



BPS VISUAL ARTS PROGRAM

High School (Grades 9-10)

STORY:

At BPS, the Middle School Visual Arts Program supports our belief in the creative learner. The learning standards of our Visual Arts Program have been adopted from American Education Reaches Out (AERO) and Visual and Performing Arts Content Standards for California Public Schools.

Humans have always expressed their interpretations of the world through a rich range of creative media. The arts can influence societal development by challenging commonly held perspectives with creative ideas. We all have a capacity for creativity. The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all level.

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Grade 9	Learners will understand....	Learners will be able to....	Integrity

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Artistic Perception	<ul style="list-style-type: none"> that art can foster growth and continuous personal enrichment that art is a universal language for expression and can transcend cultural barriers 	<ul style="list-style-type: none"> pose informed and challenging questions about artwork demonstrate an informed curiosity that challenges conventional interpretations of works of art generate and apply criteria to select works for a portfolio that reflects artistic growth and achievement 	<p>Resilience</p> <p>Reflection</p>
Creative Expression	<ul style="list-style-type: none"> that we can use the language of art, the elements of art and principles of design, to express ideas that we can use the creative processes and the language of art to communicate through a variety of media and techniques 	<ul style="list-style-type: none"> follow a systematic investigation of formal and conceptual issues when creating art and building a portfolio demonstrate proficiency in the use of the elements of art and principles of design with a variety of media and techniques create art that demonstrates evidence of refined observation to transform and represent external and affective themes apply the elements of art and principles of design in thoughtful and inventive ways to convey personal meaning use tools, techniques and processes proficiently purposefully select tools, techniques, and processes that best represent subject, theme and concepts create a two- or three-dimensional work of art that addresses a social issue 	<p>Empathy</p> <p>Playfulness</p>
Historical and Cultural Context	<ul style="list-style-type: none"> that the roles of artists have changed over time and throughout cultures that societies throughout history have used imagery to define and promote political, social, and cultural agendas communicate in-depth critiques of the merit and significance of works of art, using social, cultural, historical and/or contextual relationships 	<ul style="list-style-type: none"> critically analyze the context and function of specific art objects, artists, and art movements within varied cultures, times, and places compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context analyze and articulate how society influences the interpretation and message of a work of art 	
Aesthetic Valuing	<ul style="list-style-type: none"> the persuasive power images have in shaping/reinforcing the culture/society's identity that by using the language of art we can critically analyze, derive meaning 	<ul style="list-style-type: none"> use appropriate art vocabulary to articulate how the elements of art and principles of design communicate relationships within works of art AV communicate interpretations of art 	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Grade 10	Learners will understand...	Learners will be able to...	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Artistic Perception	<ul style="list-style-type: none"> • that art can foster growth and continuous personal enrichment • that art is a universal language for expression and can transcend cultural barriers 	<ul style="list-style-type: none"> • follow a systematic investigation of formal and conceptual issues when creating art and building a portfolio • pose informed and challenging questions about artwork • demonstrate an informed curiosity that challenges conventional interpretations of works of art • generate and apply criteria to select works for a portfolio that reflects artistic growth and achievement • assemble and display objects or works of art as a part of a public exhibition • compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images 	
Creative Expression	<ul style="list-style-type: none"> • that we can use the language of art, the elements of art and principles of design, to express ideas • that we can use the creative processes and the language of art to communicate through a variety of media and techniques 	<ul style="list-style-type: none"> • demonstrate proficiency in the use of the elements of art and principles of design with a variety of media and techniques • create art that demonstrates evidence of refined observation to transform and represent external and affective themes • apply the elements of art and principles of design in thoughtful and inventive ways to convey personal meaning • use tools, techniques and processes proficiently • purposefully select tools, techniques, and processes that best represent subject, theme and concepts • create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view • present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills 	
Historical and Cultural Context	<ul style="list-style-type: none"> • that the roles of artists have changed over time and throughout cultures • that societies throughout history have used imagery to define and promote political, social, and cultural agendas 	<ul style="list-style-type: none"> • critically analyze the context and function of specific art objects, artists, and art movements within varied cultures, times, and places • communicate interpretations of 	