

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.	How does a reflective, creative process unfold over time?		The artist's creative process is reflective work that happens over time to integrate knowledge, solve problems, and synthesize ideas.	<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>	Document the reflective process and explain how reflection assists in integrating knowledge, solving problems and synthesizing ideas.	<p>9.1.8.A</p> <p>9.1.8.B</p> <p>9.1.8.C</p> <p>9.1.8.G</p>
Artists use tools and resources as well as their own experiences and skills to create art.	How are artists influenced by their experiences, emotions, ideas and cultures?		Artists produce work that is influenced by their experiences, emotions, ideas and cultures.	<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 that reflect their experiences, emotions, ideas and/or culture.	<p>9.1.8.E</p> <p>9.1.8.H</p> <p>9.2.8.A</p>

<p>The arts provide a medium to understand and exchange ideas.</p>	<p>How can artists call attention to social issues?</p>		<p>Artists sometimes create artwork to call attention to a social issue.</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 a work of art that calls the viewer to action.</p>	<p>9.1.8.E 9.1.8.H 9.2.8.I</p>
<p>People have expressed experiences and ideas through the arts throughout time and across cultures.</p>	<p>How do historical and cultural contexts influence how art is made and interpreted?</p>		<p>The historical and cultural context of a work of art influences both how it is made and how it is interpreted.</p>	<p>The ability to communicate. The ability to imagine. The ability to investigate. The ability to construct. The ability to reflect.</p>	<p>Interpret the meaning of a specific work of art in the context of the historical time and culture in which it was made.</p>	<p>9.2.8.B 9.2.8.D</p>

<p>There are formal and informal processes used to assess the quality of works in the arts.</p>	<p>Why do artists engage in critical response?</p>		<p>Artists engage in critical response to describe, analyze, interpret, and evaluate works of art.</p>	<p>The ability to communicate. The ability to imagine. The ability to investigate. The ability to construct. The ability to reflect.</p>	<p>Engage in critical discussion with peers to describe, analyze, interpret, and evaluate a work of art.</p>	<p>9.3.8.A 9.3.8.B 9.3.8.C 9.3.8.D</p>
<p>People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.</p>	<p>People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.</p>		<p>Personal experiences influence a person's response to works of art.</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 responses to works of art and explain how and why their personal experiences have affected their response.</p>	<p>9.3.8.D 9.4.8.A</p>

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