

GRADE LEVEL: 9-12

SUBJECT: DRAWING II

DATE: 2019-2020

GRADING PERIOD: Quarter 1 or Quarter 3

MASTER 5-13-20

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Creating					
Standard 1: Generate and conceptualize artistic ideas and work <ul style="list-style-type: none"> Approaches Creative endeavors 	VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors.	<ul style="list-style-type: none"> Apply multiple approaches. Create artwork. 	<ul style="list-style-type: none"> Project 	<ul style="list-style-type: none"> Creativity Innovative thinking Shape Form Color Line Value Texture Emphasis Proportion Rhythm Balance Movement Unity Variety 	IMPORTANT
<ul style="list-style-type: none"> Creative problems 	VA:Cr1.1.1a: Individually or collaboratively formulate new creative problems based on student's existing artwork.	<ul style="list-style-type: none"> Select existing artwork. Formulate new creative problems on artwork. Work individually or collaboratively. 	<ul style="list-style-type: none"> Project 	<ul style="list-style-type: none"> Artist series 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Traditional artistic practices • Contemporary artistic practices • Works of art and design 	VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	<ul style="list-style-type: none"> • Plan works of art and design using a chosen range of materials and methods of traditional and contemporary artist practices. 	<ul style="list-style-type: none"> • Project 	<ul style="list-style-type: none"> • Contemporary art • Traditional art • Medium 	CRITICAL
Standard 2 Organize and develop artistic ideas and work. <ul style="list-style-type: none"> • Experimentation • Practice and persistence • Acquire skills and knowledge in a chosen art form 	VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	<ul style="list-style-type: none"> • Experiment using skills and knowledge of a chosen art form. • Demonstrate new skills and knowledge from practice and persistence. 	<ul style="list-style-type: none"> • Project 	<ul style="list-style-type: none"> • Inspiration • Sketchbook • Formal drawings • Emotional drawings • Imitational drawings 	CRITICAL
<ul style="list-style-type: none"> • Ethical implications making art • Ethical implications of distributing art 	VA:Cr2.2.IIa: Demonstrate awareness of ethical implications of making and distributing creative work.	<ul style="list-style-type: none"> • Explain and demonstrate ethical implications of making and distributing creative work. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Ethics • Art Distributing 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Standard 3 Refine and complete artistic work. <ul style="list-style-type: none"> • Critique with peers • Works of art • Artistic vision 	VA:Cr3.1.IIa: Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.	<ul style="list-style-type: none"> • Discuss artwork in response to personal artistic vision. • Examine and re-engage the work. • Revise and refine the artwork. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Critique • Artist statement • Refinement 	CRITICAL
Presenting					
Standard 5 Develop and refine artistic techniques and work for presentations. <ul style="list-style-type: none"> • Presentation of exhibition 	VA:Pr5.1.IIa: Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	<ul style="list-style-type: none"> • Evaluate appropriate displays for artwork in a specific area. • Select appropriate displays for artwork in a specific area. • Apply methods or processes for appropriate displays for artwork in a specific area. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Installation art • Commission art • Exhibition • Submissions • Art hanging standards • Gallery Ethics 	IMPORTANT
Responding					
Standard 7 Perceive and analyze artistic work <ul style="list-style-type: none"> • Influential ways • Perception • Understanding • Human experiences 	VA:Re.7.1.IIa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	<ul style="list-style-type: none"> • Recognize and describe personal aesthetics of the natural world and constructed environments. • Recognize and describe empathetic responses the natural world and constructed environments. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Environmental art • Found objects • Recycled art • Temporary art 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Standard 8 Interpret intent and meaning in artistic work.</p> <ul style="list-style-type: none"> • Art work or collection of works • Evidence • Contexts 	<p>VA:Re8.1.IIa: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p>	<ul style="list-style-type: none"> • Identify types of contextual information. • Process the constructing of an artwork or collection. 	<ul style="list-style-type: none"> • Class discussion • Written response 	<ul style="list-style-type: none"> • Context • Interpretations 	<p>IMPORTANT</p>
<p>Connecting</p>					
<p>Standard 11 Relate artistic ideas and works with societal, cultural, and historic context to deepen understanding</p> <ul style="list-style-type: none"> • Knowledge of culture, tradition and history • Personal responses to art 	<p>VA:Cn11.1.IIa: Compare uses of art in a variety of social, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>	<ul style="list-style-type: none"> • Describe how personal responses to art are influenced by culture, tradition, and history. 	<ul style="list-style-type: none"> • Written work 	<ul style="list-style-type: none"> • Culture • Tradition • Context 	<p>IMPORTANT</p>

LITERACY STANDARDS

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p>VA:Re8.1.1a Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p>	<p>9-10.LST.7.1 & 11-12.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>VA:Cn11.1.1a Compare uses of art in a variety of social, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>	<p>9-10.LST.7.3 & 11-12.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>

GRADE LEVEL: 9-12

SUBJECT: DRAWING II

DATE: 2019-2020

GRADING PERIOD: Quarter 2 or Quarter 4

MASTER 5-13-20

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Creating					
Standard 1: Generate and conceptualize artistic ideas and work <ul style="list-style-type: none"> Approaches Creative endeavors 	VA:Cr1.1.Ia: Use multiple approaches to begin creative endeavors.	<ul style="list-style-type: none"> Apply multiple approaches. Create artwork. 	<ul style="list-style-type: none"> Project 	<ul style="list-style-type: none"> Art elements Design elements 	IMPORTANT
<ul style="list-style-type: none"> Artistic ideas Creative work 	VA:Cr1.2.IIa: Choose from a range of material and methods of traditional and contemporary artistic practices to plan works of art and design.	<ul style="list-style-type: none"> Plan works of art and design. Create artwork through traditional and contemporary methods of artistic practices. 	<ul style="list-style-type: none"> Project 	<ul style="list-style-type: none"> Graphite Charcoal Pastel Colored pencil Pen and ink 	CRITICAL
Standard 2 Organize and develop artistic ideas and work. <ul style="list-style-type: none"> Experimentation Practice and persistence Skills and knowledge in a chosen art form 	VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	<ul style="list-style-type: none"> Experiment using skills and knowledge of a chosen art form. Demonstrate new skills and knowledge from practice and persistence. 	<ul style="list-style-type: none"> Project 	<ul style="list-style-type: none"> Inspiration Sketchbook Formal drawings Emotional drawings Imitational drawings 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Standard 2: Organize and develop artistic ideas and work. <ul style="list-style-type: none"> Impact of materials on human health Material and tool safety 	VA:Cr2.2.IIa: Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe-handling of materials, tools, and equipment.	<ul style="list-style-type: none"> Explain traditional and non-traditional materials impact health and the environment. Demonstrate safe handling of materials, tools, and equipment. 	<ul style="list-style-type: none"> Quiz 	<ul style="list-style-type: none"> Proper disposal Environment Safety 	CRITICAL
<ul style="list-style-type: none"> Developed plan 	VA:Cr2.3.IIa: Redesign an object, system, place, or design in response to contemporary issues.	<ul style="list-style-type: none"> Redesign an object, system, place, or design in response to contemporary issues. 	<ul style="list-style-type: none"> Project 	<ul style="list-style-type: none"> Redesign Parody 	ADDITIONAL
Standard 3 Refine and complete artistic work. <ul style="list-style-type: none"> Critique with peers Works of art Artistic vision 	VA:Cr3.1.IIa: Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.	<ul style="list-style-type: none"> Discuss artwork in response to personal artistic vision. Examine and re-engage the work. Revise and refine the artwork. 	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Subjective Artist statement 	CRITICAL
Presenting					
Standard 4 Select, analyze, and interpret artistic work for presentation. <ul style="list-style-type: none"> Personal artwork for collection or portfolio presentation 	VA:Pr4.1.IIa: Analyze, select, and critique personal artwork for a collection or portfolio presentation.	<ul style="list-style-type: none"> Analyze personal artwork to select for a portfolio or collection. Select/curate personal artwork. Critique artwork for a portfolio. 	<ul style="list-style-type: none"> Class discussion Project 	<ul style="list-style-type: none"> Body of work Digital portfolio Traditional portfolio 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Standard 6: Convey meaning through the presentation of artistic work.</p> <ul style="list-style-type: none"> • Impact of exhibition • Personal awareness of social, cultural, and/or political beliefs and understanding 	<p>VA:Pr6.1.IIa: Make, explain, and justify connections between artists or artwork and social, cultural, and/or political history.</p>	<ul style="list-style-type: none"> • Analyze, justify, and explain connections made between artists, artwork with social, and/or political history. 	<ul style="list-style-type: none"> • Class discussion • Small-group activity 	<ul style="list-style-type: none"> • Political history • Cultural history • Social beliefs • Documentary 	ADDITIONAL
Responding					
<p>Standard 7: Perceive and analyze artistic work</p> <ul style="list-style-type: none"> • Visual imagery • Human experiences 	<p>VA:Re.7.2.IIa: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p>	<ul style="list-style-type: none"> • Analyze the effectiveness of an image to influence. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Point of view • Visual imagery 	IMPORTANT
<p>Standard 8 Interpret intent and meaning in artistic work.</p> <ul style="list-style-type: none"> • Art work or collection of works • Evidence • Contexts 	<p>VA:Re8.1.IIa: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p>	<ul style="list-style-type: none"> • Analyze types of contextual information in construction of interpretations of artwork. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Contextual • Interpretations 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Standard 9: Apply criteria to evaluate artistic work</p> <ul style="list-style-type: none"> • Criteria to evaluate • art • Artwork collection 	<p>VA:Re9.1.IIa: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p>	<ul style="list-style-type: none"> • Discover the relevance of criteria that is used to evaluate artworks. 	<ul style="list-style-type: none"> • Small-group activity • Student discussion 	<ul style="list-style-type: none"> • Criteria • Evaluate 	<p>IMPORTANT</p>
Connecting					
<p>Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <ul style="list-style-type: none"> • Process stage of developing early ideas • Process stage of developing elaborated ideas 	<p>VA:Cn10.1.IIa: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p>	<ul style="list-style-type: none"> • Observe, research, and experiment in order to explore unfamiliar subjects through art-making. 	<ul style="list-style-type: none"> • Journal / art sketchbook • Student-teacher discussion 	<ul style="list-style-type: none"> • Expressionism • Sketchbook 	<p>IMPORTANT</p>

LITERACTY STANDARDS

STANDARD INDICATORS	LITERACY IN VISUAL ART
VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors.	9-10.LST.4.3: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
	11-12.LST.4.3: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.