

WGSD Curriculum
The Visual Arts

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

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

WGSD Curriculum
The Visual Arts

- 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.

WGSD Curriculum
The Visual Arts

Course: Concepts of Art
Grade Level: 9-12
LG 2 Create - Color Theory

| High Priority Standards | |
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| NCCAS Standards 2014 Artistic Process - Creating Anchor standard: Generate and conceptualize artistic ideas and work. | |
| Learning Goal | Proficiency Scale |
| 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">• Explaining color theory and the 3 elements that define it.• Applying the elements of the color wheel and color harmony to personal art works.• Comparing how color behaves in relation to other colors and shapes (context). <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: hue, value, intensity, warm, cool, neutral, monochromatic, Color theory (color wheel, color |

WGSD Curriculum
The Visual Arts

harmony, color context).

- Performing processes such as:
 - Identifying complementary, split-complementary, double-split complements, and analogous colors.
 - Identifying reasons that color appears changed in relation to other colors.

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

Targets

Students know how to:

- Mix and use colors to create a complete color wheel with complementary, split-complementary, double-split complements, and analogous colors represented.
- Use color theory as a way to improve art and design.

WGSD Curriculum
The Visual Arts

Course: Concepts of Art

Grade Level: 9-12

LG 3 Create – 3 Dimensional Construction

| High Priority Standards | |
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| NCCAS Standards 2014 | |
| Artistic Process - Creating | |
| Anchor standard: Organize and develop artistic ideas and work. | |
| Learning Goal | Proficiency Scale |
| Students will be able to produce art that uses the elements of form, negative space, and texture. | <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">• 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. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: balance, proportion, negative space, form, texture, contour.• Performing processes such as:<ul style="list-style-type: none">○ Producing a 2 dimensional object. |

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The Visual Arts

- 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.

WGSD Curriculum
The Visual Arts

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

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

WGSD Curriculum
The Visual Arts

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| | Level 1: Student demonstrates a limited understanding or skill with the learning goal. |
| <p style="text-align: center;">Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use lines, and light and shadow to draw. | |

WGSD Curriculum
The Visual Arts

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

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

WGSD Curriculum
The Visual Arts

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| | learning goal. |
| <p style="text-align: center;">Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• 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. | |

WGSD Curriculum
The Visual Arts

Course: Concepts of Art
Grade Level: 9-12
LG 6 Connect - Art History

High Priority Standards

NCCAS Standards 2014 -

Artistic Process - Connecting

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Learning Goal

Students will understand past art styles and techniques as historical references.

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:

- Identifying and describing the techniques and styles of art represented in a variety of historical periods.
- 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.

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

- Recognizing and recalling specific vocabulary, such as: culture, renaissance, style, medieval, modern, prehistoric, technique.

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The Visual Arts

- 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.

WGSD Curriculum
The Visual Arts

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

| High Priority Standards | |
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| <p>NCCAS Standards 2014 -</p> <p>Artistic Process - Create Anchor Standard: Generate and conceptualize artistic ideas and work.</p> | |
| Learning Goal | Proficiency Scale |
| <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"> • Exploring art making throughout history using authentic methods, materials, and styles. • Creating original art inspired by historical and contemporary works. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: charcoal, cubist, impressionist, abstract, conceptual, minimal. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying and historical art methods and styles. ○ Identifying contemporary art methods and styles. |

WGSD Curriculum
The Visual Arts

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| | Level 1: Student demonstrates a limited understanding or skill with the learning goal. |
| <p style="text-align: center;">Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Create an artwork using materials available to cavemen such as charcoal and stone.• Create an artwork using Cubist techniques.• Create an Impressionist or Abstract painting.• Create a Conceptual or Minimal artwork or performance. | |

WGSD Curriculum
The Visual Arts

Course: Art History
Grade Level: 9-12
LG 2: Presenting

| High Priority Standards | |
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| NCCAS Standards 2014 - Artistic Process - Presenting Anchor Standard: Interpreting and sharing artistic work. | |
| Learning Goal | Proficiency Scale |
| 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">• Selecting artwork for an exhibit.• Curating individual and group art shows.• Installing artwork in various school environments.• Creating a model or drawing as a plan of an exhibit. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: curate, present, select, opening, exhibit, discriminate.• Performing processes such as:<ul style="list-style-type: none">○ Discussing the selection of artworks for an exhibit.○ Contributing to selection and installation of artwork for an |

WGSD Curriculum
The Visual Arts

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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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WGSD Curriculum
The Visual Arts

Course: Art History
Grade Level: 9-12
LG 3 Responding

| High Priority Standards | |
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| NCCAS Standards 2014 - Artistic Process - Responding Anchor Standing: Understanding and evaluating how the arts convey meaning. | |
| Learning Goal | Proficiency Scale |
| 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">• 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. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: evaluate, criteria, aesthetics, art criticism, preference, interpret, elements, principles.• Performing processes such as: |

WGSD Curriculum
The Visual Arts

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| | <ul style="list-style-type: none">○ Identifying elements and principles of art in personal and famous artworks. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p> |
| <p style="text-align: center;">Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Participate in discussions involving aesthetics.• Participate in discussions involving constructive art criticism.• Analyze famous artwork and personal artwork using the Elements of Art and Principles of Design. | |

WGSD Curriculum
The Visual Arts

Course: Art History
Grade Level: 9-12
LG 4 Connect

| High Priority Standards | |
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| <p>NCCAS Standards 2014 -</p> <p>Artistic Process - Connecting Anchor Standard: Relating artistic ideas and work with personal meaning and external content.</p> | |
| Learning Goal | Proficiency Scale |
| <p>Students will be able to understand the stories of others through their 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"> • Discovering and describing the relationship between historical and contemporary events and the art that people produce during those times. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: society, culture, historical, contemporary. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying historical artworks. ○ Exploring the link between art and ideas, and world events. <p>Level 1: Student demonstrates a limited understanding or skill with the learning</p> |

WGSD Curriculum
The Visual Arts

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| | goal. |
| <p style="text-align: center;">Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Recognize important artworks throughout history.• Research to find information on artists and periods of art.• Match art and ideas of different times with world events.• Write a research paper on an artist, style or contemporary art event. | |

WGSD Curriculum
The Visual Arts

Course: Art History Advanced goal
Grade Level: 9-12
LG 5 Create and Refine

| High Priority Standards | |
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| NCCAS Standards 2014 | |
| Artistic Process - Creating | |
| Anchor Standard: Refine and complete artistic work. | |
| Learning Goal | Proficiency Scale |
| Students will be able to refine their work and continue to grow as artists. | <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">• Reflecting on, revising, and refining work over time. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: practice, constructive critique, reflection, revision, refining.• Performing processes such as:<ul style="list-style-type: none">○ Identifying aesthetic elements during a discussion.○ Revising personal work. |

WGSD Curriculum
The Visual Arts

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| | Level 1: Student demonstrates a limited understanding or skill with the learning goal. |
| <p style="text-align: center;">Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Continue the practice of aesthetic discussions.• Apply constructive criticism to personal work. | |

WGSD Curriculum
The Visual Arts

Course: Ceramics
Grades 9-12
LG 1 Create - Elements of Art

| High Priority Standards | |
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| NCCAS Standards 2014 - Ceramics | |
| Artistic Process - Creating | |
| Anchor Standard: Refine and complete artistic work. | |
| Learning Goal | Proficiency Scale |
| Students will be able to demonstrate the elements and principles of art through the media of clay. | <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">• Applying elements of line, color, texture, shape and the principle of repetition to ceramic artwork.• Creating ceramics that illustrate art and design concepts using the pottery wheel and hand-build techniques. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: tools, wheel, kiln, glaze, hand-build, throwing, firing, slab, coil, form, |

WGSD Curriculum
The Visual Arts

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| | <p>shape, dimension, texture, repetition, negative space.</p> <ul style="list-style-type: none">● Performing processes such as:<ul style="list-style-type: none">○ Building a pot.○ Curing a pot.○ Applying glaze.○ Firing the piece. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p> |
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WGSD Curriculum
The Visual Arts

Course: Ceramics
Grades 9-12
LG 2 Create - Glazes

High Priority Standards

NCCAS Standards 2014

Artistic Process- Creating
Anchor Standard: Refine and complete artistic work.

| Learning Goal | Proficiency Scale |
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| Students will be able to mix colorants and chemicals to create ceramic glazes. | 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">• Creating a cone 6 glaze with colorants and chemicals for application to a kiln fired work.• Creating a raku glaze with colorants and chemicals for application to a pit or barrel fired work.• Applying natural colorants for a pit fire and/or barrel firing. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: glaze, mix, apply, kiln, cone 6, raku, pit fire and barrel fire. |

WGSD Curriculum
The Visual Arts

- Performing processes such as:
 - Applying a pre-mixed glaze.
 - Identifying how a glaze is created.

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

WGSD Curriculum
The Visual Arts

Course: Ceramics
Grades 9-12
LG 3 Present - Portfolio

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 a sense of style and depth of subject knowledge.

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

- Recognizing and recalling specific vocabulary, such as:

WGSD Curriculum
The Visual Arts

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| | <p>portfolio, quality, quantity, selection and discrimination.</p> <ul style="list-style-type: none">● Performing processes such as:<ul style="list-style-type: none">○ Choosing items for a portfolio.○ Displaying items that show the accomplished work. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p> |
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WGSD Curriculum
The Visual Arts

Course: Ceramics
Grades 9-12
LG 4 Respond - Criticism

High Priority Standards

NCCAS Standards 2014

Artistic Process- Responding

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

| Learning Goal | Proficiency Scale |
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| Students will be able to observe, interpret, and evaluate 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">• Constructing aesthetic arguments to support art critiques.• Evaluating the artistic works of others and self, using the elements of art and the principles of design. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: aesthetics, art criticism, validity, purpose, quality, response.• Performing processes such as:<ul style="list-style-type: none">○ Commenting on personal art using descriptive terms. |

WGSD Curriculum
The Visual Arts

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| | <ul style="list-style-type: none">○ Commenting on other artists' work using descriptive terms. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p> |
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WGSD Curriculum
The Visual Arts

Course: Ceramics Advanced Level
Grades 9-12
LG 5 Refine

High Priority Standards

NCCAS Standards 2014

Artistic Process – Creating

Anchor Standard: Refine and complete artistic work.

Learning Goal

Students will be able to refine their work and continue to grow as artists.

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 constructive criticism to personal work.
- Reflecting on, revising and refining work over time.

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

- Recognizing and recalling specific vocabulary, such as: practice, constructive critique, reflection, revision, refining
- Performing processes such as:
 - Identifying aesthetic elements during a discussion.
 - Revising personal work.

WGSD Curriculum
The Visual Arts

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

WGSD Curriculum
The Visual Arts

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

WGSD Curriculum
The Visual Arts

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.

WGSD Curriculum
The Visual Arts

Course: Drawing and Painting
Grades 9-12
LG 3 Present - Portfolio

WGSD Curriculum
The Visual Arts

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.

WGSD Curriculum
The Visual Arts

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| | Level 1: Student demonstrates a limited understanding or skill with the learning goal. |
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Course: Drawing and Painting
Grades 9-12
LG 4 Responding - criticism

WGSD Curriculum
The Visual Arts

High Priority Standards

NCCAS Standards 2014

Artistic Process – Responding

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

| Learning Goal | Proficiency Scale |
|---|---|
| <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">• Constructing aesthetic arguments to support art critiques.• Evaluating other artists’ work using the elements of art and principles of design.• Evaluating personal art works using the elements of art and principles of design. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: aesthetics, art criticism, validity, purpose, quality, response.• Performing processes such as:<ul style="list-style-type: none">○ Commenting on personal art using descriptive terms.○ Commenting on other artists’ work using descriptive |

WGSD Curriculum
The Visual Arts

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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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WGSD Curriculum
The Visual Arts

Course: Drawing and Painting Advanced Goal
Grades 9-12
LG 5 Create - Refine

HIGH PRIORITY STANDARDS

NCCAS Standards 2014

Artistic Process - Creating

Anchor Standard: Refine and complete artistic work.

LEARNING GOAL

Students will be able to refine their work and continue to grow as artists.

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:

- Reflecting on, revising, and refining work over time.

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

- Recognizing and recalling specific vocabulary, such as: practice, constructive critique, reflection, revision, refining.
- Performing processes such as:
 - Identifying aesthetic elements during a discussion.
 - Revising personal work.

Level 1: Student demonstrates a limited understanding or skill with

WGSD Curriculum
The Visual Arts

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| | the learning goal. |
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WGSD Curriculum
The Visual Arts

Course: Photography 1

Grades 9-12

LG 1: Create - Elements and Principles

HIGH PRIORITY STANDARDS

NCCAS Standards 2014

Artistic Process: Creating

Anchor Standard: Generate and conceptualize artistic ideas and work.

LEARNING GOAL

Students will be able to demonstrate the elements and principles of art through the media of photography.

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 evidenced by:

- Applying elements of line, color, texture, light, shadow, shape and the principle of repetition to photographic images.
- Creating art that illustrates design concepts with photographic images.

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

- Recognizing and recalling specific vocabulary, such as: composition, balance, direction, detail, positive and negative space, focal length, depth of field, light intensity.
- Performing processes such as:
 - Describing how the elements and principles of photography work together to create an image.

WGSD Curriculum
The Visual Arts

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| | Level 1: Student demonstrates limited understanding or skill with the learning goal. |
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WGSD Curriculum
The Visual Arts

Course: Photography I
Grades 9-12
LG 2 Create – The Camera

HIGH PRIORITY STANDARDS

NCCAS Standards 2014

Artistic Process: Creating

Anchor Standard: Generate and conceptualize artistic ideas and work.

LEARNING GOAL

Students will be able to use a film camera as a tool to create.

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:

- Analyzing the external environment and the type of film in the camera to make decisions about camera settings.
- Manipulating all functions of the Single Lens Reflex 35 mm film camera to set the exposure correctly in Manual mode.
- Creating a well-exposed image.

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

- Recognizing and recalling specific vocabulary such as: single lens reflex, 35 mm, shutter speed dial, film advance lever, ASA/ISO dial, shutter

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The Visual Arts

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| | <p>release, aperture, light meter, depth of field scale, f-stop, single-lens reflex.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying parts and functions of the 35 mm film camera.○ Setting camera functions using preset modes: Shutter priority, Aperture priority, Automatic settings. <p>Level 1: Student demonstrates limited understanding or skill with the learning goal.</p> |
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WGSD Curriculum
The Visual Arts

Course: Photography I
Grades 9-12
LG 3 Create - The Darkroom

| HIGH PRIORITY STANDARDS | |
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| <p>NCCAS Standards 2014</p> <p>Artistic Process: Creating</p> <p>Anchor Standard: Generate and conceptualize artistic ideas and work.</p> | |
| LEARNING GOAL | PROFICIENCY SCALE |
| <p>Students will understand the chemistry that creates a photographic image using film and paper.</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 by:</p> <ul style="list-style-type: none"> • Applying precise measurements of volume and temperature to the raw materials used with film and photographic paper. • Following procedures to create an archival-level product. <p>Level 2: Student will demonstrate he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: D-76, Dektol, Stop Bath, developing tanks, reel, fixer, safelights, test strips, print wash. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying the correct chemicals used to develop film and paper prints. ○ Following the steps to process film and paper. |

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The Visual Arts

- Following steps for darkroom safety.

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

Targets

Students know how to:

- Process black and white film to obtain the best negatives.
- Mix and use darkroom chemicals to produce a paper print.
- Maintain darkroom safety to avoid future health issues. (e.g. effects of long and short term exposure to toxic chemicals, chemical burns, fumes and chemical mixes that damage lungs).

WGSD Curriculum
The Visual Arts

Course: Photography I
Grades 9-12
LG 4 Create - Printing Techniques

HIGH PRIORITY STANDARDS

NCCAS Standards 2014

Artistic Process: Creating

Anchor Standard: Generate and conceptualize artistic ideas and work.

LEARNING GOAL

Students will be able to create quality hand-printed images.

PROFICIENCY SCALE

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

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

- Analyzing and applying photography techniques used to create various styles of images.
- Creating quality prints that convey the intended meaning.
- Manipulating the settings of the enlarger to obtain the best print based on the technique chosen.
- Developing test strips to judge the best light exposure for a print based on the technique chosen.

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

- Recognizing and recalling specific vocabulary: enlarger, lens, negative carrier, agitation, contact sheet, cropping dodging, panorama, collage, double exposure.

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The Visual Arts

- Performing processes such as:
 - Applying photo techniques to create images.
 - Developing prints that need minor adjustment.

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

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The Visual Arts

Visual Arts: Photography Advanced Level
Grades 9-12
LG 5 Create - Revision

| High Priority Standards | |
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| <p>NCCAS Standards 2014</p> <p>Artistic Process – Creating Anchor Standard: Refine and complete artistic work.</p> | |
| <p>Learning Goal</p> <p>Students will be able to refine their work and continue to grow as artists.</p> | <p>Proficiency Scale</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"> • Reflecting on, revising, and refining work over time. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: practice, constructive critique, reflection, revision, refining. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying aesthetic elements during a discussion. ○ Revising personal work. <p>Level 1: Student demonstrates a limited understanding or skill with the</p> |

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The Visual Arts

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| | learning goal. |
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