

WGSD Curriculum  
The Visual Arts

Course: Drawing and Painting

Grades 9-12

LG 1 Create - Elements and principles

**High Priority Standards**

**NCCAS Standards 2014**

Artistic Process - Creating

Anchor Standard: Initiate making works of art and design by experimenting, imagining and identifying content.

**Learning Goal**

Students will be able to demonstrate the elements and principles of art through the medias of drawing and painting.

**Proficiency Scale**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Applying advanced elements of line, color, texture, shape and the principle of repetition to drawings and paintings.
- Creating art that illustrates design concepts with drawing and painting tools.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary: line, color, texture, shape, repetition, line weight, value, surface, media specific tools and supplies.
- Performing processes such as:
  - Applying an element or principle of design in an art

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	<p>work.</p> <ul style="list-style-type: none"><li>○ Communicating an idea with an art work.</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;"><b>Targets</b></p> <p><b>Students know how to:</b></p> <ul style="list-style-type: none"><li>● Use illustration, story, concept, idea and visual communication.</li><li>● Use line weight, value and surface.</li><li>● Use brushes, canvas, watercolor, acrylic, tempera and oil paints.</li></ul>	

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**High Priority Standards**

**NCCAS Standards 2014**

Artistic Process – Creating

Anchor Standard: Initiate making works of art and design by experimenting, imagining and identifying content.

**Learning Goal**

Students will be able to draw and paint a live subject.

**Proficiency Scale**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Using proportion, scale, anatomy, reference points, sight size, and composition to illustrate a live figure.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: proportion, scale, anatomy, reference points, sight size, composition.
- Performing processes such as:
  - Applying some figural elements to a drawing or painting.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Course: Drawing and Painting  
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LG 3 Present - Portfolio

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**High Priority Standards**

**NCCAS Standards 2014**

Artistic Process – Presenting

Anchor Standard: Select and analyze their artwork and the work of others when deciding what artwork to present.

**Learning Goal**

Students will be able to select and refine artistic works for presentation.

**Proficiency Scale**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Choosing items for a portfolio using the concepts of quality, quantity, selection and discrimination.
- Presenting a portfolio that illustrates the student’s sense of style and depth of knowledge.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: portfolio, quality, quantity, selection and discrimination.
- Performing processes such as:
  - Choosing items for a portfolio.
  - Displaying items that show the accomplished work.

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	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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LG 4 Responding - criticism

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**High Priority Standards**

**NCCAS Standards 2014**

Artistic Process – Responding

Anchor Standard: Experience, analyze and interpret art and other aspects of the visual world.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will be able to observe, interpret, and evaluate art.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Constructing aesthetic arguments to support art critiques.</li><li>• Evaluating other artists’ work using the elements of art and principles of design.</li><li>• Evaluating personal art works using the elements of art and principles of design.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: aesthetics, art criticism, validity, purpose, quality, response.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Commenting on personal art using descriptive terms.</li><li>○ Commenting on other artists’ work using descriptive</li></ul></li></ul>

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	<p>terms.</p> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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