

## Intermediate Level High School Visual Arts Year-at-a-Glance

(\*Note\* Teacher Selected Units can be lengthened or shortened to address time constraints. YAAG Reflects Semester and all Intermediate Level Discipline Applications)

August	September	October	November	December	January	February	March	April	May
High School Units of Study	<ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days )</li> </ul>	<ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20Days)</li> </ul>	<ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul>	<ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul>	<ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul>	<ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul>	<ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul>	<ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul>	<ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul>
<b>High School Discipline Applications</b>									
<ul style="list-style-type: none"> <li>• Teacher selected discipline applications</li> <li>• Refer to Intermediate Level Unit Plan in the course discipline for greater detail and discipline specific applications                             <ul style="list-style-type: none"> <li>○ Sketchbooks and systems for reflection, discovery, planning (addressed throughout the discipline practice)</li> <li>○ Drawing as a system for perceiving and planning ideas (addressed throughout the discipline practice)</li> <li>○ Informal/Formal Critique, Artist's Statements, Assessment in summative and/or formative as well as additional assessment forms( addressed throughout teacher selected Units of Study)</li> </ul> </li> </ul>									
<div style="display: flex; justify-content: space-between; align-items: center;"> <span>←</span> <span><b>High School Colorado Visual Arts Academic Standards</b></span> <span>→</span> </div> <p style="text-align: center;">(45-80 Days)</p>									
<p><b>Observe and Learn to Comprehend</b></p> <p><i>The <b>Organizing Concept</b> of Comprehension is connected to <b>Big Idea</b> of Expression, Communicating and Meaning to enhance student learning.</i></p>									
<p style="text-align: center;"><b>'Understand, Know and Be able to do...' Descriptors for Comprehension</b></p> <p style="text-align: center;"><b>Understanding the Art World and Learning to Observe</b></p> <p>Learning to look closely at a body of artwork as the artwork evolves.</p> <ul style="list-style-type: none"> <li>• Written formal critique - both formal and informal in looking at one's own work and work of other artists.</li> <li>• Practiced and recorded Intentional Questioning of one's own process.</li> <li>• Consistent and deliberate, thoughtful evaluation of one's visual vocabulary.</li> </ul> <ul style="list-style-type: none"> <li>○ To look at art with intentionality and purpose                             <ul style="list-style-type: none"> <li>• Cultivate flexibility in thinking about an original visual vocabulary.</li> </ul> </li> <li>○ To think like an artist and to interact with other artists:                             <ul style="list-style-type: none"> <li>• To describe and apply techniques with art vocabulary.</li> <li>• To interpret, observe and infer to make meaning.</li> <li>• To innovatively apply the structure and process of art practice.</li> </ul> </li> </ul> <p><small>Adapted from <i>Studio Thinking: The Real Benefits of Visual Arts Education</i> Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan</small></p>					<p style="text-align: center;"><b>Grade Level Expectations and Evidence Outcomes: High School</b></p> <ol style="list-style-type: none"> <li>1. Visual art has inherent characteristics and expressive features <b>Evidence Outcomes: a.b.c.d.</b></li> <li>2. Historical and cultural context are found in visual art <b>Evidence Outcomes: a.b.c.d.e.f.</b></li> <li>3. Art and design have purpose and function <b>Evidence Outcomes: a.b.c.</b></li> </ol>				

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<b>Envision and Critique to Reflect</b> <i>The <b>Organizing Concept</b> of Reflect is connected to <b>Big Ideas</b> of Critical thinking through synthesis evaluation and analysis to enhance student learning.</i>	
<p style="text-align: center;"><b>'Understand, Know and Be able to do...'</b> Descriptors for Reflect <b>Learning to Envision and Learning to Reflect</b></p> <p>To imagine and generate visual possibilities through innovative thinking</p> <ul style="list-style-type: none"> <li>○ Implement deliberate methods of planning and evaluation:                             <ul style="list-style-type: none"> <li>● To ask intentional questions and to question one's own process.</li> <li>● To evaluate the progression of the art process.</li> </ul> </li> <li>○ Responding to works of art through:                             <ul style="list-style-type: none"> <li>● Critique and interpretation of meaning in contemporary art.</li> <li>● Forming individual opinions about art and art making processes.</li> </ul> </li> </ul> <p style="font-size: small; margin-top: 5px;">Adapted from <i>Studio Thinking: The Real Benefits of Visual Arts Education</i> Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan</p>	<p style="text-align: center;"><b>Grade Level Expectations and Evidence Outcomes: High School</b></p> <ol style="list-style-type: none"> <li>1. Reflective strategies are used to understand the creative process <b>Evidence Outcomes: a.b.c.d.e.</b></li> <li>2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes <b>Evidence Outcomes: a.b.c.</b></li> <li>3. Interpretation is a means for understanding and evaluating works of art <b>Evidence Outcomes: a.b.c.d.</b></li> </ol>
<b>Invent and Discover to Create</b> <i>The <b>Organizing Concept</b> of Creating is connected to <b>Big Ideas</b> of Generate works of art to enhance student learning.</i>	
<p style="text-align: center;"><b>'Understand, Know and Be able to do...'</b> Descriptors for Creating <b>Developing Craft and Learning to Express</b></p> <p>Care for safety, materials and tools in the studio classroom</p> <ul style="list-style-type: none"> <li>● Innovate and expand visual vocabulary by connecting to cultural contexts and /or human experience.</li> <li>○ Making art with intentionality to communicate to a specific audience:                             <ul style="list-style-type: none"> <li>● To continue to acquire a discipline of purposeful attention to craftsmanship.</li> <li>● To deeply explain the thinking process and refine ideas.</li> <li>● Using sketchbooks for experimenting, planning and explaining ideas by building a visual vocabulary.</li> </ul> </li> </ul> <p style="font-size: small; margin-top: 5px;">Adapted from <i>Studio Thinking: The Real Benefits of Visual Arts Education</i> Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan</p>	<p style="text-align: center;"><b>Grade Level Expectations and Evidence Outcomes: High School</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas <b>Evidence Outcomes: a.b.c.d.</b></li> <li>2. Assess and produce art with various materials and methods <b>Evidence Outcomes: a.b.c.d.e.</b></li> <li>3. Make judgments from visual messages <b>Evidence Outcomes: a.b.c.</b></li> </ol>
<b>Relate and Connect to Transfer</b> <i>The <b>Organizing Concept</b> of Transfer is connected to <b>Big Ideas</b> of Recognize, articulate, and validates the visual arts to lifelong learning and the human experience to enhance student learning.</i>	
<p style="text-align: center;"><b>'Understand, Know and Be able to do...'</b> Descriptors for Transfer <b>Engage and Persist in Art / Stretch and Explore in Art</b></p> <p>Connecting art:</p> <ul style="list-style-type: none"> <li>● To individual/original visual vocabulary.</li> <li>● To the cause and effect investigations in art making and art.</li> <li>● To cultural influences and implications through the human experience and culture.</li> <li>○ To cultivate endurance in art making and connecting art:                             <ul style="list-style-type: none"> <li>● To audience, personal meaning and artistic intent.</li> <li>● To innovate, explore and connect the investigations of technique, process and materials.</li> <li>● To intentionally respond to art in a variety of ways: Environmental, Societal, Historical and Cultural, the Human Condition.</li> </ul> </li> </ul> <p style="font-size: small; margin-top: 5px;">Adapted from <i>Studio Thinking: The Real Benefits of Visual Arts Education</i> Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan</p>	<p style="text-align: center;"><b>Grade Level Expectations and Evidence Outcomes: High School</b></p> <ol style="list-style-type: none"> <li>1. The work of art scholars impacts how art is viewed today <b>Evidence Outcomes: a.b.</b></li> <li>2. Communication through advanced visual methods is a necessary skill in everyday life <b>Evidence Outcomes: a.b.</b></li> <li>3. Art is a lifelong endeavor <b>Evidence Outcomes: a.b.c.</b></li> </ol>

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