

WGSD Curriculum  
The Visual Arts

Course: Art History  
Grade Level: 9-12  
LG 1 Create

<b>High Priority Standards</b>	
<p><b>NCCAS Standards 2014 -</b></p> <p>Artistic Process - Create Anchor Standard: Generate and conceptualize artistic ideas and work.</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will be able to individually and collaboratively formulate new creative problems based on historical and contemporary artwork.</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>• Exploring art making throughout history using authentic methods, materials, and styles.</li> <li>• Creating original art inspired by historical and contemporary works.</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: charcoal, cubist, impressionist, abstract, conceptual, minimal.</li> <li>• Performing processes such as:               <ul style="list-style-type: none"> <li>○ Identifying and historical art methods and styles.</li> <li>○ Identifying contemporary art methods and styles.</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>• Create an artwork using materials available to cavemen such as charcoal and stone.</li><li>• Create an artwork using Cubist techniques.</li><li>• Create an Impressionist or Abstract painting.</li><li>• Create a Conceptual or Minimal artwork or performance.</li></ul>	

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LG 2: Presenting

<b>High Priority Standards</b>	
<b>NCCAS Standards 2014 -</b> Artistic Process - Presenting Anchor Standard: Interpreting and sharing artistic work.	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to select and curate an artistic display of work.	<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>• Selecting artwork for an exhibit.</li><li>• Curating individual and group art shows.</li><li>• Installing artwork in various school environments.</li><li>• Creating a model or drawing as a plan of an exhibit.</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: curate, present, select, opening, exhibit, discriminate.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Discussing the selection of artworks for an exhibit.</li><li>○ Contributing to selection and installation of artwork for an</li></ul></li></ul>

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	<p>exhibit.</p> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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LG 3 Responding

<b>High Priority Standards</b>	
<b>NCCAS Standards 2014 -</b> Artistic Process - Responding Anchor Standing: Understanding and evaluating how the arts convey meaning.	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to observe, interpret, and evaluate art.	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>• Applying criteria based on the elements and principles of art (such as form, line, color, perspective...) to evaluate a variety of 2 and 3 dimensional works of art.</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: evaluate, criteria, aesthetics, art criticism, preference, interpret, elements, principles.</li><li>• Performing processes such as:</li></ul>

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	<ul style="list-style-type: none"><li>○ Identifying elements and principles of art in personal and famous artworks.</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>• Participate in discussions involving aesthetics.</li><li>• Participate in discussions involving constructive art criticism.</li><li>• Analyze famous artwork and personal artwork using the Elements of Art and Principles of Design.</li></ul>	

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LG 4 Connect

<b>High Priority Standards</b>	
<b>NCCAS Standards 2014 -</b> Artistic Process - Connecting Anchor Standard: Relating artistic ideas and work with personal meaning and external content.	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to understand the stories of others through their art.	<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>• Discovering and describing the relationship between historical and contemporary events and the art that people produce during those times.</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: society, culture, historical, contemporary.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying historical artworks.</li><li>○ Exploring the link between art and ideas, and world events.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning</p>

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	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>• Recognize important artworks throughout history.</li><li>• Research to find information on artists and periods of art.</li><li>• Match art and ideas of different times with world events.</li><li>• Write a research paper on an artist, style or contemporary art event.</li></ul>	