

Course: Art
Grade Level: Kindergarten
LG 1 Create

High Priority Standards	
<p>NCCAS Visual Arts - Creating</p> <p>Anchor Standards: Generate and conceptualize artistic ideas and work.</p> <p>Organize and develop artistic ideas and work.</p> <p>Refine and complete artistic work.</p>	
<p>Learning Goal</p> <p>Students will be able to create using the elements and principles of art.</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">• Creating works of art incorporating the elements of line, primary color, texture, patterns, and shape.• Comparing and contrasting works of art using elements and principles to describe what they see. <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: primary color (red, blue, yellow), dotted line, wavy line, straight line, curvy line, zig-zag line, broken line, triangle, square, rectangle, circle, and pattern.

WGSD Curriculum
The Visual Arts

- Performing processes such as:
 - Identifying the six types of line.
 - Identifying basic shapes.
 - Identifying the primary colors.
 - Identifying an “ABAB” pattern

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

Targets

Students know how to:

- Engage in exploration and imaginative play with materials.
- Experiment and build skills in various media and approaches to art-making.
- Explain the process of making art while creating.
- Demonstrate safe and proper procedures for using and cleaning art tools and studio spaces.
- Demonstrate quality craftsmanship through care and use of materials, tools and equipment.

Course: Art
Grade Level: 1
LG 1 Create

High Priority Standards	
NCCAS Visual Arts - Creating Anchor Standard: Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work. Refine and complete artistic work.	
Learning Goal	Proficiency Scale
Students will be able to create using the elements and principles of 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 data-bbox="976 1036 1879 1239" style="list-style-type: none">• Creating works of art incorporating the elements of line, secondary color, texture, shape, and the principle of repetition with complex patterns.• Comparing and contrasting works of art using elements and principles to describe what they see. Level 2: Student demonstrates he/she is nearing proficiency by: <ul data-bbox="976 1360 1896 1393" style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: studio, thick

line, thin line, vertical, horizontal, diagonal, geometric shapes, primary and secondary colors, texture, complex pattern.

- Performing processes such as:
 - Incorporating line, color, texture, and shape.
 - Identifying primary colors.
 - Identifying complex pattern.

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

Targets

Students know how to:

- Collaboratively engage in exploration and imaginative play with materials.
- Use observation and investigation.
- Explore uses of materials and tools.
- Demonstrate safe and proper procedures for using and cleaning art tools and studio spaces.
- Demonstrate quality craftsmanship through care and use of materials, tools and equipment.

Course: Art
Grade Level: 2
LG 1 Create

High Priority Standards

NCCAS Visual Arts - Creating

Anchor Standard: Generate and conceptualize artistic ideas and work.

Organize and develop artistic ideas and work.

Refine and complete artistic work.

Learning Goal

Students will be able to create using the elements and principles of art.

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 works of art incorporating the elements of contrasting color families, form, dimension, and space.
- Comparing and contrasting works of art using elements and principles to describe what they see.

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

- Recognizing and recalling specific vocabulary, such as: form, sphere, cone, cube, cylinder, warm and cool colors, color wheel, geometric form, foreground, background and space.
- Performing processes such as:
 - Identifying primary and secondary colors.
 - Identifying warm and cool colors.
 - Identifying color wheel placement.
 - Identifying geometric forms.
 - Identifying foreground and background.

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

Targets

Students know how to:

- Collaboratively brainstorm multiple approaches to an art or design problem.
- Explore personal interests, questions, and curiosities.
- Discuss and reflect with peers about choices made in creating art.
- Demonstrate safe and proper procedures for using and cleaning art tools and studio spaces.
- Demonstrate quality craftsmanship through care and use of materials, tools and equipment.

Course: Art
Grade Level: 3
LG 1 Create

High Priority Standards

NCCAS Visual Arts - Creating

Anchor Standard: Generate and conceptualize artistic ideas and work.

Organize and develop artistic ideas and work.

Refine and complete artistic work.

Learning Goal

Students will be able to create using the elements and principles of art.

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 works of art incorporating the elements of line, color, value, texture, form, and space and the principles of balance and proportion.
- Comparing and contrasting works of art using elements and principles to describe what they see.

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

- Recognizing and recalling specific vocabulary, such as: analogous colors tertiary colors, value, layering, real/actual texture, sculpture in the round, foreground, middle ground, background, overlapping, space, symmetrical balance and size contrast.
- Performing processes such as:
 - Identifying analogous colors and tertiary colors.
 - Incorporating real/actual texture.
 - Identifying sculpture in the round.
 - Using middle ground and change of size.
 - Using symmetrical balance.

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

Targets

Students know how to:

- Elaborate on an imaginative idea.
- Demonstrate safe and proper procedures for using and cleaning art tools and studio spaces.
- Apply knowledge of available resources to investigate ideas.
- Create personally satisfying artwork.
- Demonstrate quality craftsmanship through care and use of materials, tools and equipment.

Course: Art
Grade Level: 4
LG 1 Create

High Priority Standards

NCCAS Visual Arts - Creating

Anchor Standard: Generate and conceptualize artistic ideas and work.

Organize and develop artistic ideas and work.

Refine and complete artistic work.

Learning Goal

Students will be able to create using the elements and principles of art.

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 works of art incorporating the elements of line, color, shape, texture, form, space, and the principles of balance, contrast, emphasis, rhythm and proportion.
- Comparing and contrasting works of art using elements and principles to describe what they see.

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

- Recognizing and recalling specific vocabulary, such as: outlines, organic shapes, complementary, split-complementary, additive, subtractive, organic form, relief sculpture, crease, radial balance, complex pattern, emphasis, abstract proportion and realistic proportion.
- Performing processes such as:
 - Identifying outlines.
 - Identifying organic shapes.
 - Using complementary and split complementary colors.
 - Identifying organic form.
 - Identifying placement and change of detail.
 - Identifying radial balance.
 - Identifying color contrast.
 - Identifying center of interest.

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

Targets

Students know how to:

- Demonstrate safe and proper procedures for using and cleaning art tools and studio spaces.
- Brainstorm multiple approaches to a creative art problem.
- Collaboratively set goals and create meaningful art.
- Invent art-making techniques and approaches.
- Revise artwork in progress through peer critique.
- Demonstrate quality craftsmanship through care and use of materials, tools and equipment.

Course: Art
Grade Level: 5
LG 1 Create

High Priority Standards

NCCAS Visual Arts - Creating

Anchor Standard: Generate and conceptualize artistic ideas and work.

Organize and develop artistic ideas and work.

Refine and complete artistic work.

Learning Goal

Students will be able to create using the elements and principles of art.

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 works of art incorporating the elements of line, color, shapes, value, texture, form, space, perspective, tint and shade, and the principles of balance, contrast, and proportion.
- Comparing and contrasting works of art using elements and principles to describe what they see.

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

- Recognizing and recalling specific vocabulary, such as: contour line,

WGSD Curriculum
The Visual Arts

	<p>horizon line, symbolic shapes, intermediate colors, neutral colors, tints, shades, grayscale, value, organic shapes, geometric shapes, still life, architecture, implied texture, converging lines, one-point perspective, asymmetrical balance and realistic scale.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying contour lines.○ Identifying symbolic shapes.○ Identifying illusion of form.○ Identifying a single horizon line.○ Applying intermediate and neutral colors to art.○ Identifying tints/shades.○ Identifying gray value scale.○ Identifying implied/simulated texture.○ Using one-point perspective.○ Identifying asymmetrical balance.○ Identifying relative size.○ Identifying texture contrast.○ Drawing a still-life. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
--	---

Targets

Students know how to:

- Demonstrate safe and proper procedures for using and cleaning art tools and studio spaces.
- Demonstrate quality craftsmanship through care and use of materials, tools and equipment.
- Combine ideas to generate an innovative concept.
- Identify various approaches for beginning a work of art.
- Create artist statement using art vocabulary to describe personal choices made in art.

Course: Art
Grade Level: 6
LG 1 Create

High Priority Standards

NCCAS Visual Arts - Creating

Anchor Standard: Generate and conceptualize artistic ideas and work.

Organize and develop artistic ideas and work.

Refine and complete artistic work.

Learning Goal

Students will be able to create using the elements and principles of art.

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 works of art incorporating the elements of line, color, shape, value, texture, form, and space and the principles of balance, contrast, and proportion.
- Comparing and contrasting works of art using elements and principles to describe what they see.

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

- Recognizing and recalling specific vocabulary, such as: contour lines,

complex shapes, positive and negative space, converging lines, horizon line, orthogonals, one point perspective, monochromatic colors, tints and shades, illusion of form, real/implied texture, 6-value color scale, symmetrical balance, shape/line/size contrast and realistic proportion.

- Performing processes such as:
 - Identifying contour lines.
 - Identifying complex shapes.
 - Identifying positive/negative shape in 2D work.
 - Using monochromatic colors.
 - Identifying illusion of geometric forms.
 - Identifying a color value scale.
 - Identifying implied/simulated texture.
 - Identifying one-point perspective.
 - Identifying symmetrical balance.
 - Using shape, line and size contrast in artwork.
 - Identifying real/implied texture.

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

Targets

Students know how to:

- Demonstrate safe and proper procedures for using and cleaning art tools and studio spaces.
- Demonstrate quality craftsmanship through care and use of materials, tools and equipment.
- Collaboratively combine concepts to generate innovative ideas for creating art.
- Investigate personally relevant content for creating art.
- Reflect and revise one's artwork.

Course: Art
Grade Level: 7
LG 1 Create

High Priority Standards	
<p>NCCAS Visual Arts - Creating</p> <p>Anchor Standard: Generate and conceptualize artistic ideas and work.</p> <p>Organize and develop artistic ideas and work.</p> <p>Refine and complete artistic work.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to create using the elements and principles of 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 data-bbox="877 980 1892 1187" style="list-style-type: none">• Creating works of art incorporating the elements of line, color, shape, value, texture, form, and space and the principles of balance, rhythm, unity, variety, emphasis, contrast, and proportion.• Comparing and contrasting works of art using elements and principles to describe what they see. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul data-bbox="877 1308 1766 1382" style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: two-point perspective, composition, craftsmanship, refining, and persistence.

- Performing processes such as:
 - Identifying two-point perspective.
 - Identifying composition.
 - Applying craftsmanship skills.

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

Targets

Students know how to:

- Demonstrate safe and proper procedures for using and cleaning art tools and studio spaces.
- Demonstrate quality craftsmanship through care and use of materials, tools and equipment.
- Apply methods to overcome creative blocks.
- Develop criteria to guide making a work of art to meet an identified goal.
- Demonstrate awareness of ethical responsibility when digitally posting or sharing art.
- Reflect and explain artistic choices.

Course: Art
Grade Level: 8
LG 1 Create

High Priority Standards	
<p>NCCAS Visual Arts - Creating</p> <p>Anchor Standard: Generate and conceptualize artistic ideas and work.</p> <p>Organize and develop artistic ideas and work.</p> <p>Refine and complete artistic work.</p>	
<p>Learning Goal</p> <p>Students will be able to create using the elements and principles of art.</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">• Creating works of art incorporating the elements of line, color, shape, value, texture, form, space and the principles of balance, rhythm, unity, variety, emphasis, contrast, and proportion.• Comparing and contrasting works of art using elements and principles to describe what they see. <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: two-point perspective, composition, craftsmanship, refining, and persistence.

WGSD Curriculum
The Visual Arts

- Performing processes such as:
 - Identifying two-point perspective.
 - Identifying composition.
 - Identifying craftsmanship.

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

Targets

Students know how to:

- Demonstrate safe and proper procedures for using and cleaning art tools and studio spaces.
- Demonstrate quality craftsmanship through care and use of materials, tools and equipment.
- Document early stages of the creative process visually and/or verbally in tradition or new media.
- Demonstrate willingness to experiment, innovate, and take risks.
- Demonstrate and practice appropriate use of copyright laws.
- Examine, reflect, and plan revisions for a work in progress.

Course: Art
Grade Level: Kindergarten
LG 2 Present

High Priority Standards	
<p>NCCAS Visual Arts - Presenting</p> <p>Anchor Standards: Analyze, interpret and select artistic work for presentation.</p> <p>Develop and refine artistic works for presentation.</p> <p>Convey meaning through the presentation of artistic work.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to identify and select art work for a collection.</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 data-bbox="930 987 1906 1154" style="list-style-type: none">• Selecting art objects for personal collection and display, and explaining why they were chosen.• Explaining the purpose of a portfolio or collection, for themselves and by museums or collectors. <p>Level 2: student demonstrates he/she is nearing proficiency by:</p> <ul data-bbox="930 1276 1906 1393" style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: collection, museum, choice.• Performing process such as

WGSD Curriculum
The Visual Arts

- Choosing favorite art to display.
- Identifying how others, such as museums or collectors, choose art to display.

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

Targets

Students know how to:

- Select art objects for personal collection and display.
- Explain the purpose of a portfolio or collection.
- Explain what an art museum is and why they exist.

Course: Art
Grade Level: 1
LG 2 Present

High Priority Standards

NCCAS Visual Arts - Presenting

Anchor Standard: Analyze, interpret and select artistic work for presentation.

Develop and refine artistic works for presentation.

Convey meaning through the presentation of artistic work.

Learning Goal

Students will be able to identify and select art work for a collection.

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:

- Explaining why some objects, artifacts, and artworks are valued over others.
- Asking and answering questions such as when, where, why, and how artworks should be prepared for presentation or preservation.
- Identifying the roles and responsibilities of people who work in and visit museums and other art venues.

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

- Recognizing and recalling specific vocabulary, such as: preservation, presentation, artifacts, display.
- Performing process such as:
 - Recognizing that artwork should be prepared for presentation.
 - Recognizing that a museum is a public space.
 - Recognizing that art can have value.
 - Identifying the responsibilities of people who work in and visit museums and other art venues to preserve the art.

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

Targets

Students know how to:

- Explain why some objects, artifacts, and artworks are valued over others.
- Ask and answer questions such as when, where, why, and how artworks should be prepared for presentation or preservation.
- Identify the roles and responsibilities of people who work in and visit museums and other art venues.

Course: Art
Grade Level: 2
LG 2 Present

High Priority Standards	
<p>NCCAS Visual Arts - Presenting</p> <p>Anchor Standards: Analyze, interpret and select artistic work for presentation.</p> <p>Develop and refine artistic works for presentation.</p> <p>Convey meaning through the presentation of artistic work.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to identify and select art work for a collection.</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">• Categorizing artwork based on a theme or concept for an exhibit.• Distinguishing between different materials or artistic techniques for preparing art for presentation.• Comparing and contrasting how exhibiting art in various ways and places contribute to the community. <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: exhibit,

WGSD Curriculum
The Visual Arts

concept, gallery.

- Performing process such as:
 - Identifying that artwork has a theme.
 - Identifying different ways and places art can be exhibited.

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

Targets

Students know how to:

- Categorize artwork based on a theme or concept for an exhibit.
- Distinguish between different materials or artistic techniques for preparing art for presentation.
- Compare/contrast how exhibiting art in various ways and places contribute to the community.

Course: Art
Grade Level: 3
LG 2 Present

High Priority Standards	
<p>NCCAS Visual Arts - Presenting</p> <p>Anchor Standards: Analyze, interpret and select artistic work for presentation.</p> <p>Develop and refine artistic works for presentation.</p> <p>Convey meaning through the presentation of artistic work.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to identify and select art work for a collection.</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 data-bbox="940 987 1902 1235" style="list-style-type: none">• Comparing possibilities and limitations of spaces, including electronic, for exhibiting artwork.• Identifying exhibit space and preparing works of art, including artist statements, for presentation.• Identifying and explaining how and where different cultures record and illustrate stories. <p>Level 2: student demonstrates he/she is nearing proficiency by:</p> <ul data-bbox="940 1360 1772 1393" style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: artist

statement, virtual exhibit.

- Performing process such as:
 - Recognizing that some spaces are not conducive to displaying art.
 - Recognizing that different cultures illustrate stories through history and life art.

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

Targets

Students know how to:

- Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.
- Identify exhibit space and prepare works of art, including artist statements for presentation.
- Identify and explain how and where different cultures record and illustrate stories through history and life of art.

Course: Art
Grade Level: 4
LG 2 Present

High Priority Standards

NCCAS Visual Arts - Presenting

Anchor Standard: Analyze, interpret and select artistic work for presentation.

Develop and refine artistic works for presentation.

Convey meaning through the presentation of artistic work.

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:

- Defining the roles and responsibilities of a curator.
- Explaining why a chosen material was used for presenting and preserving art.
- Citing evidence about how an exhibition in a museum or other venue displays an idea or concept.

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

- Recognizing and recalling specific vocabulary, such as: digital,

- curate, mounting.
- Performing process such as:
 - Recognizing that museums have curators.
 - Identifying that art is displayed in themes.

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

Targets

Students know how to:

- Define the roles and responsibilities of a curator.
- Explain why a chosen material was used for presenting and preserving art.
- Site evidence about how an exhibition in a museum or other venue displays an idea or concept.

Course: Art
Grade Level: 5
LG 2 Present

High Priority Standards	
<p>NCCAS Visual Arts - Presenting</p> <p>Anchor Standard: Analyze, interpret and select artistic work for presentation.</p> <p>Develop and refine artistic works for presentation.</p> <p>Convey meaning through the presentation of artistic work.</p>	
<p>Learning Goal</p> <p>Students will be able to select and refine artistic works for presentation.</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">• Analyzing how past, present and emerging technologies have impacted the presentation and preservation of artwork.• Analyzing various considerations for presenting and preserving art.• Comparing/contrasting purposes of museums, art galleries and other venues and the type of personal experiences they provide. <p>Level 2: student demonstrates he/she is nearing proficiency by:</p>

- Recognizing and recalling specific vocabulary, such as: exhibition, concept, archival.
- Performing process such as:
 - Identifying ways technology influences how art is presented and preserved.
 - Recognizing that art venues have purpose.

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

Targets

Students know how to:

- Analyze how past, present and emerging technologies have impacted the presentation and preservation of artwork.
- Analyze various considerations for presenting and preserving art.
- Compare/contrast purposes of museums, art galleries and other venues and the type of personal experiences they provide.

Course: Art
Grade Level: 6
LG 2 Present

High Priority Standards	
<p>NCCAS Visual Arts - Presenting</p> <p>Anchor Standard: Analyze, interpret and select artistic work for presentation.</p> <p>Develop and refine artistic works for presentation.</p> <p>Convey meaning through the presentation of artistic work.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to identify and select art work for a collection.</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">• Analyzing similarities and differences associated with preserving 2D, 3D, and digital art.• Developing a visual plan, individually or as part of a team, for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.• Assessing, explaining, and providing evidence of how museums or other venues reflect history or values of a community.

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

- Recognizing and recalling specific vocabulary, such as: layout, placement, composition, spatial awareness, pedestal exhibition.
- Performing process such as:
 - Developing a visual plan for displaying works of art using limited criteria.
 - Providing examples of different types of museums.

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

Targets

Students know how to:

- Analyze similarities and differences associated with preserving 2D, 3D, and digital art.
- Individually or collaboratively develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
- Assess, explain, and provide evidence of how museums or other venues reflect history or values of a community.

Course: Art
Grade Level: 7
LG 2 Present

High Priority Standards

NCCAS Visual Arts - Presenting

Anchor Standard: Analyze, interpret and select artistic work for presentation.

Develop and refine artistic works for presentation.

Convey meaning through the presentation of artistic work.

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:

- Comparing/contrasting how technologies have changed the preservation, presentation and experience of artworks.
- Analyzing and evaluating methods for preparing and presenting art.
- Comparing/contrasting the viewing and experiencing of collections and exhibitions in different venues.

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

- Recognizing and recalling specific vocabulary, such as: layout, placement, composition, spatial awareness, digital, portfolio
- Performing process such as:
 - Identifying that there are various ways to prepare and present art.
 - Identifying different venues for exhibition.

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

Targets

Students know how to:

- Compare/contrast how technologies have changed the preservation, presentation and experience of artworks.
- Based on criteria analyze and evaluate methods for preparing and presenting art.
- Compare/contrast viewing and experiencing collections and exhibitions in different venues.

Course: Art
Grade Level: 8
LG 2 Present

High Priority Standards

NCCAS Visual Arts - Presenting

Anchor Standard: Analyze, interpret and select artistic work for presentation.

Develop and refine artistic works for presentation.

Convey meaning through the presentation of artistic work.

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:

- Developing and applying criteria for evaluating a collection of artworks for a presentation.
- Preparing and presenting selected artworks based on a theme.
- Formulating exhibition narratives for viewers of the collection.
- Analyzing why and how an exhibition may influence ideas, beliefs, and experiences.

	<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: layout, placement, composition, spatial awareness, digital, portfolio.• Performing process such as:<ul style="list-style-type: none">○ Identifying that there are various ways to prepare and present art.○ Identifying technological changes that have changed the art world. <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">• Develop and apply criteria for evaluating a collection of artworks for a presentation.• Collaboratively prepare and present selected artworks based on a theme and formulate exhibition narratives for the viewer.• Analyze why and how an exhibition may influence ideas, beliefs, and experiences.	

Course: Art
Grade Level: Kindergarten
LG 3 Respond

High Priority Standards

NCCAS Visual Arts - Responding

Anchor Standards: Perceive and analyze artistic work.

Interpret intent and meaning in artistic work.

Apply criteria to evaluate artistic work.

Learning Goal

Students will be able to observe, interpret and respond critically to a work of art.

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 uses of art within their environments.
- Describing and responding to an image.
- Interpreting artistic details that help understand a piece of art.

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

- Recognizing and recalling specific vocabulary, such as: image, describe, observe, form, color, shape.
- Performing processes such as:

WGSD Curriculum
The Visual Arts

- Developing awareness of art in their surroundings.
- Identifying the subject of a piece of art.

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

Targets

Students know how to:

- Identify uses of art within their environments.
- Describe and respond to an image.
- Explain reasons for selecting a preferred artwork.

Course: Art
Grade Level: 1
LG 3 Respond

High Priority Standards	
NCCAS Visual Arts - Responding Anchor Standard: Perceive and analyze artistic work. Interpret intent and meaning in artistic work. Apply criteria to evaluate artistic work.	
Learning Goal	Proficiency Scale
Students will be able to observe, interpret and respond critically to a work of 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">• Comparing images with the same subjects.• Interpreting art by categorizing subject matter.• Classifying artwork based on different reasons for preferences. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: subject, categorize, compare.• Performing processes such as:

WGSD Curriculum
The Visual Arts

- Identifying subject matter of art.
- Developing preference of art.

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

Targets

Students know how to:

- Compare images with the same subjects.
- Interpret art by categorizing subject matter.
- Classify artworks based on different reasons for preferences.

Course: Art
Grade Level: 2
LG 3 Responding

High Priority Standards

NCCAS Visual Arts - Responding

Anchor Standards: Perceive and analyze artistic work.

Interpret intent and meaning in artistic work.

Apply criteria to evaluate artistic work.

Learning Goal

Students will be able to observe, interpret and respond critically to a work of art.

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:

- Explaining the meaning of beauty in an artwork..
- Interpreting art by identifying the mood through the subject matter.
- Supporting preferences about artwork through use of artistic vocabulary.

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

- Recognizing and recalling specific vocabulary, such as: mood, interpret, beauty.
- Performing processes such as:
 - Listing characteristics of beauty.
 - Identifying mood of a work of art.

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

Targets

Students know how to:

- Explain the meaning of beauty in an environment.
- Interpret art by identifying the mood through the subject matter.
- Support preferences about artwork through use of artistic vocabulary.

Course: Art
Grade Level: 3
LG 3 Respond

High Priority Standards

NCCAS Visual Arts - Responding

Anchor Standard: Perceive and analyze artistic work.

Learning Goal

Students will be able to observe, interpret, and respond critically to a work of art.

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:

- Speculating about processes an artist used to create a work of art.
- Determining messages communicated by an image.
- Evaluating an artwork based on given criteria.

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

- Recognizing and recalling specific vocabulary, such as: criteria, evaluate, judge.
- Performing processes such as:
 - Listing various art processes.
 - Identify artwork based on given criteria.
 - Identifying how media can affect mood.

WGSD Curriculum
The Visual Arts

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
<p style="text-align: center;">Targets</p> <ul style="list-style-type: none">• Speculate about processes an artist used to create a work of art.• Determine messages communicated by an image.• Examine how using various media can affect the mood.• Evaluate an artwork based on given criteria.	

Course: Art
Grade Level: 4
LG 3 Respond

High Priority Standards

NCCAS Visual Arts - Responding

Anchor Standards: Perceive and analyze artistic work.

Interpret intent and meaning in artistic work.

Apply criteria to evaluate artistic work.

Learning Goal

Students will be able to observe, interpret and respond critically to a work of art.

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:

- Comparing responses to a work of art before and after working in a similar media.
- Interpreting art based on contextual information.
- Applying one set of criteria to evaluate more than one work of art.

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

- Recognizing and recalling specific vocabulary, such as: interpretation, imagery, context.

- Performing processes such as:
 - Evaluating art based on given criteria.
 - Recognizing the message of an artwork.
 - Identifying components in visual imagery that convey messages.

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

Targets

Students know how to:

- Compare responses to a work of art before and after working in a similar media.
- Analyze components in visual imagery that convey messages.
- Interpret art based on contextual information.
- Apply one set of criteria to evaluate more than one work of art.

Course: Art
Grade Level: 5
LG 3 Respond

High Priority Standards

NCCAS Visual Arts - Responding

Anchor Standards: Perceive and analyze artistic work.

Interpret intent and meaning in artistic work.

Apply criteria to evaluate artistic work.

Learning Goal

Students will be able to observe, interpret, and respond critically to a work of art.

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:

- Comparing one's own interpretation of a work of art with the interpretation of others.
- Evaluating cultural symbols suggested by visual imagery.
- Interpreting art by analyzing different characteristics.
- Recognizing differences in criteria used to evaluate works of art.

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

- Recognizing and recalling specific vocabulary, such as: genre, criteria, characteristics, symbols.
- Performing processes such as:
 - Identifying own interpretations of art.
 - Recognizing the essential characteristics of an artwork.

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

Targets

Students know how to:

- Compare one's own interpretation of a work of art with the interpretation of others.
- Identify and analyze cultural symbols suggested by visual imagery.
- Interpret art by analyzing different characteristics.
- Recognize differences in criteria used to evaluate works of art.

Course: Art
Grade Level: 6
LG 3 Respond

High Priority Standards

NCCAS Visual Arts - Responding

Anchor Standards: Perceive and analyze artistic work.

Interpret intent and meaning in artistic work.

Apply criteria to evaluate artistic work.

Learning Goal

Students will be able to observe, interpret, and respond critically to a work of art.

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:

- Interpreting works of art that reveal ways people live and what they value.
- Examining ways that cultural images and symbols influence ideas, emotions, and actions.
- Deciphering relevant from non-relevant contextual information in a work of art.
- Developing and applying relevant criteria to evaluate a work of art.

	<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: relevance, decipher, interpret.• Performing processes such as:<ul style="list-style-type: none">○ Identifying relevant criteria to evaluate a work of art.○ Identifying contextual information.○ Identifying cultural images and symbols in a work of art.○ Identifying ways people live and what they value. <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">• Interpret works of art that reveal ways people live and what they value.• Analyze ways that cultural images and symbols influence ideas, emotions, and actions.• Deciphering relevant from non-relevant contextual information in a work of art.• Develop and apply relevant criteria to evaluate a work of art.	

Course: Art
Grade Level: 7
LG 3 Respond

High Priority Standards

NCCAS Visual Arts - Responding

Anchor Standards: Perceive and analyze artistic work.

Interpret intent and meaning in artistic work.

Apply criteria to evaluate artistic work.

Learning Goal

Students will be able to observe, interpret, and respond critically to a work of art.

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:

- Explaining how the method of display, location, and individual experiences influence how an artwork is perceived and valued.
- Interpreting art through use of media, technique, subject matter, relevant contextual information, ideas, and mood conveyed.
- Comparing/contrasting the difference between an evaluation of an artwork based on personal criteria and the evaluation of an artwork based on established criteria.

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

- Recognizing and recalling specific vocabulary, such as: context, evaluation, describes, analyze, media.
- Performing processes such as:
 - Identifying various display methods.
 - Identifying ways that images influence specific audiences.
 - Describing art through limited criteria.
 - Recognizing the difference between personal and established criteria.

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

Targets

Students know how to:

- Explain how the method of display, the location, and experience of an artwork influence how it is perceived and valued.
- Analyze multiple ways that images influence specific audiences.
- Interpret art through use of media, technique, subject matter, relevant contextual information, ideas, and mood conveyed.
- Compare/contrast the difference between an evaluation of an artwork based on personal criteria and the evaluation of an artwork based on established criteria.

Course: Art
Grade Level: 8
LG 3 Respond

High Priority Standards

NCCAS Visual Arts - Responding

Anchor Standards: Perceive and analyze artistic work.

Interpret intent and meaning in artistic work.

Apply criteria to evaluate artistic work.

Learning Goal

Students will be able to observe, interpret and respond critically to a work of art.

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:

- Explaining how an individual's aesthetic choices are influenced by culture and environment.
- Comparing/contrasting contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- Interpreting art based on the interaction of specific characteristics.
- Creating a convincing and logical argument to support an evaluation of art.

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

- Recognizing and recalling specific vocabulary, such as: describe, analyze, logical argument, aesthetic.
- Performing processes such as:
 - Recognizing influence of culture and environment in an artwork.
 - Describing art through limited criteria.
 - Creating an argument with limited support.

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

Targets

Students know how to:

- Explain how an individual's aesthetic choices are influenced by culture and environment.
- Compare/contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- Interpret art based on the interaction of specific characteristics.
- Create a convincing and logical argument to support an evaluation of art.

Course: Art
Grade Level: Kindergarten
LG 4 Connect

High Priority Standards	
NCCAS Visual Arts - Connecting Anchor Standards: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Synthesize and relate knowledge and personal experiences to make art.	
Learning Goal	Proficiency Scale
Students will be able to make artistic connections between themselves and the world.	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">• Comparing similarities and differences in cultural traits through observation.• Evaluating the purpose of communities as holders of cultural traditions.• Creating art that shows a relationship between self and community. Level 2: Student demonstrates he/she is nearing proficiency by; <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: similarities, differences, observation, community.• Performing processes such as:<ul style="list-style-type: none">○ Listing similarities/differences.○ Identifying things that define our local community.

WGSD Curriculum
The Visual Arts

	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">• Identify a purpose of an artwork.• Create art that tells a story about a life experience.
--

Course: Art
Grade Level: 1
LG 4 Connect

High Priority Standards

NCCAS Visual Arts - Connecting

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

Synthesize and relate knowledge and personal experiences to make art.

Learning Goal

Students will be able to make artistic connections between themselves and the world.

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:

- Explaining the significance of subject or main idea in a work of art.
- Comparing and contrasting cultural traditions represented by works of art.

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

- Recognizing and recalling specific vocabulary, such as: family, map, tradition, timeline, subject/main idea.
- Performing processes such as:
 - Distinguishing between past and present.
 - Observing subject/main idea in a work of art.
 - Identifying cultural traditions.

WGSD Curriculum
The Visual Arts

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

Targets

Students know how to:

- Understand that different people make different kinds of art.
- Identify times, places, and reasons to make art outside of the classroom.
- Sequence events chronologically.

Course: Art
Grade Level: 2
LG 4 Connect

High Priority Standards

NCCAS Visual Arts - Connecting

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

Synthesize and relate knowledge and personal experiences to make art.

Learning Goal

Students will be able to make artistic connections between themselves and the world.

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:

- Comparing/contrasting different cultures and their art.
- Recognizing the importance of details in a work of art.
- Recognizing the importance of art within a culture.
- Constructing a narrative in reference to a work of art.

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

- Recognizing and recalling specific vocabulary, such as: culture,

WGSD Curriculum
The Visual Arts

narrative, compare/contrast, details.

- Performing processes such as:
 - Identifying different cultures.
 - Observing details in a work of art.
 - Sequencing events chronologically.

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

Targets

Students know how to:

- Compare and contrast cultural uses of artworks from different times and places.
- Create works of art about events in home, school, or community life.

Course: Art
Grade Level: 3
LG 4 Connect

High Priority Standards

NCCAS Visual Arts - Connecting

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

Synthesize and relate knowledge and personal experiences to make art.

Learning Goal

Students will be able to make artistic connections between themselves and the world.

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:

- Recognizing the importance of setting within a work of art.
- Justifying personal point of view in response to an artwork.
- Recognizing the importance of another's point of view in response to a work of art.

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

- Recognizing and recalling specific vocabulary, such as: point of view, setting.
- Performing processes such as:

WGSD Curriculum
The Visual Arts

	<ul style="list-style-type: none">○ Identifying point of view.○ Identifying setting. <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">• Recognize that responses to art change depending on knowledge of the time and place it was made.• Develop a work of art based on observation of surroundings.	

Course: Art
Grade Level: 4
LG 4 Connect

High Priority Standards

NCCAS Visual Arts - Connecting

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

Synthesize and relate knowledge and personal experiences to make art.

Learning Goal

Students will be able to make artistic connections between themselves and the world.

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:

- Recognizing the importance of context within a work of art.
- Expressing the importance of various perspectives regarding a work of art.
- Expressing how cultural traditions shape a community.

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

- Recognizing and recalling specific vocabulary, such as: context, traditions, perspective.
- Performing processes such as:

WGSD Curriculum
The Visual Arts

- Identifying context in a work of art.
- Listing culture-specific traditions.
- Defining perspective.

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

Targets

Students know how to:

- Infer information about time, place, and culture in which a work of art is created.
- Create works of art that reflect community cultural traditions.

Course: Art
Grade Level: 5
LG 4 Connect

High Priority Standards	
<p>NCCAS Visual Arts - Connecting</p> <p>Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to make artistic connections between themselves and the world.</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">• Inferring meaning from an image.• Comparing societal and personal value systems. <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, values, advertisement, symbolism• Performing processes such as:<ul style="list-style-type: none">○ Recognizing symbolic images.○ Listing personal and societal value systems.

WGSD Curriculum
The Visual Arts

	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">• Identify how art is used to inform or change an individuals or society's beliefs, values, or behaviors.

Course: Art
Grade Level: 6
LG 4 Connect

High Priority Standards

NCCAS Visual Arts - Connecting

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

Synthesize and relate knowledge and personal experiences to make art.

Learning Goal

Students will be able to make artistic connections between themselves and the world.

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:

- Comparing and contrasting how art is and was valued on a global level.
- Interpreting art from past and present cultures and creating a personal expression based on the interpretation.
- Examining historical events through the lens of art.

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

- Recognizing and recalling specific vocabulary, such as: global, culture, traditions, value system.
- Performing processes such as:
 - Identifying art from past and present cultures.

- Describing why people place a value on art.

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

Targets

Students know how to:

- Analyze how art reflects changing times, traditions, resources, and cultural uses.
- Brainstorm how current/past events could be investigated in art-making.

Course: Art
Grade Level: 7
LG 4 Connect

High Priority Standards

NCCAS Visual Arts - Connecting

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

Synthesize and relate knowledge and personal experiences to make art.

Learning Goal

Students will be able to make artistic connections between themselves and the world.

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:

- Interpreting perspectives and purposes in art.

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

- Recognizing and recalling specific vocabulary, such as: perspective, public art, purpose.
- Performing processes such as:
 - Identifying different perspectives in art.
 - Describing why people make art.

WGSD Curriculum
The Visual Arts

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

Targets

Students know how to:

- Analyze how personal perspective is affected by the time and place in which art was created.

Course: Art
Grade Level: 8
LG 4 Connect

High Priority Standards

NCCAS Visual Arts - Connecting

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

Synthesize and relate knowledge and personal experiences to make art.

Learning Goal

Students will be able to make artistic connections between themselves and the world.

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 visual concepts of group identity.
- Comparing and contrasting how groups use art as a symbol for identity.

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

- Recognizing and recalling specific vocabulary, such as: symbolism, group identity.
- Performing processes such as:
 - Generating concepts of group identity.

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">• Distinguish different ways art is used to represent, establish and reinforce group identity.	

WGSD Curriculum
The Visual Arts

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

High Priority Standards	
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	
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	
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.

WGSD Curriculum
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	
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.	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 art that incorporates line, light, and shadow as expressive techniques. Level 2: Student demonstrates he/she is nearing proficiency by: <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

	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	
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

	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	Proficiency Scale
Students will understand past art styles and techniques as historical references.	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">• 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: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: culture, renaissance, style, medieval, modern, prehistoric, technique.

WGSD Curriculum
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	
<p>NCCAS Standards 2014 -</p> <p>Artistic Process - Create Anchor Standard: Generate and conceptualize artistic ideas and work.</p>	
<p>Learning Goal</p> <p>Students will be able to individually and collaboratively formulate new creative problems based on historical and contemporary artwork.</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"> • 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

	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	
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

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

WGSD Curriculum
The Visual Arts

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

High Priority Standards	
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

	<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	
<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

	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	
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

	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	
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

	<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>
--	--

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
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

	<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>
--	---

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
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

	<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>
--	--

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

	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 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

	<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

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

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

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

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

	the learning goal.
--	--------------------

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

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

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

WGSD Curriculum
The Visual Arts

	<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>
--	---

WGSD Curriculum
The Visual Arts

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

HIGH PRIORITY STANDARDS	
NCCAS Standards 2014	
Artistic Process: Creating	
Anchor Standard: Generate and conceptualize artistic ideas and work.	
LEARNING GOAL	PROFICIENCY SCALE
Students will understand the chemistry that creates a photographic image using film and paper.	<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.

WGSD Curriculum
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.

WGSD Curriculum
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.

WGSD Curriculum
The Visual Arts

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

High Priority Standards	
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. <p>Level 1: Student demonstrates a limited understanding or skill with the</p>

WGSD Curriculum
The Visual Arts

	learning goal.
--	----------------