



**INTERNATIONAL  
CHRISTIAN  
SCHOOL**

## **Fine Art Department Handbook**

**Academic Year: 2025-2026**

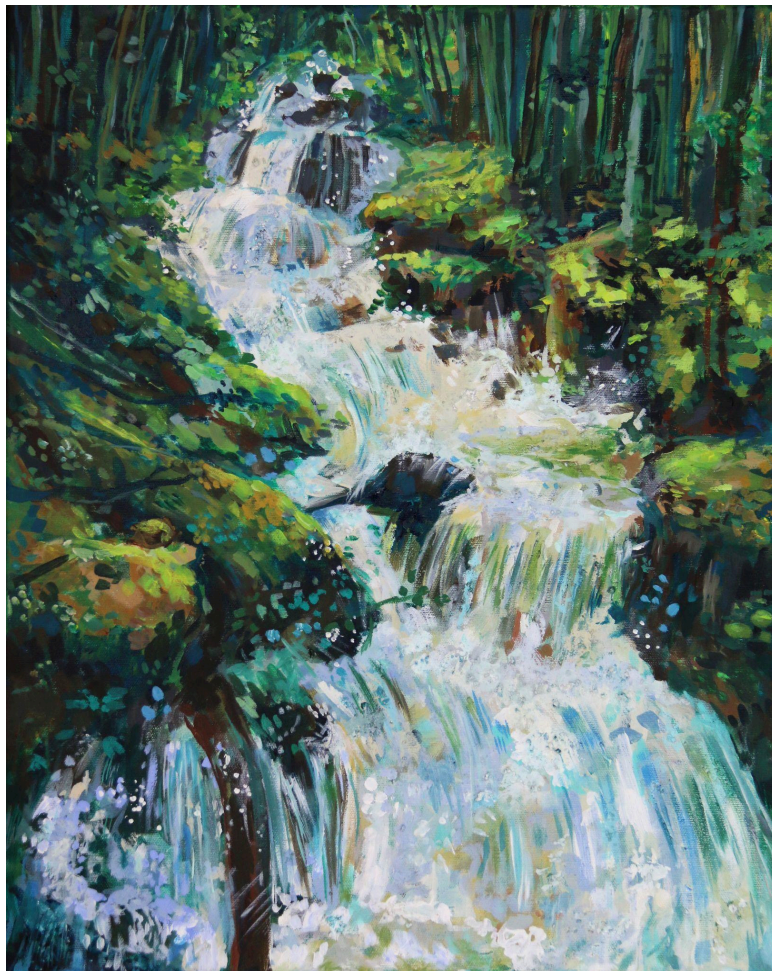
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## 1. Introduction

Welcome to the Fine Arts Department at ICS. This Subject Handbook is designed to provide an overview of the Fine Arts Department's policies, procedures, and curriculum. It serves as a guide for teachers, students, and parents to ensure a cohesive and effective learning environment.

## 2. Department Vision and Mission

### **Vision:**

Throughout history, the visual arts have been an inseparable part of the human journey, describing, defining, and deepening that experience. In contemporary society, artwork has become so embedded in our daily lives that we cannot help but respond to it. Visual arts education therefore is necessary to empower each student to make critical judgments and appropriate responses – to be able to reflect on artwork as viewer, creator, or participant. The visual arts courses include the four disciplines of 1) creative expression, 2) art history and culture, 3) understanding of aesthetics, and 4) art criticism and review. In addition, we believe that the visual arts are gifted to us by God and the purpose of the creation of art is to glorify Him. By weaving together these four aspects of learning, we are preparing students for a lifelong interaction with the visual world around them.

Media Studies, an important part of the Fine Arts Department, aims to equip students with a foundation for lifelong learning in a digital world. Through creating media projects, students engage in production, develop teamwork skills, and enhance self-management. They discuss media experiences in various contexts, filtering content through a Christian perspective, while focusing on Media Ideas, Production, Responses, and Society to become discerning media consumers.

### **Mission:**

In the fine arts courses, we are using the talents we have been given. We recognize the beauty in creation. We use the gift of imagination. We worship God through the utilization of our talents and by bringing something new, beautiful, and/or thought-provoking into the world.

### 3. ICS Teaching & Learning Philosophy

#### ICS Standards

ICS has a standards-based approach to education. This means we have clear and objective targets (standards) for learning in every subject, at every grade level. In the liberal arts (Math, Science and the Humanities) we emphasise the importance of knowledge, which is the basis for much of what we call 'skills'. In the creative arts (Music, Art and Drama) we emphasise the quality of both technique and interpretation. In Physical Education and Health we develop standards of physical capacity and skill.

Assessing learning of these standards is achieved by the use of proficiency rubrics, which clearly delineate a continuum from 'below standard' to 'approaching standard' to 'meeting standard' to 'exceeding standard'. Both formative and summative assessments are appropriate to the subject-specific standards. Theology is the 'Queen of the Sciences', and so the Bible has the pre-eminent place in our curriculum, training students in a Biblical worldview and understanding of the 'whole counsel of God'.

#### ICS Teaching & Learning Principles

- The Bible is our final authority in all matters of faith and conduct
- We use evidence-based practice founded on good cognitive science
- Optimal learning is knowledge-based and teacher-directed
- The teaching cycle: explicit instruction, modelling, practice, feedback
- The essence of a liberal arts education is deep reading, thinking, writing and discussion, in pursuit of goodness, truth and beauty, through Socratic dialogue
- We prioritise the known benefits of physical reading and handwriting
- We prepare students to operate effectively in a dual-modal society: departmental handbooks outline where digital technology is effective in enhancing learning, and our curriculum policy details education in digital literacy
- ICS partners with parents in mitigating the harms associated with screen-based childhood and learning, including our policies on homework and device-use

#### Assessment

**Formative assessment** refers to a variety of methods teachers use to gather evidence of students' academic progress over time. Formative feedback to students aims to help students understand what to aim for and how to achieve that.

**Summative assessments** are high-stakes assessments that are used to evaluate students' proficiency against ICS Standards in a particular unit, semester, or course.



## 4. Art Department Curriculum Links

### ● Curriculum Introduction

The focus of the ICS Fine Arts curriculum is to teach skills. We want our students to become excellent in the medium/media of their choice as they progress through their schooling. While our courses do build toward AP exams in 2D Design, Drawing, and 3D Design, we also want to recognize that art is an interest and a form of recreation for some - a chance to step away from academic settings for part of each day.

- Students should have effective training in order to build skills in several media.
- Students should be exposed to the artwork of artists and artwork from different periods of history and from around the world.
- Students should have the opportunity to participate in an art show each year.
- Students should learn to see art from a Christian perspective.

All students at the secondary school level will keep a sketchbook that should include a variety of media and/or techniques. As well:

### ● Middle School

Content:

Grade 6 Fine Arts 6th Grade Scope and Sequence

Grade 7 Fine Arts 6th Grade Scope and Sequence

Grade 8 Fine Arts 6th Grade Scope and Sequence

### ● High School

Content:

Drawing 1 Scope and Sequence

Drawing 2 Scope and Sequence

Painting 1 Scope and Sequence

Painting 2 Scope and Sequence

Ceramics 1 Scope and Sequence

Ceramics 2 Scope and Sequence

Ceramics 3 Scope and Sequence

Independent Ceramics Scope and Sequence

3D Art Scope and Sequence

Photography 1 Scope and Sequence

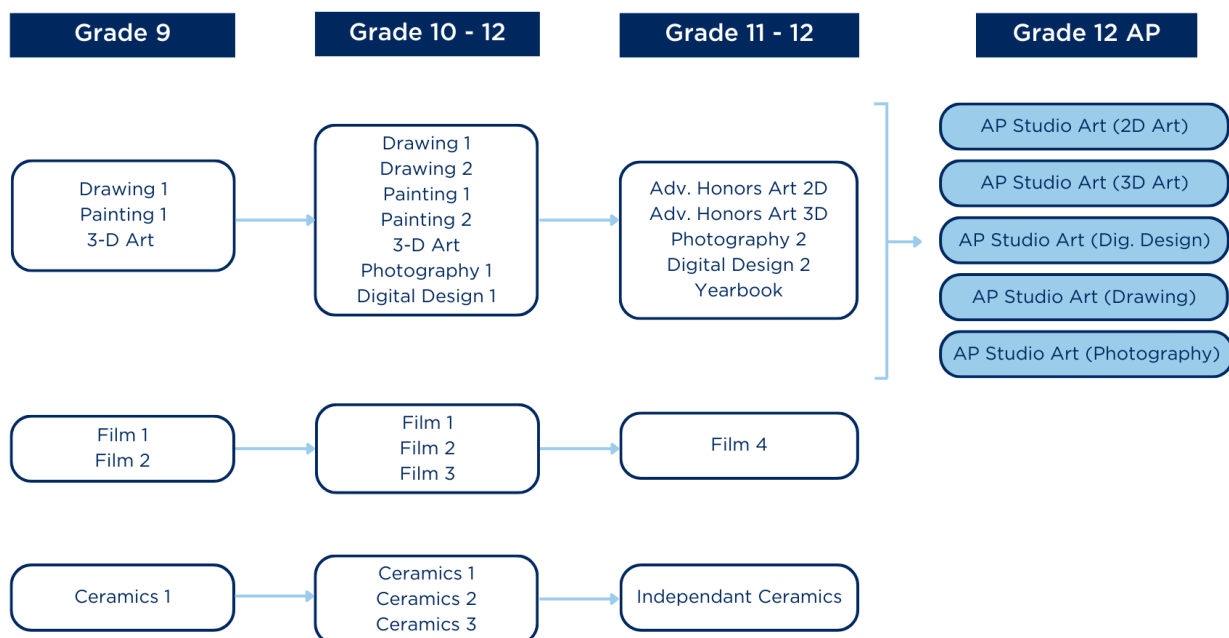
Photography 2 Scope and Sequence

Digital Design 1 Scope and Sequence

Digital Design 2 Scope and Sequence  
 Advanced Art (Honors) Scope and Sequence  
 AP Studio Art Scope and Sequence  
 Film 1 Scope and Sequence  
 Film 2 Scope and Sequence  
 Film 3 Scope and Sequence  
 Film 4 Scope and Sequence

● **Fine Arts Pathways Grade 6 - Grade 12**

Secondary Course Pathways - High School Course Guide



**2 credits total from Fine Arts and/or Performing Arts are required for graduation**

## 5. School & Department Policies

- **General Classroom Practice**

MS: Individual classroom sketchbooks and homework sketchbooks are maintained in classrooms.

HS: Sketchbooks must be brought to every lesson.

Teachers are responsible for communicating Unit Rubrics at the beginning of every Unit of Study to students and parents as well as feedback on every assessment against the rubric.

- **Homework Policy**

We adhere to the [ICS Homework Policy](#)

- **Technology Policy**

We adhere to the [ICS Technology Policy](#)

- **Assessment Policy**

We adhere to the [ICS Secondary Assessment Policy](#)

- **Health and Safety**

Risk Assessments: Regular assessments to ensure a safe learning environment.

All such guidelines are maintained in the [ICS Safety and Security Policy](#)

## 6. Co-curricular Clubs, Trips and Activities

- **Clubs**

- HS Art Club
- HS News team

- **Trips**

- AP Art Trip

*In November of each year, the AP Art class will travel to Tokyo to visit and participate in the Design Festa event.*

- **Activities**

The ICS Art Department supports students in a number of annual competitions:

- WHARFHK art competition