

WGSD Curriculum  
The Visual Arts

Course: Concepts of Art  
Grade Level: 9-12  
LG 1 Create - Perspective

<b>High Priority Standards</b>	
<b>NCCAS Standards 2014</b> Artistic Process - Creating: Anchor standard: Generate and conceptualize artistic ideas and work.	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
The student will be able to draw in two and three-dimensional perspectives.	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: <ul style="list-style-type: none"><li>• Creating works of art that show a relationship between structural choice and artistic function.</li><li>• Incorporating the use of horizon line and perspective into art work.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: 2 point perspective, 3 point perspective, line, horizon, dimension, space.</li></ul>

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- Performing processes such as:
  - Identifying 2 and 3 point perspective.
  - Drawing an image based on a horizon point.

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

**Targets**

**Students know how to:**

- Draw a 2-dimensional object that illustrates the concept of 2 point perspective.
- Draw a 3-dimensional object that illustrates the concept of 3 point perspective.

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Course: Concepts of Art  
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LG 2 Create - Color Theory

<b>High Priority Standards</b>	
<b>NCCAS Standards 2014</b> Artistic Process - Creating Anchor standard: Generate and conceptualize artistic ideas and work.	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will understand color theory as an element of design.	<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>• Explaining color theory and the 3 elements that define it.</li><li>• Applying the elements of the color wheel and color harmony to personal art works.</li><li>• Comparing how color behaves in relation to other colors and shapes (context).</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: hue, value, intensity, warm, cool, neutral, monochromatic, Color theory (color wheel, color</li></ul>

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	<p>harmony, color context).</p> <ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying complementary, split-complementary, double-split complements, and analogous colors.</li><li>○ Identifying reasons that color appears changed in relation to other colors.</li></ul></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>• Mix and use colors to create a complete color wheel with complementary, split-complementary, double-split complements, and analogous colors represented.</li><li>• Use color theory as a way to improve art and design.</li></ul>	

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LG 3 Create – 3 Dimensional Construction

**High Priority Standards**

**NCCAS Standards 2014**

Artistic Process - Creating

Anchor standard: Organize and develop artistic ideas and work.

**Learning Goal**

Students will be able to produce art that uses the elements of form, negative space, and texture.

**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:

- Creating art that incorporates form, negative space, and texture as expressive techniques.
- Choosing finishing techniques that enhance the artwork and add to its overall presence.

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

- Recognizing and recalling specific vocabulary, such as: balance, proportion, negative space, form, texture, contour.
- Performing processes such as:
  - Producing a 2 dimensional object.

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- Adding un-needed elements.

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

**Targets**

**Students will know how to:**

- Fire a clay object in all its stages.
- Apply a glaze that visually fits and enhances the object.
- Form an object using basic construction methods such as pinch or slab.

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Course: Art Concepts  
Grade Level: 9-12  
LG 4 Create - Drawing

<b>High Priority Standards</b>	
<b>NCCAS Standards 2014</b> Artistic Process-Creating Anchor Standard: Organize and develop artistic ideas and work.	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to produce art that use the concepts of line, light, and shadow.	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: <ul style="list-style-type: none"><li>• Creating art that incorporates line, light, and shadow as expressive techniques.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: line, shadow, shading, light.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Distinguishing between light and shadow in a drawing.</li><li>○ Choosing elements to use in a drawing.</li></ul></li></ul>

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	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
<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 lines, and light and shadow to draw.</li></ul>	



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Visual Arts: Concepts of Art  
Grades 9-12  
LG 5 Create - Print making

<b>HIGH PRIORITY STANDARDS</b>	
<b>NCCAS Standards 2014</b>	
Visual Arts: Creating Anchor Standard: Refine and complete artistic work.	
<b>LEARNING GOAL</b>	<b>PROFICIENCY SCALE</b>
Students will be able to create an art print.	<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>• Designing an original art print.</li><li>• Applying print materials and techniques that create an expressive final product.</li></ul> <p>Level 2: Student demonstrates he/she is nearing the proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary such as: ink, brayer, gauge, block, carve.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying and using tools and techniques.</li><li>○ Choosing a block to carve.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the</p>

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learning goal.

**Targets**

**Students know how to:**

- Differentiate among the gauge tools and identify their best use.
- Use the different types of surfaces and choose the best type for a project.
- Apply the correct tool to the surface to form the image.
- Apply ink to the surface with a brayer.

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Course: Concepts of Art  
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LG 6 Connect - Art History

High Priority Standards	
<p><b>NCCAS Standards 2014 -</b> Artistic Process - Connecting Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand past art styles and techniques as historical references.</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>• Identifying and describing the techniques and styles of art represented in a variety of historical periods.</li> <li>• Evaluating the style and techniques of art represented in a variety of historical periods to discover cultural clues, such as pastimes, lifestyles, and class hierarchy.</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: culture, renaissance, style, medieval, modern, prehistoric, technique.</li> </ul>

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- Performing processes such as:
  - Recognizing different styles of art as they relate to the past.
  - Developing an appreciation of ancient cultures.

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