

# Conneaut School District -- Grade/Dept

Adopted: April 2019

Major Topic	Concepts	Time	The students will know:	Skills	Assessment	Standard(s)
The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	Why are planning, creating, and refining essential elements of the art-making process?		Art-making is a continual process of planning, creating, and refining.	<p>The ability to communicate.</p> <p>The ability to imagine.</p> <p>The ability to investigate.</p> <p>The ability to construct.</p> <p>The ability to reflect.</p>	While engaged in the art-making process, document the phases of planning, creating, and refining, and describe the purposes of these steps.	<p>9.1.5.A</p> <p>9.1.5.B</p> <p>9.1.5.C</p> <p>9.1.5.G</p> <p>9.1.5.H</p>
Artists use tools and resources as well as their own experiences and skills to create art.	What can inspire artists to create a work of art?		Both natural and man-made objects can stimulate artistic responses.	<p>The ability to communicate.</p> <p>The ability to imagine.</p> <p>The ability to investigate.</p> <p>The ability to construct.</p> <p>The ability to reflect.</p>	Create works of art inspired by both natural and man-made objects.	9.1.5.H

<p>The arts provide a medium to understand and exchange ideas.</p>	<p>How can artists communicate a theme or idea through multiple individual works?</p>		<p>Some artists create series of individual works that share a common theme or idea.</p>	<p>The ability to communicate.  The ability to imagine.  The ability to investigate.  The ability to construct.  The ability to reflect.</p>	<p>Create multiple artworks that share a common theme or idea.</p>	<p>9.1.5.E  9.1.5.H</p>
<p>People have expressed experiences and ideas through the arts throughout time and across cultures.</p>	<p>How does visual culture demonstrate experiences and ideas?</p>		<p>Artifacts of visual culture express experiences and ideas.</p>	<p>The ability to communicate.  The ability to imagine.  The ability to investigate.  The ability to construct.  The ability to reflect.</p>	<p>Analyze a contemporary visual culture artifact for the ideas and experiences it communicates.</p>	<p>9.1.5.E  9.2.5.C  9.2.5.D  9.2.5.I  9.3.5.C  9.4.3.B</p>

<p>There are formal and informal processes used to assess the quality of works in the arts.</p>	<p>Why must people be able to talk about art and have clear opinions to judge the quality of an artwork?</p>		<p>People must be able to articulate their thoughts and defend their position in order to engage in critical analysis.</p>	<p>The ability to communicate. The ability to imagine. The ability to investigate. The ability to construct. The ability to reflect.</p>	<p>Articulate personal thoughts and defend a position within a critique of their own artwork.</p>	<p>9.3.5.A 9.3.5.F 9.3.5.G 9.4.5.D</p>
<p>People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.</p>	<p>How might the setting in which an artwork is displayed affect a viewer's response?</p>		<p>The setting in which an artwork is displayed can affect the viewer's response to that work.</p>	<p>The ability to communicate. The ability to imagine. The ability to investigate. The ability to construct. The ability to reflect.</p>	<p>View the same artwork in different settings and explain how the setting affects viewers' response to the work.</p>	<p>9.4.5.C</p>

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