FA 1

**STRAND I: Product/Performance**

**3. Communicate ideas about subject matter and themes in artworks created for various purposes**

Grade 8

**B.**

Create an original functional object

**Curriculum**

**Subject  
Matter:  
Func-  
tional  
Art**

**Step #1:** Look at a variety of glass fused jewelry. Just so you can see how it is different from other types of jewelry and it's special beauty.

**Step #2:** Sketch at least 3 different plans for pieces you may want to try making in the jewelry kilns. Remember...even though it is planned and set up a certain doesn't mean it will come out of the kiln that way. Sometimes, the unknown makes the greatest pieces.

**Step #3:** After the safety procedures have been addressed, you will be creating your pieces (setting them up so that it looks like you want it to). Layering glass is a good thing - it creates depth and interest in your piece. However, you can only layer up to 3 pieces. and...Remember, these are going to be pendants. So, you don't want to make them too large as they will be hanging around your neck. Simple is good!

**Step #4:** We will carefully place all glass pieces in the jewelry kilns and start the 24 hour firing process.

**Step #5:** After the pieces have been successfully fused, you will be able to glue a bail on to the back of your piece and put the cord string through it, completing your pendant.

National Standards

**VA 1**

Show-Me Standards

**FA 1**

**STRAND I: Product/Performance**

**3. Communicate ideas about subject matter and themes in artworks created for various purposes**

<b>Grade 8</b>	
<b>C.</b>	Create an original artwork that communicates ideas about the following themes:
<b>Theme</b>	<ul style="list-style-type: none"> <li>• Environment</li> <li>• Time (e.g., past, present, future)</li> <li>• <b>Curriculum</b></li> </ul> Research and paint a past, present, and future Platte City
National Standards	VA 1
Show-Me Standards	FA 1

**STRAND II: Elements and Principles (EP)**

**1. Select and use elements of art for their effect in communicating ideas through artwork**

<b>Grade 8</b>	
<b>A.</b>	Identify and use varied line quality
<b>Line</b>	<p><b>Curriculum</b></p> <p>Students identify line quality (thin, thick, solid, broken, rough, smooth) and talk about how visual excitement is created through combining different line qualities in art. Students construct meaning through thinking about what they see in art and brainstorming ideas for making a drawing of an imaginary city. Next, students combine different line qualities in their city and fill in shapes with color using oil pastels. A final wash of watercolor is added to fill the white of the paper. Students reflect on and title their composition using an adjective.</p>
National Standards	VA 2
Show-Me Standards	FA 2

**STRAND II: Elements and Principles (EP)**

**1. Select and use elements of art for their effect in communicating ideas through artwork**

<b>Grade 8</b>	
<b>B.</b>	Identify and use varied shapes
<b>Shapes</b>	<p><b>Curriculum</b></p> <p>Imaginary city: local building with interesting architectural elements. Have them identify each shape used in the building, whether the geometric shape is varied or repeated and how the various geometric shapes are combined or oppose each other.</p>
National Standards	VA 2
Show-Me Standards	FA 2

**STRAND II: Elements and Principles (EP)**

**1. Select and use elements of art for their effect in communicating ideas through artwork**

<b>Grade 8</b>	
<b>C.</b>	Identify and use a range of values to create the illusion of form <b>Curriculum</b>
<b>Form</b>	<p>Imaginary City: Examine depth and perspective in examples.</p> <ol style="list-style-type: none"> <li>1. On a large sheet of paper using, one-point or two-point perspective sketch one room that is open to the viewer. Show a corner, ceiling, and floor of the room.</li> <li>2. Furnish the room with 7-10 objects drawn in perspective.</li> <li>3. Room can be a real or fantasy bedroom, living room, kitchen, etc.</li> <li>4. Add furnishings such as rugs, windows, curtains, pictures, posters, etc.</li> <li>5. Add colors in layers, if desired.</li> </ol>
National Standards	VA 2
Show-Me Standards	FA 2

**STRAND II: Elements and Principles (EP)**

**1. Select and use elements of art for their effect in communicating ideas through artwork**

<b>Grade 8</b>	
<b>D.</b>	Identify and use invented texture <b>Curriculum</b>
<b>Texture</b>	Students looked at various examples of cityscapes, specifically the collage work of Romare Bearden. Students created their own mixed media cityscapes by layering various types of cardboard, cork board and wood pieces, painting it black and adding oil pastel for color and texture.
National Standards	VA 2
Show-Me Standards	FA 2

**STRAND II: Elements and Principles (EP)**

**1. Select and use elements of art for their effect in communicating ideas through artwork**

<b>Grade 8</b>	
<b>E.</b>	Identify and use complementary colors
<b>Color</b>	<p><b>Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Study a color wheel. Notice that contrasting colors are directly opposite each other on this intriguing art tool. Then look at various works by Andy Warhol. Discuss his Pop Art technique of using bold complementary colors and repetition.</li> <li>2. Divide your paper into at least nine equal sections using Crayola® Colored Pencils. Write your name or initials in each section using block letters.</li> <li>3. Cover your work area with recycled newspaper. Look at the color wheel and choose two complementary colors of Crayola Washable Paint. With a Crayola Paint Brush, paint the first one, and then every other name or initial, in one color of paint. Dry.</li> <li>4. Use the second complementary color to fill in the names or initials that are left. Dry.</li> <li>5. Use complementary colors to fill in the backgrounds of each section. Dry. Compare the visual effects of your classmates' Pop Art.</li> </ol>
National Standards	VA 2
Show-Me Standards	FA 2

**STRAND II: Elements and Principles (EP)**

**1. Select and use elements of art for their effect in communicating ideas through artwork**

<b>Grade 8</b>	
<b>F.</b>	Identify and use a range of values
<b>Value</b>	<p><b>Curriculum</b></p> <p>Select your favorite Colored Pencil and create a value scale that ranges from white to black with that hue! Start by neatly drawing 9 squares side-by-side on a sheet of white paper. Use a ruler to get crisp, straight lines. Leave the square all the way to the left blank. This will be your lightest value, white. Fill in the far right square with black Colored Pencil. Press firmly on the Colored Pencil to completely cover all of the white paper in that square.</p> <p>Lightly build up layers of color in each square until you have a full value scale! Add white or black colored pencil as needed to smoothly transition a full range of values along each square in your scale. Tip: If you squint your eyes when looking at the value scale, it will help you to see which squares are too light or too dark!</p>
National Standards	VA 2
Show-Me Standards	FA 2

**STRAND II: Elements and Principles (EP)**

**1. Select and use elements of art for their effect in communicating ideas through artwork**

<b>Grade 8</b>	
<b>G.</b>	Identify and use one-point linear perspective to create the illusion of space
<b>Space</b>	<p><b>Curriculum Linear Perspective</b>  <a href="http://www.egusd.net/cpl/pdfs/VAPA/Fifth%20Grade/Art-5th-2.pdf">http://www.egusd.net/cpl/pdfs/VAPA/Fifth%20Grade/Art-5th-2.pdf</a></p>
National Standards	VA 2
Show-Me Standards	FA 2

**STRAND II: Elements and Principles (EP)**

**2. Select and use principles of art for their effect in communicating ideas through artwork**

<b>Grade 8</b>	
<b>A.</b>	Identify and use asymmetrical (informal) balance
<b>Balance</b>	<p><b>Curriculum</b>            Study pictures of asymmetrical (informal) balance. Use examples to create own asymmetrical (informal) balance</p>
National Standards	VA 2
Show-Me Standards	FA 2

**STRAND II: Elements and Principles (EP)**

**2. Select and use principles of art for their effect in communicating ideas through artwork**

<b>Grade 8</b>	
<b>C.</b>	Identify and use color and value contrast
<b>Contrast</b>	<b>Curriculum</b> colored pencil drawing <a href="http://splishsplashsplatterart.blogspot.com/2013/10/colored-pencil-drawings.html">http://splishsplashsplatterart.blogspot.com/2013/10/colored-pencil-drawings.html</a>
National Standards	VA 2
Show-Me Standards	FA 2

**STRAND II: Elements and Principles (EP)**

**2. Select and use principles of art for their effect in communicating ideas through artwork**

<b>Grade 8</b>	
<b>D.</b>	Identify and use progressive rhythm
<b>Rhythm/Repetition</b>	<b>Curriculum</b> Create a multi-media picture representing either an underwater scene representing rhythm or a grassy scene using rhythm and movement. They will participate in class discussion about the artworks shown and how they incorporate rhythm and movement along with the elements of design and how they function in the artwork.
National Standards	VA 2
Show-Me Standards	FA 2

**STRAND II: Elements and Principles (EP)**

**2. Select and use principles of art for their effect in communicating ideas through artwork**

**Grade 8**

**F.** Identify and use appropriate scale relationship

**Curriculum**

**Proportion**

This lesson provides students the opportunity of creating the floor plan of a stage for a future school play. The students will use scale ratio and proportions to find the size of scaled geometric shapes. Then, students will create a scale drawing of the objects required on the stage. Finally, students will reason and compute the size of the actual stage.

National Standards

VA 2

Show-Me Standards

FA 2

**STRAND III: Artistic Perceptions (AP)**

**1. Investigate the nature of art and discuss responses to artworks**

	<b>Grade 8</b>
<b>A.</b>	Discuss how people might respond differently to specific American artworks based upon their sub group (e.g., race, gender, attitude toward the environment, business, immigrant group, age, religion, economic status, or level of education)
<b>Aesthetics</b>	<b>Curriculum</b> Study various artwork describing reaction of self and others
National Standards	VA 3
Show-Me Standards	FA 3

**STRAND III: Artistic Perceptions (AP)**

**2. Analyze and evaluate art using art vocabulary**

<b>Grade 8</b>	
<b>A.</b>	Describe artwork in detail
<b>Art Criticism</b>	<p>Analyze the use of elements and principles used in artworks                      Interpret the meaning of work                      Judge the work from each aesthetic theory:                      Showing a real or idealized image of life (Imitationalism;                      Expressing feelings (Emotionalism/ Expressionism);                      Emphasis on elements and principles (Formalism);                      Serving a purpose in the society or culture (Functionalism)</p> <p><b>Curriculum</b></p> <p>In this lesson, students travel to the past to explore how people in earlier times used art as a way to record stories and communicate ideas. By studying paintings from the <a href="#">Cave of Lascaux</a> and other caves in France, students discover that pictures are more than pretty colors and representations of things we recognize: they are also a way of communicating beliefs and ideas. In many cases, this is what gives us clues today about what happened long ago, especially when there are no written records left behind.</p> <p>This lesson gives students the opportunity to understand and appreciate the power of art to tell stories, communicate ideas, and promote understanding of the world around us. In this lesson, Describe artwork in detail. Analyze the use of elements and principles used in the artworks. Interpret the meaning of the work. Judge the work from each aesthetic theory: showing a real or idealized image of life (imitationalism), expressing feelings (emotionalism/expressionism), emphasis on elements and principles (formalism), serving a purpose in the society or culture (functionalism)</p>
National Standards	VA 3
Show-Me Standards	FA 3

**STRAND IV: Interdisciplinary Connections (IC)**

**1. Explain connections between visual art and performing arts**

<b>Grade 8</b>	
<b>A.</b>	Compare and contrast examples of American art and music <b>Curriculum</b>
<b>Connecting Visual and Performing Arts</b>	This lesson uses music and art in a vocabulary study of unfamiliar words from the song "America the Beautiful," increasing students' vocabulary while also increasing their knowledge of U.S. geography. A discussion to activate students' prior knowledge about sights and scenery throughout the United States is followed by a read-aloud and introduction to the song "America the Beautiful," which is then sung in each session of the lesson. Students learn the meanings of the song's words through shared reading and the use of context clues and images. Students then use photographs, illustrations, and descriptive language to create a mural shaped like the United States. Finally, through pictures and words, students reflect on what they have learned.
National standards	VA 6
Show-Me Standards	FA 4

**STRAND IV: Interdisciplinary Connections (IC)**

**2. Explain the connections between Visual Art and Communication Arts, Math, Science or Social Studies**

<b>Grade 8</b>	
<b>A.</b>	Explain how events and ideas in United States history are communicated through artworks <b>Curriculum</b>
<b>Connecting Art and Non-Art Subjects</b>	Art through a time: A Global View: <a href="http://www.learner.org/courses/globalart/about.html">http://www.learner.org/courses/globalart/about.html</a>
National standards	VA 6
Show-Me Standards	FA 4

**STRAND V: Historical and Cultural Contexts (HC)**

**1. Compare and contrast artworks from different historical time periods and/or cultures**

**Grade 8**

**A.**

- Identify works of art from United States (Native American, Painting, Sculpture, Architecture)

**Curriculum**

Introduce different works of art from the United States talk about art and discuss what art looks like to them.

**Historical  
Period or  
Culture**

Create artwork using symbols of Native Americans using brown butcher paper

National stan-  
dards

**VA 4**

Show-Me Stan-  
dards

**FA 5**

**STRAND V: Historical and Cultural Contexts (HC)**

**1. Compare and contrast artworks from different historical time periods and/or cultures**

<b>B.</b>	<b>Grade 8</b>
	<p>Compare and contrast two artworks on:</p> <ul style="list-style-type: none"> <li>Time</li> <li>Place</li> <li>Subject matter</li> <li>Theme</li> <li>Characteristics</li> <li>Material/ Technology</li> <li>Ideas and beliefs of culture</li> <li>Function of art in culture/society</li> </ul> <p><b>Curriculum</b></p> <p align="center">Ceramics: "Cultural Masks"</p> <p><u>Step #1:</u> Using provided resources, investigate different cultures from around the world. Look in to their values, beliefs, rituals, interests, and way of life. Choose one culture. For instance, African tribes. From here, gather the information needed to begin planning and creating cultural clay mask.</p> <p><u>Step #2:</u> After being introduced to the clay processes, techniques and vocabulary, begin constructing cultural mask. Make sure to use the clay tools and techniques properly to ensure mask survives the kiln. Required to use 3 clay construction techniques (slab, pinch, coil) and the additive and subtractive methods.</p> <p><u>Step #3:</u> After cultural mask has been bisque fired, it is ready to be painted. We will add color to each piece using acrylic paint. Remember to stick to the information gathered earlier regarding the culture you chose.</p> <p><u>Step #4:</u> After painting, we will add all decorative pieces to the mask. For instance, add raffia, feathers, beads, pipe cleaners, etc to your mask as long as it still represents the culture chosen</p>
National standards	VA 4
Show-Me Standards	FA 5

**Strand I: Integrating faith:** The Temple also had artwork that served no practical or functional purpose but was just for beauty's sake. It was covered with precious stones to make it beautiful. There was bas-relief and art in the round everywhere. I Kings 6:29 tells us — . . . he carved the walls of the temple all around, both the inner and outer sanctuaries, with carved figures of cherubim, palm trees, and open flowers.¶ This is important because sculpture of the so-called sacred and secular world is seen next to each other. God makes no distinction between the two—all creation, seen and unseen, is for His glory. God wanted His Temple to be beautiful because that was where His glory rested.

As beautiful as these buildings were, their beauty did not last. The sin and disobedience of Israel caused God to keep His promise of bringing judgment to His people. The Temple was destroyed. When Israel returned from exile and rebuilt the Temple it was not nearly so beautiful. The old men who remembered the first Temple wept at the sight of the new one because they knew what was missing.

**Strand II: Integrating Faith:** One of the first incidents of didactic art that has been recorded is found in the Bible in the Book of Joshua chapter four. It is the story of the miraculous crossing of the Jordan by the children of Israel before they conquered the Holy Land . Joshua commanded twelve men to gather one stone each (a building stone) and to set them up on the other side of the river. —Then he [Joshua] spoke to the children of Israel , saying: \_ When your children ask their fathers in time to come, saying, —What are these stones?¶ then you shall let your children know, say-ing, — Israel crossed over this Jordan on dry land . . . .¶¶ These stones were to be a memorial. They were natural art. They were not created by man but were found by him. What makes them artwork is that

they had to be arranged and set up. The stones did not move or arrange themselves. Men had to put them in place in such a way that they would not topple over and that takes effort and creativity. This was a natural work of art and its sole purpose was to teach future generations about the provisions of the Lord God of Israel . In essence, it was to spread the know-ledge of the work and Word of God.

**Strand III–V: Integrating Faith:** Writings explain their art and the philosophy behind it. This is why artists should be encouraged to keep a journal of why they paint, sculpt, build, etc., for future generations who want to understand their artwork. This can also be a tremendous witness in sharing the saving message of Jesus Christ +