

## **ILLUSTRATIONS OF THE APPLICATION OF BLOOM'S TAXONOMY IN THE CHOOSE ART CURRICULUM**

The following brief analysis illustrates some examples of the application of Bloom's taxonomy in the *Choose Art* curriculum.

**KNOWLEDGE:** Quizzes frequently used throughout the course require the knowledge of specific facts, such as naming the two main elements of a poster or identifying the artist who painted a certain picture. A knowledge of terminology is required to define artistic terms. Students use knowledge of criteria when they recognize a color in its varying shades and tints.

**Other examples include:**

- identifying an artistic technique by its description
- describing qualities of texture, line, or color
- naming a painting from a certain time period
- listing methods for creating spacial depth in a composition
- reproducing a design from memory

**COMPREHENSION:** Children use extrapolation skills when they predict what might come next in the story after studying the subject matter of a painting. They interpolate when they complete a pattern by filling in the missing element in a sequence. And they compare when they measure the relative heights of objects in a composition.

**Other examples include:**

- rearranging elements to create a sequential pattern
- interpreting a descriptive term such as an abstract shape
- comparing lines and angles to complete a draw-the-other-half exercise
- classifying shapes as abstract, geometric, or natural

**APPLICATION:** Students interpret a musical rhythm by applying a visual expression of the rhythm. They use differentiation by representing an emotion with a particular facial expression. And they compare the relative placement of limbs, such as the angle of a bend in the back, in the expression of action poses.

**Other examples include:**

- using techniques such as overlapping or relative height on the page to indicate space
- accurately placing the features on a bas-relief face or a drawing
- drawing a picture based on the events in a story
- role playing actions

**ANALYSIS:** Students analyze relationships when they compare two styles of paintings. They analyze elements when they break down a story into several parts in the planning of a 3-frame cartoon. And they analyze the organizational principles of a pattern by determining how its elements repeat, whether in a 1,2 pattern or a 1,2,3 pattern, etc.

**Other examples include:**

- interpreting a person's feelings by their facial expression and body language
- analyzing distance between objects in a composition based on principles of perspective
- interpreting the theme of a painting
- comparing distinguishing visual features of objects
- interpreting the response of an inanimate object like an orange or a tree through role play

**SYNTHESIS:** The production of a unique communication is accomplished by the creating of a composition. The children produce a plan when they design a unique box sculpture animal or invent a commuter vehicle. Derivation of a set of abstract relations is achieved by combining toothpicks to create as many different designs as possible.

**Other examples include:**

- combining characteristics of three different animals to create a new one
- combining paper shapes to create a composition
- creating an image from an abstract shape
- inventing an innovative student desk design
- inventing as many different ways as possible to move from one end of a line to the other

**EVALUATION:** Students make judgments when asked to respond to proposed changes of the rules of a popular game and give reasons why they agree or disagree. They use judgment skills when assessing a painting for the effective use of principles of design, such as unity, balance, rhythm, and movement. Evaluation skills are also applied to the children's own art work in assessing whether they accomplished a task such as creating a strong focal point.

**Other examples include:**

- determining the source of the problem by assessing the actions of a character in a story
- finding several positive comments to make after studying a friend's picture
- judging whether Michelangelo's success was based on talent or hard work and why
- evaluating how effective an artist was in emphasizing the focal point in a composition and why
- answering questions such as: "If you begin something and do not complete it, does it affect others? If so, how?"

The examples provided here include some of the visual exercises and peripheral activities that enhance the production of art, as well as activities that surround the study of art history and art appreciation. Very little has been mentioned, however, with regard to the actual making of art, which by its very nature, provides a wealth of critical thinking opportunities. Whereas a few *Choose Art* production activities involve the application of a technique prior to its full expression

in a creative work, most of the art projects included in the curriculum fall under the category of synthesis. Under the category of evaluation skills, further to the study of art appreciation, which includes the formal analysis of a composition, additional opportunities to develop such skills are provided through the scriptural component of *Choose Art*.

Is it any surprise that art has been gained credibility as a valuable subject in schools? According to Grace Chen in *How the Arts Benefit Your Children Academically and Behaviorally* (December 30, 2020), students “that take a combination of arts programs demonstrate improved verbal, reading, and math skills, and also show a greater capacity for higher-ordered thinking skills such as analyzing and problem-solving.” In fact, Chen adds, the “No Child Left Behind Act treats the arts as a core academic subject, right along with math, science, social studies, language arts, and other disciplines.” A quote from Elizabeth Harrison (1960) from *Perspective: How Necessary is Art*, which is still relevant today, reads: “If those who complain that the school art program is a ‘frill’ would stop to think they would realize that its aim is not to produce practising artists so much as thinking people.”

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