



School District of the City of St. Charles

K-12 Visual Arts

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District Mission

Engage. Empower. Inspire.
Every Learner, Every Day!

District Vision

The City of St. Charles School District will be a leader of academic excellence that prepares students to be successful in all aspects of life.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- Academic Excellence
 - We use research-based best practices to help all students reach their highest potential
 - We engage students through active learning and collaboration to foster lifelong achievement
 - We set measurable goals, personalize instruction, and celebrate every student's growth.
- Student Centered
 - We inspire learners to embrace continuous growth and improvement.
 - We develop the whole child academically, socially, emotionally, and behaviorally.
 - We equip students with the skills and knowledge for success in SCSD and beyond.
- Integrity
 - We align our actions to our values.
 - We are transparent and honest in our communication.
 - We hold ourselves accountable for doing the right thing.
- Diversity
 - We respect, honor, and celebrate every member of our community within & beyond the classroom.
 - We acknowledge and value the unique qualities in everyone's learning journey.
 - We embrace our diversity as a source of strength and unity.
- Community
 - We collaborate across all community levels to build an inclusive and supportive environment that empowers every student.
 - We cultivate opportunities for our students to connect and contribute within the district and beyond.
 - We foster open communication through diverse channels to engage all stakeholders.

District Goals

1. Academic Performance
 - Attendance
 - Student Achievement
 - Success Ready Students
2. Culture
 - Student Support
 - Sense of Belonging
 - Community Involvement
3. Facilities, Support, and Instructional Resource
 - School Configuration
 - Facilities
 - Staffing
 - Finance

K-12 Visual Arts Rationale

Art education is essential in the K-12 curriculum because it provides students with critical tools for self-expression, problem-solving, and cognitive development. It helps students develop fine motor skills, visual literacy, and the ability to communicate complex ideas visually. As students explore the elements and principles of design, they not only learn how to create art but also how to interpret and critique the visual world around them. These skills enhance executive functioning, creativity, and divergent thinking, empowering students to become confident, independent thinkers. Moreover, art education touches on and reinforces learning in all other subjects, providing interdisciplinary connections that deepen students' understanding across the curriculum. Art fosters students' ability to solve problems creatively and think critically, skills that are essential in both academic and real-world contexts.

Art education also nurtures emotional and social growth by helping students understand their own thoughts and cultural identity, while encouraging empathy for others' perspectives. Through art, students learn to see the world from different viewpoints and understand how individuals and societies use visual communication. This fosters a sense of global awareness, helping students navigate the complex interplay between personal experience and broader cultural narratives. Ultimately, art touches all parts of life, making it an essential component of a well-rounded education.

K-12 Philosophy

Art education is founded on the belief that creativity and expression are fundamental to human development. In the K-12 setting, art provides students with a safe space to explore their individual voices, build confidence, and take creative risks. The process of making art requires bravery—students must learn to experiment, embrace uncertainty, and trust their ideas. This kind of courage fosters not only artistic growth but also critical thinking, as students are constantly challenged to innovate and reimagine solutions. Through visual communication, students engage with the world, considering how their work affects and connects with others, ultimately helping them become thoughtful, engaged citizens.

At the heart of this philosophy is the idea that art is not confined to a single discipline but is integral to understanding and engaging with all areas of life. Art connects with other subjects, such as math, science, and history, enriching students' learning experiences and reinforcing essential skills. By encouraging self-direction and independent thought, art education develops students into lifelong learners who are able to navigate the world with creativity, empathy, and a critical eye. The holistic development that art fosters—emotionally, intellectually, and socially—makes it indispensable in shaping students into well-rounded, innovative thinkers.

K-12 Visual Arts Program Goals

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

K-12 Visual Arts Course Descriptions

K-4 Visual Arts - The K-4 Visual Art elementary art program will build the foundation for students' understanding of what visual art is in our world and how they can create it. Visual Art students will develop their skills at using a variety of media, techniques, and processes such as drawing, painting, and ceramics.

Visual Art 5 - Fifth grade Visual Arts students will develop their skills at using a variety of media, techniques, and processes such as drawing, painting, and ceramics. Students will create artwork based on Fine Art subjects such as Still Life or Landscape, Functional Art subjects such as Architecture, and communicating ideas about a Theme such as a topic of personal significance.

Visual Art 6 - Sixth Grade Visual Arts students will develop their skills at using a variety of media, techniques and processes such as drawing, painting, and ceramics. Students will create artwork based on Fine Art subjects such as conveying a mood, Functional Art subjects such as the design of objects, spaces or systems, and communicating ideas about a Theme such as a topic of personal significance.

Visual Art 7 - Students will have the opportunity to draw, paint, and sculpt in a variety of media. The class provides experiences to grow in the areas of art making, art history & art criticism. This class is rich in written & visual resources with ample opportunity to develop technical skills & express oneself creatively. Each unit is designed to give the opportunity to create an original work of art as we reflect on culture, works of art & artists of the past & present.

Visual Art 8 - This class will review & build on skills & concepts covered in Visual Art 7, although it may be taken as a stand-alone class. Students will draw, paint, and sculpt in a variety of media. Students will focus on development in the areas of art making, history & art criticism. Each unit provides the opportunity to create an original work of art as we reflect on culture, works of art, and artists of the past & present.

Introduction to Art - This course is a foundation for all courses in the art department. Its purpose is to expose the student to basic art concepts and processes such as drawing, painting, sculpture, ceramics, etc. This course is a prerequisite for all intermediate courses in the art department (World Art, Drawing/Painting, Digital Art and Design, and Ceramics/Sculpture).

Ceramics and Sculpture - This course includes an exploration of basic sculptural and ceramic techniques, with an emphasis on design and sculptural composition. Students will learn to make art with a wide variety of materials and techniques such as plaster, wood, metal, clay, and mixed media.

Advanced Ceramics and Sculpture - This course is a continuation of Ceramics and Sculpture. Students will experiment with hand-building and wheel-throwing ceramic forms. This course may be repeated for an elective credit.

Digital Art and Design - This course is an introduction to creating art and graphic design using technology such as drawing tablets and design software. Students will learn about the applications of digital art in marketing and commercial design, how to translate their art skills into digital media, and how to effectively communicate visually with audiences through the application of the Principles of Design. This course may be repeated for an elective credit.

Drawing and Painting - This studio course gives students a thorough grounding in observational drawing and painting skills such as still life and portrait, expands students understanding of materials such as pencil, ink, acrylic and watercolor paint, and pastels, and gives students an understanding of effective visual communication through composition and concept while creating 2D artwork.

Advanced Drawing and Painting - This course is a continuation of Drawing/Painting. Students will continue to gain skills with a variety of materials and techniques while having increasing freedom to plan, design, and execute projects as they progress. This course may be repeated for an elective credit

Photography - Students will study digital photography as an art form. They will learn the technical skills necessary to successfully use DSLR cameras. Students will learn to produce photos that have proper exposure and composition.

World Art - This is a hands-on studio art course with a focus on Non-Western culture and art. It incorporates an appreciation for art history as well as an opportunity to learn how similar themes are present in artwork around the globe. Students will explore a variety of basic art media and techniques in both 2-D & 3D art forms. Art is how you can see history, and inform the future!

Advanced Placement Art and Design - This is an intensive, college-level, year-long course preparing students to submit a portfolio for college credit. This is a highly student-directed course in which students plan, design, and complete artworks as part of an ongoing investigation into ideas, materials, and processes using practice, experimentation, and revision. This course may be repeated to fulfill all options for the AP portfolio exams. Please visit the [Advanced Placement Art and Design website](#) for more information.

Kindergarten General Art

Course Overview

Grade level(s): Kindergarten

Credits earned: N/A

Course Description

The K-4 Visual Art elementary art program will build the foundation for students' understanding of what visual art is in our world and how they can create it. Visual Art students will develop their skills at using a variety of media, techniques, and processes such as drawing, painting, and ceramics.

Transfer Goals

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards for Visual Arts](#) *(priority standards are highlighted below)*

- **Create:** Conceiving and developing new artistic ideas and work.
 1. Generate and conceptualize work.
 - A - Engage in exploration and imaginative play with materials.
 - B - Engage collaboratively in creative art-making in response to an artistic problem.
 2. Organize and develop artistic ideas and work.
 - A - Through experimentation, build skills in various media and approaches to art-making.
 - B - Identify safe and non-toxic art materials, tools and equipment.
 - C - Create art that represents natural and constructed environments
 3. Refine and complete artistic work
 - A - Explain the process of making art while creating.
- **Present:** Realizing artistic ideas and work through interpretation and presentation.
 4. Select, analyze and interpret artistic work for presentation.

- A - Select art objects for personal portfolio and display, explaining why they were chosen.

5. Develop and refine artistic techniques and work for presentation

- A - Explain the purpose of a portfolio or collection.

6. Convey meaning through the presentation of artistic work

- A - Explain what an art museum is and distinguish how an art museum is different from other buildings.

● **Respond:**

7. Perceive and analyze artistic work.

- A - Identify uses of art within one's personal environment.

- B - Describe what an image represents

8. Interpret intent and meaning in artistic work.

- A - Interpret art by identifying subject matter and describing relevant details.

9. Apply criteria to evaluate artistic work.

- A - Explain reasons for selecting a preferred artwork.

● **Connect:**

10. Synthesize and relate knowledge and personal experiences to make art.

- A - Create art that tells a story about a life experience.

11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- A - Identify a purpose of an artwork.

Unit 1: Create

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 2C, 3A ● Supporting Standards <ul style="list-style-type: none"> ○ Create: 1A, 1B, 2A, 2B 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do objects, places, and design shape lives and communities? ● How do artists and designers determine goals for designing or redesigning objects, places, or systems? ● How do artists and designers create works of art or design that effectively communicate? ● What role does persistence play in revising, refining, and developing work? ● How do artists grow and become accomplished in art forms? ● Does collaboratively reflecting on a work help us experience it more completely?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Demonstrate appropriate fine motor skills <ul style="list-style-type: none"> ○ Hold and use art tools properly. ie. Scissors, paintbrush, writing utensil, paper ● Creates art that follows a specific topic ● Explain their process of art making using art vocabulary 		
Unit Duration:		
Ongoing throughout the year		

Unit 2: Present

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Present: 4A ● Supporting Standards <ul style="list-style-type: none"> ○ Present: 5A, 6A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How are artworks cared for and by whom? ● What criteria, methods, and processes are used to select work for presentation or preservation? ● Why do people value objects, artifacts, and artworks, and select them for presentation?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Choose and explain (using art vocabulary) an artwork of choice <ul style="list-style-type: none"> ○ Art Vocabulary ie. Line, shape, color, value, space, rhythm/repetition, balance, and texture 		
Unit Duration:		
Ongoing throughout the year		

Unit 3: Respond/Connect
Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Respond: 7B ● Supporting Standards <ul style="list-style-type: none"> ○ Respond: 7A, 8A, 9A ○ Connect: 10A, 11A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Visual imagery influences understanding of and responses to the world 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What is an image? ● Where and how do we encounter images in our world? ● How do images influence our views of the world?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify the subject and explain the details of the artwork using art vocabulary (ie. Line, Shape, Color, Pattern) 		
Unit Duration:		
Ongoing throughout the year		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Create	<ul style="list-style-type: none"> • Slideshows • Videos • Art Prints • Project Examples, • Wit and Wisdom • Brain Pop (3-4) and Brain Pop JR(K-2) 	<ul style="list-style-type: none"> • Demonstrate appropriate fine motor skills • Hold and use art tools properly. ie. Scissors, paintbrush, writing utensil, paper • Creates art that follows a specific topic • Explain their process of art making using art vocabulary 	Formative <ul style="list-style-type: none"> • Exit Ticket • Portfolios • Self Evaluation/Reflection • Observations • Critique (verbal/written) Summative <ul style="list-style-type: none"> • Rubric • Final Project • Quiz • Worksheet aligned to projects
Ongoing	Present	<ul style="list-style-type: none"> • Artsonia with iPad 	<ul style="list-style-type: none"> • Choose and explain (using art vocabulary) an artwork of choice <ul style="list-style-type: none"> ○ Art Vocabulary ie. Line, shape, color, value, space, rhythm/repetition, balance, and texture 	Formative <ul style="list-style-type: none"> • Exit Ticket • Portfolios • Self Evaluation/Reflection • Observations • Critique (verbal/written) • Artist Statement
Ongoing	Respond /Connect	<ul style="list-style-type: none"> • Slideshows • Videos • Art Prints • Project Examples, • Wit and Wisdom • Brain Pop (3-4) and Brain Pop JR(K-2) 	<ul style="list-style-type: none"> • Identify the subject and explain the details of the artwork using art vocabulary (ie. Line, Shape, Color, Pattern) 	Formative <ul style="list-style-type: none"> • Verbal assessment

Proficiency Scales for Kindergarten General Art

Grade Level/Course: General Art Kindergarten	Standard(s) <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 2C, 3A Domain: Create
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Line Art ● Line, Shapes, and Color drawing ● Shapes Collage ● Creating Patterns ● Pinch Pot ● Portrait ● Landscape ● Indoor Drawing ● Color Mixing
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Demonstrates appropriate fine motor skills <ul style="list-style-type: none"> ○ Holds and uses art tools properly ie. Scissors, paintbrush, writing utensil, paper ● Creates art that follows a specific topic ● Explain their process of art making using art vocabulary 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Limited Fine Motor Skills: <ul style="list-style-type: none"> ○ Holds art tools ie. Scissors, paintbrush, writing utensil, paper ● Creates art that sometimes follows a specific topic ● Demonstrates understanding of art vocabulary ie. Line, Shape, Color, Rhythm/Repetition (Pattern) 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Creates a work of art 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: General Art Kindergarten	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Present 4A Domain: Present
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Artist Statement (digital, written, verbal) ● District and Building Art Shows ● Building Displays
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Chose an artwork and use art vocabulary (ie. Line, Shape, Color, Pattern) to explain why it was chosen 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Chose an artwork and attempted to explain why it was chosen 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Chose an artwork 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: General Art Kindergarten	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Respond 7B Domain: Respond/Connect
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Answering questions concerning their artwork
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● The student can identify the subject and explain the details of the artwork using art vocabulary (ie. Line, Shape, Color, Pattern) 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● The student can identify the subject of an artwork and explain details of the artwork in their own words 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● The student can identify the subject of an artwork 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

First Grade General Art

Course Overview

Grade level(s): First Grade

Credits earned: N/A

Course Description

The K-4 Visual Art elementary art program will build the foundation for students' understanding of what visual art is in our world and how they can create it. Visual Art students will develop their skills at using a variety of media, techniques, and processes such as drawing, painting, and ceramics.

Transfer Goals

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards for Visual Arts](#) (*priority standards are highlighted below*)

- **Create:** Conceiving and developing new artistic ideas and work.
 2. Organize and develop artistic ideas and work.
 - A - Explore uses of materials and tools to create works of art or design.
 3. Refine and complete artistic work
 - A - Use art vocabulary to describe choices while creating art.
- **Present:** Realizing artistic ideas and work through interpretation and presentation.
 4. Select, analyze and interpret artistic work for presentation.
 - A - Explain why some objects, artifacts, and artwork are valued over others.
 5. Develop and refine artistic techniques and work for presentation
 - A - Ask and answer questions such as where, when, why and how artwork should be prepared for presentation or preservation.
 6. Convey meaning through the presentation of artistic work
 - A - Identify the roles and responsibilities of people who work in and visit museums and other art venues.

- **Respond:**

7. Perceive and analyze artistic work.

- A - Identify uses of art within one's personal environment.

- B - Describe what an image represents

8. Interpret intent and meaning in artistic work.

- A - Interpret art by identifying subject matter and describing relevant details.

9. Apply criteria to evaluate artistic work.

- A - Explain reasons for selecting a preferred artwork.

- **Connect:**

10. Synthesize and relate knowledge and personal experiences to make art.

- A - Identify times, places and reasons by which students make art outside of school.

11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- A - Understand that people from different places and times have made art for a variety of reasons.

Unit 1: Create *Desired Results*

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 2A, 3A ● Supporting Standards <ul style="list-style-type: none"> ○ Create: 1A, 1B, 2B,2C 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be developed. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● What factors prevent or encourage people to take creative risks? ● How does collaboration expand the creative process?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Engage collaboratively in exploration and imaginative play with various art materials. ● Use observation and investigation in preparation for making a work of art. ● Explore uses of materials and tools to create works of art or design. 		
Unit Duration:		
Ongoing throughout the year		

Unit 2: Present

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Present: 4A ● Supporting Standards <ul style="list-style-type: none"> ○ Present: 5A, 6A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How are artworks cared for and by whom? ● What criteria, methods, and processes are used to select work for preservation or presentation? ● Why do people value objects, artifacts, and artworks, and select them for presentation?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Choose and explain (uses art vocabulary) an artwork of choice ● Art Vocabulary ie. Line, shape, color, value, space, rhythm/repetition, balance, and texture 		
Unit Duration:		
Ongoing throughout the year		

Unit 3: Respond/Connect
Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Respond: 7B ○ Connect: 11A ● Supporting Standards <ul style="list-style-type: none"> ○ Respond: 7A, 8A, 9A ○ Connect: 10A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do life experiences influence the way you relate to art? ● How does learning about art impact how we perceive the world? ● What can we learn from our responses to art?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Use art vocabulary to compare and contrast an artwork <ul style="list-style-type: none"> ○ Art Vocabulary ie. Line, shape, color, value, space, rhythm/repetition, balance, and texture ● Uses art vocabulary to explain why an artwork was created 		
Unit Duration:		
Ongoing throughout the year		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Create	<ul style="list-style-type: none"> ● Slideshows ● Videos ● Art Prints ● Project Examples, ● Wit and Wisdom ● Brain Pop (3-4) and Brain Pop JR (K-2) 	<ul style="list-style-type: none"> ● Engage collaboratively in exploration and imaginative play with materials. ● Use observation and investigation in preparation for making a work of art. ● Explore uses of materials and tools to create works of art or design. 	Formative <ul style="list-style-type: none"> ● Exit Ticket ● Portfolios ● Self Evaluation/Reflection ● Observations ● Critique (verbal/written) Summative <ul style="list-style-type: none"> ● Rubric ● Final Project ● Quiz ● Worksheet aligned to projects
Ongoing	Present	<ul style="list-style-type: none"> ● Artonia with iPad 	<ul style="list-style-type: none"> ● Choose and explain (uses art vocabulary) an artwork of choice ● Art Vocabulary ie. Line, shape, color, value, space, rhythm/repetition, balance, and texture 	Formative <ul style="list-style-type: none"> ● Exit Ticket ● Portfolios ● Self Evaluation/Reflection ● Observations ● Critique (verbal/written) ● Artist Statement
Ongoing	Respond/Connect	<ul style="list-style-type: none"> ● Slideshows ● Videos ● Art Prints ● Project Examples, ● Wit and Wisdom ● Brain Pop (3-4) and Brain Pop JR(K-2) 	<ul style="list-style-type: none"> ● Use art vocabulary to compare and contrast an artwork <ul style="list-style-type: none"> ○ Art Vocabulary ie. Line, shape, color, value, space, rhythm/repetition, balance, and texture ● Uses art vocabulary to explain why an artwork was created 	Formative <ul style="list-style-type: none"> ● Verbal assessment

Proficiency Scales for First Grade General Art

Grade Level/Course: General Art First Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards <ul style="list-style-type: none"> ○ Create 2A, 3A Domain: Create
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Family Portraits ● Value Art ● Pattern Art ● Monoprint Images ● 3D Form ● Jewelry Making ● Artwork that includes one object, such as food ● Painting ● 2D artwork
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Demonstrates age-appropriate fine motor skills <ul style="list-style-type: none"> ○ Holds and uses art tools properly ie. Scissors, paintbrush, writing utensil, paper ● Creates art that follows a specific topic ● Explain their process of art making using art vocabulary (ie. Line, shape, color, value, space, Rhythm/repetition(Pattern), Balance, Texture, Form) ● Demonstrate how to safely and correctly use various art supplies and media 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Demonstrates limited age-appropriate fine motor skills <ul style="list-style-type: none"> ○ Holds art tools ie. Scissors, paintbrush, writing utensil, paper ● Creates art that sometimes follows a specific topic 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Creates a work of art 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: General Art First Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards <ul style="list-style-type: none"> ○ Present 4A Domain: Present
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Artist Statement (digital, written, verbal) ● District and Building Art Shows ● Building Displays
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Choose and explain (uses art vocabulary) an artwork of choice ● Art Vocabulary ie. Line, shape, color, value, space, rhythm/repetition, balance, and texture 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Choose and explain an artwork of choice 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Choose an artwork 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: General Art First Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Respond 7B ○ Connect 11A Domain: Respond/Connect
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Venn Diagram (Compare/Contrast) ● Answering questions concerning their artwork
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Use art vocabulary to compare and contrast an artwork <ul style="list-style-type: none"> ○ Art Vocabulary ie. Line, shape, color, value, space, rhythm/repetition, balance, and texture ● Uses art vocabulary to explain why an artwork was created 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Can compare and contrast an artwork ● Explain why an artwork was created 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Can compare an artwork 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Second Grade General Art Course Overview

Grade level(s): Second grade

Credits earned: N/A

Course Description

The K-4 Visual Art elementary art program will build the foundation for students' understanding of what visual art is in our world and how they can create it. Visual Art students will develop their skills at using a variety of media, techniques, and processes such as drawing, painting, and ceramics.

Transfer Goals

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards for Visual Arts](#) (priority standards are highlighted below)

- **Create:** Conceiving and developing new artistic ideas and work.
 1. Generate and conceptualize artistic ideas and work.
 - A - Experiment with various materials and tools to explore personal interests in a work of art or design.
 - B - Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
 2. Organize and develop artistic ideas and work.
 - A - Experiment with various materials and tools to explore personal interests in a work of art or design.
 - B - Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
 - C - Repurpose objects to make something new.
 3. Refine and complete artistic work.
 - A - Discuss and reflect with peers about choices made in creating artwork.
- **Present:** Realizing, interpreting and sharing artistic work.
 4. Select, analyze and interpret artistic work for presentation

- A - Categorize artwork based on a theme or concept for an exhibit.

5. Develop and refine artistic techniques and work for presentation

- A - Distinguish between different materials or artistic techniques for preparing artwork for presentation.

6. Convey meaning through the presentation of artistic work

- A - Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.

- **Respond:** Understanding and evaluating how the arts convey meaning

7. Perceive and analyze artistic work.

- A - Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
- B - Categorize images based on expressive properties.

8. Interpret intent and meaning in artistic work.

- A - Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

9. Apply criteria to evaluate artistic work.

- A - Use learned art vocabulary to express preferences about artwork.

- **Connect:** Relating artistic ideas and work with personal meaning and external context.

10. Synthesize and relate knowledge and personal experiences to make art.

- A - Create works of art about events in home, school, or community life.

11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- A - Compare and contrast cultural uses of artwork from different times and places.

Unit 1: Create

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 1B ● Supporting Standards <ul style="list-style-type: none"> ○ Create: 1A, 2A, 2B, 2C 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? ● Why do artists follow or break from established traditions? ● How do artists determine what resources are needed to formulate artistic investigations?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Create and explain, using art vocabulary, the tools/materials used to create an artwork of interest. 		
Unit Duration:		
Ongoing throughout the year		

Unit 2: Present

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Present: 4A ● Supporting Standards <ul style="list-style-type: none"> ○ Present: 5A, 6A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How are artworks cared for and by whom? ● What criteria, methods, and processes are used to select work for preservation or presentation? ● Why do people value objects, artifacts, and artworks, and select them for presentation?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Choose and explain (uses art vocabulary) an artwork of choice for display. <ul style="list-style-type: none"> ○ Art Vocabulary ie. Line, shape, color, value, space, rhythm/repetition, balance, and texture 		
Unit Duration:		
Ongoing throughout the year		

Unit 3: Responding/Connecting *Desired Results*

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Connect: 10A ● Supporting Standards <ul style="list-style-type: none"> ○ Respond: 7A, 7B, 8A, 9A ○ Connect: 11A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How does engaging in creating art enrich people's lives? ● How does making art attune people to their surroundings? ● How do people contribute to awareness and understanding of their lives and the lives of their communities through art making?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Create and explain, using art vocabulary, a work of art about a personal event <ul style="list-style-type: none"> ○ Art Vocabulary ie. Line, shape, color, value, space, rhythm/repetition, balance, and texture 		
Unit Duration:		
Ongoing throughout the year		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Create	<ul style="list-style-type: none"> • Slideshows • Videos • Art Prints • Project Examples, • Wit and Wisdom • Brain Pop (3-4) and Brain Pop JR K-2) 	<ul style="list-style-type: none"> • Create and explain, using art vocabulary, the tools/materials used to create an artwork of interest. 	Formative <ul style="list-style-type: none"> • Exit Ticket • Portfolios • Self Evaluation/Reflection • Observations • Critique (verbal/written) Summative <ul style="list-style-type: none"> • Rubric • Final Project(• Quiz • Worksheet aligned to projects
Ongoing	Presenting	<ul style="list-style-type: none"> • Artsonia with iPad 	<ul style="list-style-type: none"> • Choose and explain (uses art vocabulary) an artwork of choice for display. <ul style="list-style-type: none"> ○ Art Vocabulary ie. Line, shape, color, value, space, rhythm/repetition, balance, and texture 	Formative <ul style="list-style-type: none"> • Exit Ticket • Portfolios • Self Evaluation/Reflection • Observations • Critique (verbal/written) • Artist Statement
Ongoing	Responding/Connecting	<ul style="list-style-type: none"> • Slideshows • Videos • Art Prints • Project Examples, • Wit and Wisdom • Brain Pop (3-4) and Brain Pop JR (K-2) 	<ul style="list-style-type: none"> • Create and explain, using art vocabulary, a work of art about a personal event <ul style="list-style-type: none"> ○ Art Vocabulary ie. Line, shape, color, value, space, rhythm/repetition, balance, and texture 	Formative <ul style="list-style-type: none"> • Verbal assessment

Proficiency Scales for Second Grade General Art

Grade Level/Course: General Art Second Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1B Domain: Create
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Contrasting Color (Complementary Colors) ● Weaving ● Sculpture with a Theme ● Still Life ● Portrait ● Community Landscape ● Jewelry
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Create and explain, using art vocabulary, the tools/materials used to create an artwork of interest 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Create and explain the tools/materials used to create an artwork of interest 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Create an artwork of interest using tools/materials 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: General Art Second Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Present 4A Domain: Present
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Artist Statement (digital, written, verbal) ● District and Building Art Shows ● Building Displays
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Choose and explain (uses art vocabulary) an artwork of choice ● Art Vocabulary ie. Line, shape, color, value, space, rhythm/repetition, balance, and texture 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Choose and explain an artwork of choice 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Choose an artwork 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: General Art Second Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Connect 10A Domain: Respond/Connect
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Answering questions concerning their artwork
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Creates and explains using art vocabulary a work of art about a personal event <ul style="list-style-type: none"> ○ Art Vocabulary ie. Line, shape, color, value, space, rhythm/repetition, balance, and texture 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Creates a work of art about a personal event 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Creates a work of art 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Third Grade General Art

Course Overview

Grade level(s): Third grade

Credits earned: N/A

Course Description

The K-4 Visual Art elementary art program will build the foundation for students' understanding of what visual art is in our world and how they can create it. Visual Art students will develop their skills at using a variety of media, techniques, and processes such as drawing, painting, and ceramics.

Transfer Goals

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards for Visual Arts](#) (priority standards are highlighted below)

- **Create:** Conceiving and developing new artistic ideas and work.
 1. Generate and conceptualize artistic ideas and work.
 - A - Elaborate on an imaginative idea.
 - B - Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
 2. Organize and develop artistic ideas and work.
 - A - Create personally satisfying artwork using a variety of artistic processes and materials.
 - B - Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
 - C - Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life..
 3. Refine and complete artistic work.
 - A - Elaborate visual information by adding details in an artwork to enhance emerging meaning.
- **Present:** Realizing, interpreting and sharing artistic work.
 4. Select, analyze and interpret artistic work for presentation

- A - Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.
- 5. Develop and refine artistic techniques and work for presentation
 - A - Identify exhibit space and prepare works of art including artists' statements, for presentation.
- 6. Convey meaning through the presentation of artistic work
 - A - Identify and explain how and where different cultures record and illustrate stories and history of life through art.
- **Respond:** Understanding and evaluating how the arts convey meaning
 - 7. Perceive and analyze artistic work.
 - A - Speculate about processes an artist uses to create a work of art.
 - B - Determine messages communicated by an image..
 - 8. Interpret intent and meaning in artistic work.
 - A - Interpret art by analyzing use of media to create subject matter, characteristics of form and mood.
 - 9. Apply criteria to evaluate artistic work.
 - A - Evaluate an artwork based on given criteria.
- **Connect:** Relating artistic ideas and work with personal meaning and external context.
 - 10. Synthesize and relate knowledge and personal experiences to make art.
 - A - Develop a work of art based on observations of surroundings.
 - 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
 - A - Recognize that responses to art change depending on knowledge of the time and place in which it was made.

Unit 1: Create

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 2A,2B ● Supporting Standards <ul style="list-style-type: none"> ○ Create: 1A,1B,2C,3A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do artists work? ● How do artists and designers determine whether a particular direction in their work is effective? ● How do artists and designers learn from trial and error?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Safely creates detailed artwork using a variety of artistic processes and materials ● Explains artistic process and identifies materials using specific vocabulary words ie, line, shape, form, texture, space, contrast, balance ● Applies knowledge of available resources, tools, and technologies to investigate ideas for their artwork. 		
Unit Duration:		
Ongoing throughout the year		

Unit 2: Present

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Present: 6A ● Supporting Standards <ul style="list-style-type: none"> ○ Present: 4A, 5A, 7A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What is a museum? ● How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? ● How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify and explain how and where different cultures record and illustrate stories and history of life through art ● Identify exhibit spaces and prepares works of art , including artist’s statements for presentation 		
Unit Duration:		
Ongoing throughout the year		

Unit 3: Responding/Connecting *Desired Results*

Standards	Enduring Understandings	Essential Questions
Missouri Learning Standards for Visual Arts <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Respond: 9A ● Supporting Standards <ul style="list-style-type: none"> ○ Respond: 7A, 7B, 8A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● People evaluate art based on various criteria. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How does one determine criteria to evaluate a work of art? ● How and why might criteria vary? ● How is a personal preference different from an evaluation?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Can discuss, interpret, and explain, using art vocabulary, professional and personal works of art ● Art Vocabulary ie, line, shape, form, texture, space, contrast, balance 		
Unit Duration:		
Ongoing throughout the year		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Create	<ul style="list-style-type: none"> • Slideshows • Videos • Art Prints • Project Examples, • Wit and Wisdom • Brain Pop (3-4) and Brain Pop JR(K-2) 	<ul style="list-style-type: none"> • Safely creates detailed artwork using a variety of artistic processes and materials • Explains artistic process and identifies materials using specific vocabulary words ie, line, shape, form, texture, space, contrast, balance • Applies knowledge of available resources, tools, and technologies to investigate ideas for their artwork. 	Formative <ul style="list-style-type: none"> • Exit Ticket • Portfolios • Self Evaluation/Reflection • Observations • Critique (verbal/written) Summative <ul style="list-style-type: none"> • Rubric • Final Project • Quiz
Ongoing	Presenting	<ul style="list-style-type: none"> • Artsonia with iPad 	<ul style="list-style-type: none"> • Identify and explain how and where different cultures record and illustrate stories and history of life through art • Identify exhibit spaces and prepares works of art , including artist’s statements for presentation 	Formative <ul style="list-style-type: none"> • Exit Ticket • Portfolios • Self Evaluation/Reflection • Observations • Critique (verbal/written) • Artist Statement
Ongoing	Responding/Connecting	<ul style="list-style-type: none"> • Slideshows • Videos • Art Prints • Project Examples, • Wit and Wisdom • Brain Pop (3-4) and Brain Pop JR (K-2) 	<ul style="list-style-type: none"> • Can discuss,interpret, and explain, using art vocabulary, professional and personal works of art • Art Vocabulary ie, line, shape, form, texture, space, contrast, balance 	Formative <ul style="list-style-type: none"> • Verbal assessment • Written assessment

Proficiency Scales for Third Grade General Art

Grade Level/Course: General Art Third Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 2A, 2B Domain: Create
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	<ul style="list-style-type: none"> ● Non-Objective Art ● Drawing a Portrait (Animal) ● Impressed Foil project ● Ceramic/Model magic/Clay Containers w/ Impressed Textures ● Action Figures ● Sculptures ● Cityscape ● Symmetrical Masks, Drawing, Collages
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Safely creates detailed artwork using a variety of artistic processes and materials ● Explains artistic process and identifies materials using specific vocabulary words ie, line, shape, form, texture, space, contrast, balance ● Applies knowledge of available resources, tools, and technologies to investigate ideas for their artwork. 	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Safely creates artwork using a variety of artistic processes and materials ● Explains artistic process and identifies materials ● Has knowledge of, but does not apply available resources, tools, and technologies to investigate ideas for their artwork. 	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. <ul style="list-style-type: none"> ● Creates an artwork ● Has no knowledge of and does not apply available resources, tools, and technologies to investigate ideas for their artwork. 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: General Art Third Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Present 6A Domain: Present
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Artist Statement (digital, written, verbal) ● District and Building Art Shows ● Building Displays
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Identify and explain how and where different cultures record and illustrate stories and history of life through art ● Identify exhibit spaces and prepares works of art , including artist’s statements for presentation 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Identify how and where different cultures record and illustrate stories and history of life through art ● Identifies exhibit spaces for artistic presentations 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Know about different cultures and stories in history ● Identifies museums as exhibit spaces for artistic presentations 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: General Art Third Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Respond 9A Domain: Respond/Connect
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Answering questions concerning their artwork
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Can discuss, interpret, and explain, using art vocabulary, professional and personal works of art <ul style="list-style-type: none"> ○ Art Vocabulary ie, line, shape, form, texture, space, contrast, balance 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Can discuss and explain professional and personal works of art 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Can talk about a work of art 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Fourth Grade General Art

Course Overview

Grade level(s): Fourth Grade

Credits earned: N/A

Course Description

The K-4 Visual Art elementary art program will build the foundation for students' understanding of what visual art is in our world and how they can create it. Visual Art students will develop their skills at using a variety of media, techniques, and processes such as drawing, painting, and ceramics.

Transfer Goals

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards for Visual Arts](#) (*priority standards are highlighted below*)

- **Create:** Conceiving and developing new artistic ideas and work.
 1. Generate and conceptualize artistic ideas and work.
 - A - Brainstorm multiple approaches to a creative art or design problem.
 - B - Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
 2. Organize and develop artistic ideas and work.
 - A - Explore and invent art-making techniques and approaches.
 - B - When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
 - C - Document, describe, and represent regional constructed environments
 3. Refine and complete artistic work.
 - A - Revise artwork in progress on the basis of insights gained through peer discussion.
- **Present:** Realizing, interpreting and sharing artistic work.
 4. Select, analyze and interpret artistic work for presentation

- A - Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.
- 5. Develop and refine artistic techniques and work for presentation
 - A - Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
- 6. Convey meaning through the presentation of artistic work
 - A - Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.
- **Respond:** Understanding and evaluating how the arts convey meaning
 - 7. Perceive and analyze artistic work.
 - A - Compare responses to a work of art before and after working in similar media.
 - B - Analyze components in visual imagery that convey messages.
 - 8. Interpret intent and meaning in artistic work.
 - A - Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
 - 9. Apply criteria to evaluate artistic work.
 - A - Apply one set of criteria to evaluate more than one work of art.
- **Connect:** Relating artistic ideas and work with personal meaning and external context.
 - 10. Synthesize and relate knowledge and personal experiences to make art.
 - A - Create works of art that reflect community cultural traditions.
 - 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
 - A - Through observation, infer information about time, place, and culture in which a work of art was created.

Unit 1: Create

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 2A,2B ● Supporting Standards <ul style="list-style-type: none"> ○ Create: 1A, 1B, 2C, 3A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do artists work? ● How do artists and designers determine whether a particular in their work is effective? ● How do artists and designers learn from trial and error?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Explore and invent a work of art by using a variety of techniques and approaches. ● Utilizes and cares for art tools in a safe manner. 		
Unit Duration:		
Ongoing throughout the year		

Unit 2: Present

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Present: 5A ● Supporting Standards <ul style="list-style-type: none"> ○ Present: 4A, 6A, 7A, 7B 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What methods and processes are considered when preparing artwork for presentation? ● How does refining artwork affect its meaning to the viewer? ● What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Prepare artwork to be displayed and presented for a portfolio or art collection. 		
Unit Duration:		
Ongoing throughout the year		

Unit 3: Respond/Connect

Desired Results

Standards	Enduring Understandings	Essential Questions
Missouri Learning Standards for Visual Arts <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Respond: 9A ● Supporting Standards <ul style="list-style-type: none"> ○ Respond: 7A, 7B, 8A ○ Connect: 10A, 11A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● People evaluate art based on various criteria. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How does one determine criteria to evaluate a work of art? ● How and why might criteria vary? ● How is a personal preference different from an evaluation?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Learn the difference between personal preference and evaluate using specific criteria. ● Evaluate artwork using specific criteria without personal preference. 		
Unit Duration:		
Ongoing throughout the year		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Create	<ul style="list-style-type: none"> • Slideshows • Videos • Art Prints • Project Examples, • Wit and Wisdom • Brain Pop (3-4) and Brain Pop JR (K-2) 	<ul style="list-style-type: none"> • Explore and invent a work of art by using a variety of techniques and approaches. 	<p>Formative</p> <ul style="list-style-type: none"> • Exit Ticket • Portfolios • Self Evaluation/Reflection • Observations • Critique (verbal/written) <p>Summative</p> <ul style="list-style-type: none"> • Rubric • Final Project • Quiz • Checklist
Ongoing	Presenting	<ul style="list-style-type: none"> • Artsonia with iPad 	<ul style="list-style-type: none"> • Analyze a variety of considerations for presenting works of art in various locations. • Analyze a variety of considerations for protecting works of art in various locations. (indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats). 	<p>Formative</p> <ul style="list-style-type: none"> • Exit Ticket • Portfolios • Self Evaluation/Reflection • Observations • Critique (verbal/written) • Artist Statement
Ongoing	Responding/Connecting	<ul style="list-style-type: none"> • Slideshows • Videos • Art Prints • Project Examples, • Wit and Wisdom • Brain Pop (3-4) and Brain Pop JR(K-2) 	<ul style="list-style-type: none"> • Apply a specific set of criteria to evaluate more than one work of art. 	<p>Formative</p> <ul style="list-style-type: none"> • Verbal assessment • Written assessment

Proficiency Scales for Fourth Grade General Art

Grade Level/Course: General Art Fourth Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 2A, 2B Domain: Create
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Weaving: Fiber, Circular, Finger ● Sculpture: Relief, Folded Paper, Cardboard Creations, 3D Form Clay ● Portrait: Self, Family ● Cartoon Art ● Still Life ● Seascape ● Radial Balanced Art (circle) ● Landscape
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Safely explore and invent art making techniques and approaches ● Safely utilizes and cares for art tools, materials and equipment in a manner that prevents danger to oneself and others 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Safely explore art making techniques and approaches ● Safely utilizes and cares for art tools, materials and equipment 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Explore art making techniques and approaches 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: General Art Fourth Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Present 5A Domain: Present
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Artist Statement (digital, written, verbal) ● District and Building Art Shows ● Building Displays
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Demonstrate and explain how to protect various types of artwork in different locations 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Recall how to protect various types of artwork in different locations 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Recall how to protect various types of artwork in limited locations 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: General Art Fourth Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Respond 9A Domain: Respond/ Connect
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Answering questions concerning their artwork
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Evaluate more than one work of art, using art vocabulary, according to a set of criteria <ul style="list-style-type: none"> ○ Art Vocabulary ie. Shape, balance, rhythm and repetition (pattern), form, texture, abstract, value, contrast, proportion, line, color, value scale, positive/negative space, emphasis, themes, focal point, shades/tints 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Evaluate more than one work of art according to a set of criteria 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Evaluate one work of art according to a set of criteria 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Fifth Grade General Art

Course Overview

Grade level(s): Fifth Grade

Credits earned: N/A

Course Description

Fifth grade Visual Arts students will build their creative and technical skills in a variety of areas such as drawing, painting, printmaking, fiber arts, collage, sculpture, and ceramics. Students will create artwork based on Fine Art subjects such as Still Life or Landscape, Functional Art subjects such as Architecture, and communicating ideas about a Theme such as a topic of personal significance. Students will also create in a TAB (Teaching for Artistic Behavior) setting where they will learn to recognize and use their own voice and values by finding inspiration, envisioning an idea, designing a plan of action, experimenting, reflecting on their progress, persisting through difficulties, and seeing projects through to completion.

Transfer Goals

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards for Visual Arts](#)

- **Create:** Conceiving and developing new artistic ideas and work.
 1. Generate and conceptualize artistic ideas and work.
 - A - Combine ideas to generate an innovative idea for art-making.
 - B - Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
 2. Organize and develop artistic ideas and work.
 - A - Experiment and develop skills in multiple art-making techniques and approaches through practice..
 - B - Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
 - C - Identify, describe, and visually document places and/or objects of personal significance.
 3. Refine and complete artistic work.

- A - Create artist statements using art vocabulary to describe personal choices in artmaking.
- **Present:** Realizing, interpreting and sharing artistic work.
 - 6. Convey meaning through the presentation of artistic work
 - A - Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
- **Respond:** Understanding and evaluating how the arts convey meaning
 - 8. Interpret intent and meaning in artistic work.
 - A - Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- **Connect:** Relating artistic ideas and work with personal meaning and external context.
 - 10. Synthesize and relate knowledge and personal experiences to make art.
 - A - Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.
 - 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
 - A - Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Unit 1: Create I (Skill Building)

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 2A, 2B, 2C ○ Connect: 10A, 11A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. ● Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. ● People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. ● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. ● People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do artists work? ● How do artists and designers determine whether a particular direction in their work is effective? ● How do artists learn from trial and error? ● How do artists care for & maintain materials, tools, and equipment? ● Why is it important for safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? ● How do objects, places, and design shape lives and communities? ● How do artists and designers determine goals for designing or redesigning objects, places, or systems? ● How do artists and designers create works of art or design that effectively communicate? ● How does engaging in creating art enrich people's lives? ● How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? ● How does art help us understand the lives of people of different times, places, and cultures? ● How is art used to impact the views of a society? ● How does art preserve aspects of life?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Experiment and develop skills in multiple art-making techniques and approaches through practice. ● Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment. ● Identify, describe, and visually document places and/or objects of personal significance. ● Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking. ● Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. 		
Unit Duration:		
Ongoing		

Unit 2: Create II (Creative Process)

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 1A, 1B, 3A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be developed ● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● What factors prevent or encourage people to take creative risks? ● How does collaboration expand the creative process? ● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? ● Why do artists follow or break from established traditions? ● How do artists determine what resources are needed to formulate artistic investigations? ● What role does persistence play in revising, refining, and developing work? ● How do artists grow and become accomplished in art forms? ● How does collaboratively reflecting on a work help us experience it more completely?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Combine ideas to generate an innovative idea for artmaking. ● Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. ● Create artist statements using art vocabulary to describe personal choices in artmaking. 		
Unit Duration:		
Ongoing		

Unit 3: Present/Respond (Visual Literacy)

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Present: 6A ○ Respond: 8A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. ● People gain insights into meanings of artworks by engaging in the process of art criticism. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What is an art museum? ● How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? ● How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? ● What is the value of engaging in the process of art criticism? ● How can the viewer “read” a work of art as text? ● How does knowing and using visual art vocabularies help us understand and interpret works of art?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic. ● Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. 		
Unit Duration:		
Ongoing		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
1-2 weeks	Ceramics - handbuilt pottery (Create I - skill building)	<ul style="list-style-type: none"> • Images representing a variety of clay vessel forms • Video resource demonstrating the properties of clay in its different stages and the process of creating with this material, such as <i>Classic Maria Martinez: Native American Pottery Maker of San Ildefonso</i> • Clay supplies 	<ul style="list-style-type: none"> • Experiment and develop skills in ceramics techniques and approaches through practice. • Demonstrate quality craftsmanship through care for and use of ceramics materials, tools, and equipment. • Apply formal and conceptual vocabularies of ceramics to view surroundings in new ways through artmaking. 	<ul style="list-style-type: none"> • Create a clay pot/vessel using the coil method, practicing techniques and concepts such as rolling a coil, score, slip, form, glaze, fire, and kiln.
1 week	Collage (Create I - skill building)	<ul style="list-style-type: none"> • Images representing a variety of subjects and techniques used in a collage • Examples of symmetrical and asymmetrical balance • Student workbook • Collage materials 	<ul style="list-style-type: none"> • Experiment and develop skills in collage techniques and approaches through practice. • Demonstrate quality craftsmanship through care for and use of collage materials, tools, and equipment. • Apply formal and conceptual vocabularies of collage and balance to view surroundings in new ways through artmaking. 	<ul style="list-style-type: none"> • Create a symmetrical and asymmetrical collage in the student workbook, practicing techniques and concepts such as cutting, ripping, overlapping, hole-punching, and juxtaposition.
1 week	Fiber Arts (Create I - skill building)	<ul style="list-style-type: none"> • Images representing a variety of subjects and techniques used in fiber artworks • Fiber arts materials 	<ul style="list-style-type: none"> • Experiment and develop skills in fiber arts techniques and approaches through practice. • Demonstrate quality craftsmanship through care for and use of fiber arts materials, tools, and equipment. • Apply formal and conceptual vocabularies of fiber arts to view surroundings in new ways through artmaking. 	<ul style="list-style-type: none"> • Create a fiber arts artwork, such as a collaborative pillow, practicing techniques and concepts such as creating a paper pattern, threading a needle, running and/or side stitch, and making a knot.

Ongoing	Creative Process (Create II - creative process) (Present/Respond - visual literacy)	<ul style="list-style-type: none"> ● Student workbook ● Drawing, collage, fiber arts, painting, sculpture, and printmaking materials available for students to access in a “studio” setting ● Creative risk and diverse methods of artistic investigation are supported as a means of generating innovative ideas: Teaching for Artistic Behavior. “Almost all creativity involves purposeful play.” - Abraham Maslow ● Examples of methods that can be used for artistic investigation, such as thumbnail sketching, mind-mapping, or creating an inspiration board ● Images as examples for exploring possibilities through mini-lessons, such as composition, subject matter, elements and principles of design, and use of media to convey ideas and moods 	<ul style="list-style-type: none"> ● Combine ideas to generate an innovative idea for artmaking. ● Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. ● Create artist statements using art vocabulary to describe personal choices in artmaking. ● Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. 	<ul style="list-style-type: none"> ● Create artwork from the available material options that have been practiced, such as drawing, collage, and fiber arts. ● Continue throughout the semester, adding new media options as they are practiced, such as painting, sculpture, and printmaking. ● Practice creative processes that lead to recognizing and using one’s own voice and values, such as finding inspiration, envisioning an idea, designing a plan of action, experimentation (play/research and development), reflecting on progress, persisting through difficulties, and seeing projects through to completion. ● Make a plan, gather the materials, create an artwork, and reflect on finished artwork. ● Observe and discuss characteristics of artwork, such as composition, subject matter, elements and principles of design, and use of media to convey ideas and moods. ● Discuss how characteristics could be combined or rearranged to generate innovative ideas for artmaking, such as exploring different color schemes with the same subject as a means of conveying different ideas and moods
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1 week	Painting (Create I - skill building)	<ul style="list-style-type: none"> • Color wheel • Student workbook • Painting materials, such as tempera and watercolor • Clay glaze 	<ul style="list-style-type: none"> • Experiment and develop skills in painting techniques and approaches through practice. • Demonstrate quality craftsmanship through care for and use of painting materials, tools, and equipment. • Apply formal and conceptual vocabularies of painting to view surroundings in new ways through artmaking. 	<ul style="list-style-type: none"> • Create a color wheel and painting(s), practicing techniques and concepts such as primary, secondary, and neutral colors, color mixing, dry brush and blending, atmospheric perspective, landscape, and/or watercolor techniques such as creating a wash, tinting with water, and using salt for texture. • Glaze clay pot.
1 week	Sculpture (Create I - skill building)	<ul style="list-style-type: none"> • Images representing 3-d sculpture attachment techniques • 3-D paper sculpting materials 	<ul style="list-style-type: none"> • Experiment and develop skills in sculpture techniques and approaches through practice. • Demonstrate quality craftsmanship through care for and use of sculpture materials, tools, and equipment. • Apply formal and conceptual vocabularies of sculpture to view surroundings in new ways through artmaking. 	<ul style="list-style-type: none"> • Create a 3-D paper sculpture, practicing techniques and concepts such as folding, tab, flange, hinge, and form.
1 week	Printmaking (Create I - skill building)	<ul style="list-style-type: none"> • Images representing printmaking • Student workbook • Printmaking materials 	<ul style="list-style-type: none"> • Experiment and develop skills in printmaking techniques and approaches through practice. • Demonstrate quality craftsmanship through care for and use of printmaking materials, tools, and equipment. • Apply formal and conceptual vocabularies of printmaking to view surroundings in new ways through artmaking. 	<ul style="list-style-type: none"> • Create a print, practicing techniques and concepts such as styrofoam printmaking, subtractive method, printing plate, mirror image, and creating a series of prints

1 week	Architecture (Create I - skill building)	<ul style="list-style-type: none"> • Images representing architecture • Student workbook • Drawing materials 	<ul style="list-style-type: none"> • Experiment and develop skills in architecture techniques and approaches through practice. • Demonstrate quality craftsmanship through care for and use of drawing materials, tools, and equipment. • Apply formal and conceptual vocabularies of architecture to view surroundings in new ways through artmaking. 	<ul style="list-style-type: none"> • Design a building, practicing techniques and concepts such as architecture, form, function, contrast and/or unity, floor plan, front elevation, and texture.
1 week	Drawing (Create I - skill building)	<ul style="list-style-type: none"> • Images representing 3-D object drawing techniques and still life • Student workbook • Drawing materials 	<ul style="list-style-type: none"> • Experiment and develop skills in drawing techniques and approaches through practice. • Demonstrate quality craftsmanship through care for and use of drawing materials, tools, and equipment. • Apply formal and conceptual vocabularies of drawing to view surroundings in new ways through artmaking. 	<ul style="list-style-type: none"> • Create a drawing, practicing techniques and concepts such as still life, illusion of form, cylinder, cube, cone, sphere, value, shading, hatching, cross-hatching, stippling, blending, and overlapping.
1 week	Drawing (Create I - skill building) (Present/Respond - visual literacy)	<ul style="list-style-type: none"> • Images representing the illustration of a theme or subject • Student workbook • Drawing materials 	<ul style="list-style-type: none"> • Identify and create an artwork that communicates an idea of personal significance. Describe design choices that were made to convey the idea. • Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic. • Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. 	<ul style="list-style-type: none"> • Observe artwork that communicates an idea, such as an exhibition or collection of artworks around a central concept or topic. Discuss how the ideas are presented in a way so that information is provided about that concept or topic. • Create a drawing that communicates an idea of personal significance. Describe design choices that were made to convey the idea, such as characteristics of form and structure, contextual information, subject matter, visual elements, and use of media.

Proficiency Scales for Fifth Grade General Art

Grade Level/Course: General Art Fifth Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 2A, 2B, 2C ○ Connect 10A, 11A Domain: Create I (Skill Building)
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Experiment and develop skills through mini-lessons in a variety of areas such as building with clay coils, working with paper to create a collage (cutting, ripping, hole-punching, layering, folding), color mixing with tempera paint, watercolor techniques (creating a wash, tinting with water, creating texture with salt), sewing (running or side stitch, using a pattern), creating the illusion of three dimensional forms in drawing, printmaking with styrofoam, and attachment techniques with cardboard (tabs, slots, flanges, hinges). ● Demonstrate care for materials, tools, and equipment ● Identify and create an artwork that communicates an idea of personal significance. Describe design choices that were made to convey the idea. ● Apply formal and conceptual vocabularies of art and design through art making, such as mixing primary colors to create secondary colors, creating an artwork using symmetrical or asymmetrical balance, or creating a drawing based on a concept or idea. ● Observe an artwork that is intended to provide information or communicate an idea and discuss choices the artist made to achieve that goal. Make selections in areas such as color or contrast as tools to communicate an idea of personal significance through art making.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Acquires skills, demonstrates safety and ethics, and creates interactions with art to organize and develop artistic ideas and work <ul style="list-style-type: none"> ○ Experiments and develops skills in multiple art-making techniques and approaches through practice, including more complex skills such as multi-step processes ○ Demonstrates quality craftsmanship through care for and use of materials, tools, and equipment, including with more complex materials such as paint and clay ○ Identifies and creates art using places and/or objects of personal significance ● Synthesizes and relates knowledge and personal experiences to make art <ul style="list-style-type: none"> ○ Applies vocabularies of art and design such as primary/secondary colors, symmetrical/asymmetrical balance, or theme/concept to view surroundings in new ways through art making ● Relates artistic ideas and works with societal, cultural, and historical context to deepen understanding <ul style="list-style-type: none"> ○ Identifies how art is used to inform or change beliefs, values, or behaviors of an individual or society 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Acquires skills, demonstrates safety and ethics, and creates interactions with art to organize and develop artistic ideas and work <ul style="list-style-type: none"> ○ Demonstrates basic skills such as cutting and gluing ○ Demonstrates craftsmanship through care for and use of basic materials, tools, and equipment such as colored pencils and markers ○ Artwork demonstrates a basic level of personal significance, such as using a selected common shape ● Synthesizes and relates knowledge and personal experiences to make art 	

	<ul style="list-style-type: none"> ○ Applies basic vocabularies of art and design, such as shape, through art making ● Relates artistic ideas and works with societal, cultural, and historical context to deepen understanding ○ Describes elements in an artwork, such as the subject or colors 	
<p>1 Getting Started</p>	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Acquires skills, demonstrates safety and ethics, and creates interactions with art to organize and develop artistic ideas and work <ul style="list-style-type: none"> ○ Demonstrates skills such as teacher-assisted marks on paper ○ Basic materials, tools, or equipment are used to create artwork ○ Artwork is created from the materials that are provided, such as marks made with a preferred color ● Synthesizes and relates knowledge and personal experiences to make art <ul style="list-style-type: none"> ○ Applies simpler vocabularies of art and design, such as color ● Relates artistic ideas and works with societal, cultural, and historical context to deepen understanding <ul style="list-style-type: none"> ○ Identifies simpler elements in an artwork, such as pointing to a teacher-identified color 	
<p>LND</p>	<p>The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.</p>	

Grade Level/Course: General Art Fifth Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 1B, 3A Domain: Create II (Creative Process)
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Use an experimental mindset to explore potential ideas and approaches to creating, such as thumbnail sketches or word-mapping ● Select media and subjects to explore and develop into original artwork of personal significance within a TAB/Choice-based art setting. Creative risk and diverse methods of artistic investigation are supported as a means of generating innovative ideas: Teaching for Artistic Behavior. “Almost all creativity involves purposeful play.” - Abraham Maslow ● Describe personal choices in artmaking, such as through reflection in the student TAB workbook or presentation to the class
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Uses play, ideation, and investigative strategies to conceptualize and create artwork <ul style="list-style-type: none"> ○ Combines ideas to generate an innovative idea for artmaking ○ Uses diverse methods of artistic investigation to choose an approach for beginning a work of art ● Practices reflecting, refining, and continuing to refine and complete artistic work <ul style="list-style-type: none"> ○ Describes personal choices in artmaking 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Uses play, ideation, and investigative strategies to conceptualize and create artwork <ul style="list-style-type: none"> ○ Creates basic artwork, such as following steps of a reference example, chosen from teacher-provided options ● Practices reflecting, refining, and continuing to refine and complete artistic work <ul style="list-style-type: none"> ○ Describes artwork in basic terms, such as the subject 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Uses play, ideation, and investigative strategies to conceptualize and create artwork <ul style="list-style-type: none"> ○ Creates artwork such as mark-making with teacher assistance ● Practices reflecting, refining, and continuing to refine and complete artistic work <ul style="list-style-type: none"> ○ Identifies basic elements within an artwork, such as pointing to a teacher-identified color 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: General Art Fifth Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Present 6A ○ Respond 8A Domain: Present/Respond (Visual Literacy)	
Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Visit an online museum and discuss how artwork has been presented or organized around a specific concept or topic ● Create a portfolio of artwork, such as a Google Slide, physical or online portfolio, or a display of artwork in the classroom <ul style="list-style-type: none"> ○ Describe the idea/ideas conveyed through the artwork or in the way it is presented or organized ● Present artwork in the classroom, such as projecting through a document camera <ul style="list-style-type: none"> ○ Describe the idea/ideas conveyed through the artwork ● Observe an artwork and identify the ideas or mood conveyed <ul style="list-style-type: none"> ○ Identify characteristics that play a part in expressing that idea or mood, such as subject matter, visual elements, or use of media ● Compare/contrast one’s own interpretation of a work of art with a classmate’s interpretation ● Discuss the connection, or disconnect, that sometimes happens between what the artist is intending to convey through their artwork and what the viewer might be observing
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Understands how art is shared to convey meaning through the presentation of artistic work <ul style="list-style-type: none"> ○ Cites evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic ● Interprets intent and meaning in artistic work <ul style="list-style-type: none"> ○ Interprets art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Understands how art is shared to convey meaning through the presentation of artistic work <ul style="list-style-type: none"> ○ Identifies the concept or topic of an exhibition ● Interpret intent and meaning in artistic work <ul style="list-style-type: none"> ○ Identifies basic characteristics of an artwork, such as subject matter 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Understands how art is shared to convey meaning through the presentation of artistic work <ul style="list-style-type: none"> ○ Identifies basic elements within an exhibition, such as pointing to a teacher-identified subject, but is still developing the skills to describe it on their own ● Interpret intent and meaning in artistic work <ul style="list-style-type: none"> ○ Identifies basic elements of an artwork, such as pointing to a teacher-identified color 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Sixth Grade General Art

Course Overview

Grade level(s): Sixth Grade

Credits earned: N/A

Course Description

Sixth grade Visual Arts students will build their creative and technical skills in a variety of areas such as drawing, painting, printmaking, fiber arts, collage, sculpture, and ceramics. Students will create artwork based on Fine Art subjects or techniques such as using linear perspective to create the illusion of distance, Functional Art such as sewing, and communicating ideas about a Theme such as personal identity. Students will also create in a TAB (Teaching for Artistic Behavior) setting where they will learn to recognize and use their own voice and values by finding inspiration, envisioning an idea, designing a plan of action, experimenting, reflecting on their progress, persisting through difficulties, and seeing projects through to completion.

Transfer Goals

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards for Visual Arts](#)

- **Create:** Conceiving and developing new artistic ideas and work.
 1. Generate and conceptualize artistic ideas and work.
 - A - Combine ideas to generate an innovative idea for art-making.
 - B - Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
 2. Organize and develop artistic ideas and work.
 - A - Experiment and develop skills in multiple art-making techniques and approaches through practice..
 - B - Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
 - C - Identify, describe, and visually document places and/or objects of personal significance.
 3. Refine and complete artistic work.
 - A - Create artist statements using art vocabulary to describe personal choices in artmaking.

- **Present:** Realizing, interpreting and sharing artistic work.
 - 6. Convey meaning through the presentation of artistic work
 - A - Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
- **Respond:** Understanding and evaluating how the arts convey meaning
 - 8. Interpret intent and meaning in artistic work.
 - A - Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- **Connect:** Relating artistic ideas and work with personal meaning and external context.
 - 10. Synthesize and relate knowledge and personal experiences to make art.
 - A - Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.
 - 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
 - A - Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 2A, 2B, 2C ○ Connect: 10A, 11A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. ● Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. ● People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. ● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. ● People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do artists work? ● How do artists and designers determine whether a particular direction in their work is effective? ● How do artists learn from trial and error? ● How do artists care for & maintain materials, tools, and equipment? ● Why is it important for safety and health to understand and follow correct procedures in handling materials and tools? ● What responsibilities come with the freedom to create? ● How do objects, places, and design shape lives and communities? ● How do artists and designers determine goals for designing or redesigning objects, places, or systems? ● How do artists and designers create works of art or design that effectively communicate? ● How does engaging in creating art enrich people's lives? ● How does making art attune people to their surroundings? ● How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? ● How does art help us understand the lives of people of different times, places, and cultures? ● How is art used to impact the views of a society? ● How does art preserve aspects of life?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. ● Explain environmental implications of conservation, care, and clean-up of art materials, tools and equipment. ● Design or redesign objects, places, or systems that meet the identified needs of diverse users. ● Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. ● Analyze how art reflects changing times, traditions, resources, and cultural uses. 		
Unit Duration:		
Ongoing		

Unit 2: Create II (Creative Process)

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 1A, 1B, 3A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be developed ● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● What factors prevent or encourage people to take creative risks? ● How does collaboration expand the creative process? ● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? ● Why do artists follow or break from established traditions? ● How do artists determine what resources are needed to formulate artistic investigations? ● What role does persistence play in revising, refining, and developing work? ● How do artists grow and become accomplished in art forms? ● How does collaboratively reflecting on a work help us experience it more completely?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Combine concepts collaboratively to generate innovative ideas for creating art. ● Formulate an artistic investigation of personally relevant content for creating art. ● Reflect on whether personal artwork conveys the intended meaning and revise accordingly. 		
Unit Duration:		
Ongoing		

Unit 3: Present/Respond (Visual Literacy)

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Present: 6A ○ Respond: 8A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. ● People gain insights into meanings of artworks by engaging in the process of art criticism. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What is an art museum? ● How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? ● How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? ● What is the value of engaging in the process of art criticism? ● How can the viewer “read” a work of art as text? ● How does knowing and using visual art vocabularies help us understand and interpret works of art?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community. ● Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed. 		
Unit Duration:		
Ongoing		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
2 weeks	Ceramics - handbuilt pottery (Create I - skill building) (Present/Respond - visual literacy)	<ul style="list-style-type: none"> ● Images representing symbols from a variety of cultures, such as ancient civilizations (Ancient and Living Cultures Stencils series by Good Year Books) ● Images representing a variety of graphic design strategies, such as <i>path of movement</i> and <i>shape within a shape</i> ● Images representing a variety of relief sculptures ● Examples of methods that can be used for artistic investigation, such as thumbnail sketching ● Clay supplies 	<ul style="list-style-type: none"> ● Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. ● Explain environmental implications of conservation, care, and clean-up of art materials, tools and equipment. ● Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. ● Analyze how art reflects changing times, traditions, resources, and cultural uses. ● Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community. ● Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed. 	<ul style="list-style-type: none"> ● Identify a symbol from an ancient culture and its meaning to that culture. ● Analyze how symbols reflect their culture and the history and values of their community. ● Reflect on personal identity, such as current interests, personality traits, hopes for the future, and/or culture. ● Create an image to symbolize personal identity. ● Try new design strategies, such as a <i>path of movement</i> and/or <i>shapes within a shape</i> and practice applying the strategies to the image that symbolizes one's personal identity. ● Create a clay relief sculpture on the topic of personal identity, practicing techniques and concepts such as symbol, slab, coil, model, score, slip, form, glaze, fire, and kiln.
1 week	Collage (Create I - skill building)	<ul style="list-style-type: none"> ● Images representing a variety of subjects and techniques used in a collage ● Student workbook ● Collage materials 	<ul style="list-style-type: none"> ● Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. ● Explain environmental implications of conservation, care, and clean-up of art materials, tools and equipment. 	<ul style="list-style-type: none"> ● Create a collage in the student workbook, practicing techniques and concepts such as cutting, ripping, overlapping, hole-punching, and juxtaposition.

2 weeks	Fiber Arts (Create I - skill building)	<ul style="list-style-type: none"> ● Images representing a variety of subjects and techniques used in fiber artworks ● Fiber arts materials 	<ul style="list-style-type: none"> ● Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. ● Explain environmental implications of conservation, care, and clean-up of art materials, tools and equipment. 	<ul style="list-style-type: none"> ● Create fiber arts artworks, such as weaving and a collaborative pillow, practicing techniques and concepts such as loom, warp and weft, pattern, alternating, creating a paper pattern, threading a needle, running and/or side stitch, appliqué, and making a knot.
Ongoing	TAB - Teaching for Artistic Behavior (Create II - creative process) (Present/Respond - visual literacy)	<ul style="list-style-type: none"> ● Student workbook ● Drawing, collage, fiber arts, painting, sculpture, and printmaking materials available for students to access in a “studio” setting ● Creative risk and diverse methods of artistic investigation are supported as a means of generating innovative ideas: Teaching for Artistic Behavior. “Almost all creativity involves purposeful play.” - Abraham Maslow ● Examples of methods that can be used for artistic investigation, such as thumbnail sketching, mind-mapping, or creating an inspiration board ● Images as examples for exploring possibilities through mini-lessons, such as composition, subject matter, elements and principles of design, and use of media to convey ideas and moods 	<ul style="list-style-type: none"> ● Combine concepts collaboratively to generate innovative ideas for creating art. ● Formulate an artistic investigation of personally relevant content for creating art. ● Reflect on whether personal artwork conveys the intended meaning and revise accordingly. ● Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed. 	<ul style="list-style-type: none"> ● Create artwork from the available material options that have been practiced, such as drawing, collage, and fiber arts. ● Continue throughout the semester, adding new media options as they are practiced, such as painting, sculpture, and printmaking. ● Practice creative processes that lead to recognizing and using one’s own voice and values, such as finding inspiration, envisioning an idea, designing a plan of action, experimentation (play/research and development), reflecting on progress, persisting through difficulties, and seeing projects through to completion. ● Make a plan, gather the materials, create an artwork, reflect on finished artwork, and revise accordingly. ● Observe and discuss characteristics of artwork, such as composition, subject matter, elements and principles of design, and use of media to convey ideas and moods. ● Discuss how characteristics could be combined or rearranged to generate innovative ideas for artmaking, such as exploring different color schemes with the

				same subject as a means of conveying different ideas and moods
1 week	Painting (Create I - skill building)	<ul style="list-style-type: none"> • Images representing a monochromatic color scheme with tints and shades • Images representing a rule of thirds composition • Student workbook • Painting materials • Clay glaze 	<ul style="list-style-type: none"> • Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. • Explain environmental implications of conservation, care, and clean-up of art materials, tools and equipment. 	<ul style="list-style-type: none"> • Create a value scale of tints and shades of one color and a monochromatic painting(s), practicing techniques and concepts such as monochromatic, tints, shades, value, mixing, rule of thirds, composition, positive and negative space. • Glaze clay relief sculpture.
1 week	Sculpture (Create I - skill building)	<ul style="list-style-type: none"> • Images representing 3-d sculpture attachment techniques • Images representing objects, places, or systems that are designed to meet the needs of diverse users • 3-D paper sculpting materials 	<ul style="list-style-type: none"> • Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. • Explain environmental implications of conservation, care, and clean-up of art materials, tools and equipment. • Design or redesign objects, places, or systems that meet the identified needs of diverse users. 	<ul style="list-style-type: none"> • Create a 3-D paper sculpture, practicing techniques and concepts such as folding, tab, flange, hinge, form, design, and identified needs of diverse users.
1 week	Printmaking (Create I - skill building)	<ul style="list-style-type: none"> • Images representing printmaking • Student workbook • Printmaking materials 	<ul style="list-style-type: none"> • Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. • Explain environmental implications of conservation, care, and clean-up of art materials, tools and equipment. 	<ul style="list-style-type: none"> • Create a print, practicing techniques and concepts such as styrofoam and/or gel plate printmaking, subtractive and/or monoprint method, printing plate, mirror image, and creating a series of prints
1 week	Drawing (Create I - skill building)	<ul style="list-style-type: none"> • Images representing linear perspective drawing techniques, illustrations of text (such as expressive lettering), and portraits (realistic and/or abstract) • Student workbook • Drawing materials 	<ul style="list-style-type: none"> • Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. • Explain environmental implications of conservation, care, and clean-up of art materials, tools and equipment. 	<ul style="list-style-type: none"> • Create a drawing, practicing techniques and concepts such as linear perspective, converging lines, vanishing point, vertical, horizontal, illustrating text, expressive lettering, portrait, realistic and/or abstract proportions, cylinder, cube, cone, sphere, value, shading, hatching,

				cross-hatching, stippling, blending.
1 week	Drawing (Create I - skill building) (Present/Respond - visual literacy)	<ul style="list-style-type: none"> • Images representing the illustration of a theme or subject • Drawing materials • Examples of methods that can be used for artistic investigation, such as thumbnail sketching or mind-mapping 	<ul style="list-style-type: none"> • Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. • Explain environmental implications of conservation, care, and clean-up of art materials, tools and equipment. • Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. • Analyze how art reflects changing times, traditions, resources, and cultural uses. • Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community. • Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed. 	<ul style="list-style-type: none"> • Observe artwork that communicates an idea, such as an exhibition or collection of artworks around a central concept or topic. Discuss how the ideas that are presented reflect the history and values of a community. • Create a drawing that communicates an idea reflecting current interests and concerns. Describe design choices that were made to convey the idea, such as characteristics of form and structure, contextual information, subject matter, visual elements, and use of media.

Proficiency Scales for Sixth Grade General Art

Grade Level/Course: General Art Sixth Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 2A, 2B, 2C ○ Connect 10A, 11A Domain: Create I (Skill Building)
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Experiment and develop skills through mini-lessons in a variety of areas such as creating a relief sculpture with clay, working with paper to create a collage (cutting, ripping, hole-punching, layering, folding), mixing tints and shades with tempera paint, sewing (running or side stitch, using a pattern), creating the illusion of distance in drawing (linear perspective), printmaking with styrofoam, and attachment techniques with cardboard (tabs, slots, flanges, hinges). ● Demonstrate care for materials, tools, and equipment ● Identify and create an artwork that communicates an idea of personal significance, such as the topic of personal identity. Describe design choices that were made to convey the idea. ● Apply formal and conceptual vocabularies of art and design through art making, such as creating a cityscape using linear perspective, drawing a portrait with realistic or abstract proportions, using tints and shades of a color to create a monochromatic painting, creating a drawing based on a concept or idea, or using movement in a design.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Acquires skills, demonstrates safety and ethics, and creates interactions with art to organize and develop artistic ideas and work <ul style="list-style-type: none"> ○ Demonstrates openness in trying new ideas, materials, methods, and approaches in making works of art and design ○ Demonstrates an understanding of conservation, care, and clean-up of art materials, tools and equipment, including more complex materials such as paint and clay ○ Designs or redesigns an object, place, or system that meets the identified needs of diverse users ● Synthesizes and relates knowledge and personal experiences to make art <ul style="list-style-type: none"> ○ Generates a collection of ideas reflecting current interests and concerns that could be investigated in art-making ● Relates artistic ideas and works with societal, cultural, and historical context to deepen understanding <ul style="list-style-type: none"> ○ Analyzes how art reflects changing times, traditions, resources, and cultural uses 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Acquires skills, demonstrates safety and ethics, and creates interactions with art to organize and develop artistic ideas and work <ul style="list-style-type: none"> ○ Demonstrates an openness in trying new preferred ideas, materials, methods, and approaches in making works of art and design ○ Demonstrates an understanding of conservation, care, and clean-up of basic materials, tools, and equipment such as colored pencils and markers ○ Designs or redesigns an object, place, or system ● Synthesizes and relates knowledge and personal experiences to make art 	

	<ul style="list-style-type: none"> ○ Generates one idea reflecting a current interest or concern that could be investigated in art-making. ● Relates artistic ideas and works with societal, cultural, and historical context to deepen understanding <ul style="list-style-type: none"> ○ Identifies some areas of an artwork, such as its purpose 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Acquires skills, demonstrates safety and ethics, and creates interactions with art to organize and develop artistic ideas and work <ul style="list-style-type: none"> ○ Demonstrates an openness to teacher-assisted ideas, materials, methods, and approaches in making works of art and design ○ Basic materials, tools, or equipment are used to create artwork ○ Artwork is created from the materials that are provided, such as marks made with a preferred color. ● Synthesizes and relates knowledge and personal experiences to make art <ul style="list-style-type: none"> ○ Chooses an element such as a preferred color or shape to use in an artwork. ● Relates artistic ideas and works with societal, cultural, and historical context to deepen understanding <ul style="list-style-type: none"> ○ Identifies basic elements in an artwork, such as pointing to a teacher-identified color 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: General Art Sixth Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 1B, 3A Domain: Create II (Creative Process-TAB/Teaching for Artistic Behavior)
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Use an experimental mindset to explore potential ideas and approaches to creating, such as thumbnail sketches or word-mapping ● Select media and subjects to explore and develop into original artwork of personal significance within a TAB/Choice-based art setting that supports creative risk as a means of generating innovative ideas and using diverse methods of artistic investigation: Teaching for Artistic Behavior. “Almost all creativity involves purposeful play.” - Abraham Maslow ● Describe personal choices in artmaking, such as through reflection in the student TAB workbook or presentation to the class
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Uses play, ideation, and investigative strategies to conceptualize and create artwork <ul style="list-style-type: none"> ○ Combines concepts collaboratively to generate innovative ideas for creating art ○ Formulates an artistic investigation of personally relevant content for creating art ● Practices reflecting, refining, and continuing to refine and complete artistic work <ul style="list-style-type: none"> ○ Reflects on whether personal artwork conveys the intended meaning and revises accordingly 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Uses play, ideation, and investigative strategies to conceptualize and create artwork <ul style="list-style-type: none"> ○ Creates basic artwork, such as following steps of a reference example, chosen from teacher-provided options ● Practices reflecting, refining, and continuing to refine and complete artistic work <ul style="list-style-type: none"> ○ Reflects on artwork in basic terms, such as identifying content 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Uses play, ideation, and investigative strategies to conceptualize and create artwork <ul style="list-style-type: none"> ○ Creates artwork such as mark-making with teacher assistance ● Practices reflecting, refining, and continuing to refine and complete artistic work <ul style="list-style-type: none"> ○ Identifies simpler elements within an artwork, such as pointing to a teacher-identified color 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: General Art Sixth Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Present 6A ○ Respond 8A Domain: Present/Respond (Visual Literacy)
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Visit an online museum (or learn about artwork from a different community such as ancient cultures) and discuss how artwork has been presented or organized in a way that reflects the history and values of the community ● Create a portfolio of artwork, such as a Google Slide, physical or online portfolio, or a display of artwork in the classroom <ul style="list-style-type: none"> ○ Describe the idea/ideas conveyed through the artwork or in the way it is presented or organized ● Present artwork in the classroom, such as projecting through a document camera <ul style="list-style-type: none"> ○ Describe the idea/ideas conveyed through the artwork ● Observe an artwork and identify the ideas or mood conveyed <ul style="list-style-type: none"> ○ Distinguish between relevant and non-relevant contextual information in an artwork as it relates to the intended idea or mood conveyed, such as subject matter, visual elements, or use of media ● Compare/contrast one’s own interpretation of a work of art with a classmate’s interpretation ● Discuss the connection, or disconnect, that sometimes happens between what the artist is intending to convey through their artwork and what the viewer might be observing
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Understands how art is shared to convey meaning through the presentation of artistic work <ul style="list-style-type: none"> ○ Assesses, explains, and provides evidence of how museums or other venues reflect history and values of a community ● Interpret intent and meaning in artistic work <ul style="list-style-type: none"> ○ Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Understands how art is shared to convey meaning through the presentation of artistic work <ul style="list-style-type: none"> ○ Identifies some areas of a museum or other venue’s contents, such as the type of art that is presented ● Interpret intent and meaning in artistic work <ul style="list-style-type: none"> ○ Identifies some areas of an artwork, such as the subject 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Understands how art is shared to convey meaning through the presentation of artistic work <ul style="list-style-type: none"> ○ Identifies basic elements within an exhibition, such as pointing to a teacher-identified subject ● Interpret intent and meaning in artistic work <ul style="list-style-type: none"> ○ Identifies basic elements of an artwork, such as pointing to a teacher-identified color 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Seventh Grade General Art

Course Overview

Grade level(s): Seventh Grade

Credits earned: N/A

Course Description

Students will have the opportunity to draw, paint, and sculpt in a variety of media. The class provides experiences to grow in the areas of art making, art history & art criticism. This class is rich in written & visual resources with ample opportunity to develop technical skills & express oneself creatively. Each unit is designed to give the opportunity to create an original work of art as we reflect on culture, works of art & artists of the past & present.

Transfer Goals

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards for Visual Arts](#)

- **Create:** Conceiving and developing new artistic ideas and work.
 1. Generate and conceptualize artistic ideas and work.
 - A - Apply methods to overcome creative blocks.
 - B - Develop criteria to guide making a work of art or design to meet an identified goal
 2. Organize and develop artistic ideas and work.
 - A - Demonstrative persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
 - C - Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
 3. Refine and complete artistic work.
 - A - Reflect on and explain important information about personal artwork in an artist statement or another format.
- **Present:** Realizing, interpreting and sharing artistic work.
 5. Develop and refine artistic techniques and work for presentation

- A - Based on criteria, analyze and evaluate methods for preparing and presenting art.
- **Respond:** Understanding and evaluating how the arts convey meaning
 - 8. Interpret intent and meaning in artistic work.
 - A - Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.
- **Connect:** Relating artistic ideas and work with personal meaning and external context.
 - 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
 - A - Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses

Unit 1: Drawing (2D Dry Media)

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 1A, 1B, 2A, 2C, 3A ○ Present: 5A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative drawing approaches and techniques. ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches and interact with objects, places, and design that define, shape, enhance, and empower their drawing ● Drawings can be improved through practice and constructive critique, reflecting on, revising, and refining work over time. ● Student artists will refine artwork for display and or when deciding if and how to preserve and protect it. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking when approaching drawings? ● How does knowing the contexts, histories, & traditions of art forms help us create works of better drawings? ● How do artists determine what resources are needed to create the sort of drawing that fits their objective? ● How do artists and designers determine whether a particular technique is effective in their drawings? ● How do artists learn from trial and error when drawing? ● How do artists care for & maintain materials, tools, and other drawing media?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Apply methods to overcome creative blocks by developing their work in a sketchbook. ● Develop ideas through the use of a sketchbook to guide creating paintings. ● Demonstrative persistence in developing skills with various 2D dry drawing materials, methods, and approaches. ● Apply visual organizational strategies (The Elements and Principles of Design) to design and produce drawings that clearly communicate information or ideas. ● Reflect on and explain important information about their drawings in an artist reflection at the end of each project. ● Prepare and present a selected drawing (based on criteria). 		
Unit Duration:		
4 -5 Weeks		

Unit 2: Painting (2D Wet Media)

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 1A, 1B, 2A, 2C, 3A ○ Present: 5A ○ Respond: 8A ○ Connect: 11A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be developed in painting, ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches as well as create and interact with objects, places, and design that define, shape, enhance, and empower their paintings ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining their paintings. ● People gain insights into meanings of artworks by engaging in the process of art criticism and develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How does knowing the context's histories, & traditions of art forms help us create works in the area of painting ● How do artists determine what resources are needed to create developed paintings? ● How do artists and designers determine whether a particular direction in their painting technique will be successful? ● How do artists and designers learn from trial and error? ● How do artists and designers care for & maintain materials, tools, & equipment when they paint? ● What is the value of engaging in the process of art criticism? ● How does knowing and using visual art vocabularies help us understand and interpret paintings? ● How do paintings help us understand the lives of people of different times, places, and cultures?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Apply methods to overcome creative blocks by developing their work in a sketchbook. ● Develop ideas through the use of a sketchbook to guide creating paintings ● Demonstrative persistence in developing skills with various painting (wet media) materials, methods, and approaches. ● Apply visual organizational strategies (The Elements and Principles of Design) to design and produce paintings that clearly communicate information or ideas. ● Reflect on and explain important information about their painting in an artist reflection at the end of each project. ● Prepare and present selected paintings (based on criteria). ● Interpret a painting by analyzing: art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed. ● Analyze their response to a painting is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. 		
Unit Duration:		
3-4 weeks		

Unit 3: Sculpture (3D Media)

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 1A, 1B, 2A, 2C, 3A ○ Present: 5A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be applied to sculptures. ● Sculptors experiment with forms, structures, materials, concepts, media, and art-making approaches. ● Sculptors create and interact with objects, places, and design that define, shape, enhance, and empower their lives. ● Sculptors develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time as they consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking and what factors prevent or encourage people to take creative risks? ● How does knowing the contexts, histories, & traditions of art forms help us create sculptures? ● How do sculptors determine what resources are needed to create successful artworks?. ● How do sculptors determine whether a particular direction in their work is effective- how do artists and designers learn from trial and error? ● What do sculptors need to know to care for & maintain materials, tools, & equipment? ● Why is it important for sculptors to understand safety & health & follow correct procedures in handling materials & tools?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Apply methods to overcome creative blocks by developing their work in a sketchbook. ● Develop ideas through the use of a sketchbook to guide creating sculptural works ● Demonstrative persistence in developing skills with various 3D sculptural materials, methods, and approaches. ● Apply visual organizational strategies (The Elements and Principles of Design) to design and produce sculptures that clearly communicate information or ideas. ● Reflect on and explain important information about their sculpture in an artist reflection at the end of each project. ● Prepare and present a selected sculpture (based on criteria) 		
Unit Duration:		
3-4 Weeks		

Unit 4: Mixed/Other Media

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 1A, 1B, 2A, 2C, 3A ○ Present: 5A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Multimedia artists shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. ● Multimedia artists experiment with forms, structures, materials, concepts, media, and art-making approaches. ● Multimedia artists create and interact with objects, places, and design that define, shape, enhance, and empower their lives. ● Multi-media work is developed through practice and constructive critique, reflecting on, revising, and refining work over time. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How can collaboration help expand the creative process when considering multimedia work? ● How does knowing the context's histories, & traditions of art forms help us create multimedia artworks? ● Why can the artist identify and then follow or break from established traditions? What do they need to know? ● When does an artist know what materials are needed to create multimedia work? ● What exactly is multi-media artwork? ● How do multimedia artists know their work is finished? Is it important to learn from trial and error? ● Why is it important for multimedia artists to care for & maintain materials, tools, & equipment?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Apply methods to overcome creative blocks by developing their work in a sketchbook. ● Develop ideas through the use of a sketchbook to guide making mixed media art work. ● Demonstrative persistence in developing skills with various mixed-media materials, methods, and approaches. ● Apply visual organizational strategies (The Elements and Principles of Design) to design and produce mixed media works of art, design, or media that clearly ● Communicate information or ideas. ● Reflect on and explain important information about their work in an artist reflection at the end of each project. ● Prepare and present a mixed media artwork (based on criteria) as part of summative evaluation. ● Reflect on and explain important information about their work in an artist reflection at the end of each project. ● Prepare and present a mixed media artwork (based on criteria). 		
Unit Duration:		
3-4 Weeks		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
4-5 weeks	Drawing (2D Dry Media)	<ul style="list-style-type: none"> ● Davis Publishing, Exploring Visual Design ● Davis Publishing on-line visual resource library ● PBS Art Art-rageous with Nate ● Other reputable web-based Art resource sites and/or multi-media sources. 	<ul style="list-style-type: none"> ● Apply methods to overcome creative blocks by developing their work in a sketchbook. ● Develop ideas through the use of a sketchbook to guide creating paintings. ● Demonstrative persistence in developing skills with various 2D dry drawing materials, methods, and approaches. ● Apply visual organizational strategies (The Elements and Principles of Design) to design and produce drawings that clearly communicate information or ideas. ● Reflect on and explain important information about their drawings in an artist reflection at the end of each project. ● Prepare and present a selected drawing (based on criteria) as part of summative evaluation. 	<ul style="list-style-type: none"> ● Sketchbook ● Still Life ● Human Figure Drawings (proportion) ● Interior/Exterior Space Drawings ● Conceptual Drawing ● Respond to and discuss Art Period/Artist Videos/readings ● Respond to and discuss individual works of art ● Respond and reflect on the various personal and individual artworks created in class.
3-4 Weeks	Painting (2D Wet Media)	<ul style="list-style-type: none"> ● Davis Publishing, Exploring Visual Design ● Davis Publishing on-line visual resource library ● PBS Art Art-rageous with Nate ● Other reputable web-based Art resource sites and/or multi-media sources. 	<ul style="list-style-type: none"> ● Apply methods to overcome creative blocks by developing their work in a sketchbook. ● Develop ideas through the use of a sketchbook to guide creating paintings. ● Demonstrative persistence in developing skills with various painting (wet media) materials, methods, and approaches. ● Apply visual organizational strategies (The Elements and Principles of Design) to design and produce paintings that clearly communicate information or ideas. 	<ul style="list-style-type: none"> ● Create and maintain a sketchbook documenting the students' creative progress and development. ● Create 2D Wet Media work (Painting). Variety of media (including such things as tempera, watercolor, acrylic, etc), and subject matter: <ul style="list-style-type: none"> ○ Natural Object and/or living thing ○ Natural scene ○ Portrait ○ Conceptual ● Respond to and discuss Art Period/Artist Videos/readings

			<ul style="list-style-type: none"> ● Reflect on and explain important information about their painting in an artist reflection at the end of each project. ● Prepare and present selected paintings (based on criteria) as part of summative evaluation. ● Interpret a painting by analyzing: art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed. ● Analyzing their response to a painting is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. 	<ul style="list-style-type: none"> ● Respond to and discuss individual works of art ● Respond and reflect on the various personal and individual artworks created in class.
3-4 Weeks	Sculpture (3D Media)	<ul style="list-style-type: none"> ● Davis Publishing, Exploring Visual Design ● Davis Publishing on-line visual resource library ● PBS Art Art-rageous with Nate ● Other reputable web-based Art resource sites and/or multi-media sources. 	<ul style="list-style-type: none"> ● Apply methods to overcome creative blocks by developing their work in a sketchbook. ● Develop ideas through the use of a sketchbook to guide creating sculptural works ● Demonstrative persistence in developing skills with various 3D sculptural materials, methods, and approaches. ● Apply visual organizational strategies (The Elements and Principles of Design) to design and produce sculptures that clearly communicate information or ideas. ● Reflect on and explain important information about their sculpture in an artist reflection at the end of each project. ● Prepare and present a selected sculpture (based on criteria) as part of summative evaluation. 	<ul style="list-style-type: none"> ● Create and maintain a sketchbook documenting the students' creative progress and development. ● Create 3D Work (Sculpture) <ul style="list-style-type: none"> ○ Layered paper/paper sculpture

3-4 Weeks	Mixed/Other Media	<ul style="list-style-type: none"> ● Davis Publishing, Exploring Visual Design ● Davis Publishing on-line visual resource library ● PBS Art Art-rageous with Nate ● Other reputable web-based Art resource sites and/or multi-media sources. 	<ul style="list-style-type: none"> ● Apply methods to overcome creative blocks by developing their work in a sketchbook. ● Develop ideas through the use of a sketchbook to guide making mixed media art work. ● Demonstrative persistence in developing skills with various mixed-media materials, methods, and approaches. ● Apply visual organizational strategies (The Elements and Principles of Design) to design and produce mixed media works of art, design, or media that clearly communicate information or ideas. ● Reflect on and explain important information about their work in an artist reflection at the end of each project. ● Prepare and present a mixed media artwork (based on criteria) as part of summative evaluation. 	<ul style="list-style-type: none"> ● Sketchbook ● Elements of Design Focused Art Work ● Principles of Design Focused Art work ● Graphic Design Work (Logo, Product design, etc) ● Respond to and discuss Art Period/Artist Videos/readings ● Respond to and discuss individual works of art ● Write reflections on the various personal and individual artworks created in units.
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Proficiency Scales for Seventh Grade General Art

Grade Level/Course: General Art Seventh Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 1B Domain: Create (Generate and Conceptualize)
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Create and maintain a sketchbook documenting the students' creative progress and development. ● Sketchbook will include: <ul style="list-style-type: none"> ○ Development drawings ○ Graphic Organizers ○ Vocabulary lists and definitions ○ Artist/History Summaries ○ Artist statements and speculation ○ Various notes
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Apply methods to overcome creative blocks. (Cr1A): <ul style="list-style-type: none"> ○ Uses a sketchbook to develop ideas during a project that matches objectives. Collaborates with other artists in the class. Uses in class and online resources to refocus ideas. ● Develop Criteria to guide making a work of art or design to meet an identified goal (Cr1B) <ul style="list-style-type: none"> ○ Specifically tracks development of artwork through things like drawings, graphic organizers, and notes containing vocabulary and thoughts maintained in a personal sketchbook. 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Apply methods to overcome creative blocks. (Cr1A): <ul style="list-style-type: none"> ○ Uses a sketchbook to develop ideas during a project that does not address all objectives. ● Develop Criteria to guide making a work of art or design to meet an identified goal (Cr1B) <ul style="list-style-type: none"> ○ Development of artwork through things like drawings, graphic organizers, and notes containing vocabulary are incomplete. 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Apply methods to overcome creative blocks. (Cr1A): <ul style="list-style-type: none"> ○ Sketchbook work differs from the project objectives. ● Develop Criteria to guide making a work of art or design to meet an identified goal (Cr1B) <ul style="list-style-type: none"> ○ Students can articulate the goals of the work but the goals are not illustrated in the sketchbook. 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: General Art Seventh Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 2A, 2C Domain: Create (Organize and Develop)
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Create 2D Dry Media work (Drawing) <ul style="list-style-type: none"> ○ Still Life ○ Human Figure ○ Interior Space ○ Conceptual ● Create 2D Wet Media work (Painting). Variety of media (including such things as tempera, watercolor, acrylic, etc), and subject matter: <ul style="list-style-type: none"> ○ Natural Object and/or living thing ○ Natural scene ○ Portrait ○ Conceptual ● Mixed Media <ul style="list-style-type: none"> ○ Elements of Design focus ○ Principles of Design Focus ○ Graphic Design ● Create 3D Work (Sculpture) <ul style="list-style-type: none"> ○ Layered paper/paper sculpture
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Demonstrates persistence in developing skills with various materials, methods, and approaches by including (Cr2a): <ul style="list-style-type: none"> ○ Media/materials: can demonstrate skill and control with dry media, wet media, mixed-media and 3d media that accomplishes their specific assigned/chosen objective. ○ Methods/approaches: can demonstrate skill and control in methods such as linear perspective, use of tone, atmospheric perspective, painterly and hard edge approaches, paper layering that accomplishes their specific assigned/chosen objective. ● Applying visual organizational strategies to design and produce an artwork that communicates information and ideas by including (Cr2C): <ul style="list-style-type: none"> ○ Elements: can identify and apply elements of design (line, color, value, etc) in their creations. ○ Principles: can identify and apply principles of design (such as balance, emphasis, etc) in their creations. 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Demonstrates persistence in developing skills with various materials, methods, and approaches by including: <ul style="list-style-type: none"> ○ Media/materials: can demonstrate limited skill and control with dry media, wet media, mixed-media and 3d media that partially accomplishes their specific assigned/chosen objective. ○ Methods/approaches: can demonstrate limited skill and control in methods such as linear perspective, use of tone, atmospheric perspective, painterly and hard edge approaches, paper layering that partially accomplishes their specific assigned/chosen objective. ● Applying visual organizational strategies to design and produce an artwork that communicates information and ideas by including: <ul style="list-style-type: none"> ○ Elements: can identify and apply limited elements of design (line, color, value, etc) in their creations ○ Principles: can identify and apply isolated principles of design (such as balance, emphasis, etc) in their creations. 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.	

	<ul style="list-style-type: none"> ● Demonstrates isolated persistence and static skill level with various materials, methods, and approaches. <ul style="list-style-type: none"> ○ Media/materials: Skill and control with dry media, wet media, mixed-media and 3d media does not match assigned/chosen objectives. ○ Methods/approaches: Skill and control in methods such as linear perspective, use of tone, atmospheric perspective, painterly and hard edge approaches, paper layering does not match specific assigned/chosen objective. ● Applying isolated and incomplete visual organizational strategies to design and produce an artwork that communicates information and ideas <ul style="list-style-type: none"> ○ Elements: can identify isolated elements of design (line, color, value, etc) in their creations ○ Principles: can identify isolated principles of design (such as balance, emphasis, etc) in their creations. 	
<p>LND</p>	<p>The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.</p>	

Grade Level/Course: General Art Seventh Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 3A ○ Present 5A ○ Respond 8A ○ Connect 11A Domain: Respond, Connect and Present
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Respond to and discuss Art Period/Artist Videos/readings ● Respond to and discuss individual works of art (art critique) ● Respond and reflect on the various personal and individual artworks created in class.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Reflect on and explain important information about personal artwork in an artistic statement or another format (Cr3A) <ul style="list-style-type: none"> ○ Students' reflections about artwork cover all objectives of the assignment and pertinent supporting elements, principles and connections to themes, etc. ● Based on criteria, analyze and evaluate methods for preparing and presenting art (Pr5A). <ul style="list-style-type: none"> ○ Students can explain all the project submission criteria and why these things are important for displaying their work when turning in for evaluation. ● Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.(Re8A) <ul style="list-style-type: none"> ○ Students can explain the main ideas in artwork as they see them and provide clear examples supporting these assertions. ● Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses (Co11A). <ul style="list-style-type: none"> ○ Students can list multiple characteristics of an artwork’s creator’s time, place, culture and influences when and explain the impact of these things on the importance and understanding of the artwork. 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Reflect on and explain important information about personal artwork in an artistic statement or another format (Cr3A) <ul style="list-style-type: none"> ○ Students' reflections about artwork cover some, but not all, objectives of the assignment and leave out pertinent supporting elements, principles and connections to themes, etc. ● Based on criteria, analyze and evaluate methods for preparing and presenting art (Pr5A). <ul style="list-style-type: none"> ○ Students can explain the project submission criteria but can not justify why these things are important for displaying their work when turning in for evaluation. ● Interpret art by analyzing art-making approaches, the characteristic s of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.(Re8A) 	

	<ul style="list-style-type: none"> ○ Students can explain some main ideas in artwork and struggle to provide clear examples supporting these assertions. ● Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses (Co11A). <ul style="list-style-type: none"> ○ Students can list multiple characteristics of an artwork’s creator’s time, place, culture and influences. 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Reflect on and explain important information about personal artwork in an artistic statement or another format (Cr3A) <ul style="list-style-type: none"> ○ Students' reflections about artwork cover some, but not all, objectives of the assignment and leave out the supporting elements, principles and connections to themes, etc. ● Based on criteria, analyze and evaluate methods for preparing and presenting art (Pr5A). <ul style="list-style-type: none"> ○ Students can explain partial project submission criteria and can not justify why these things are important for displaying their work when turning in for evaluation. ● Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.(Re8A) <ul style="list-style-type: none"> ○ Students can pick out just partial main ideas in artwork as they see them and cannot provide clear examples supporting these assertions. ● Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses (Co11A). <ul style="list-style-type: none"> ○ Students can list a partial list of an artwork’s creator’s time, place, culture and influences. 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Eighth Grade General Art

Course Overview

Grade level(s): Eighth Grade

Credits earned: N/A

Course Description

This class will review & build on skills & concepts covered in Visual Art 7, although may be taken as a stand alone class. Students will draw, paint, and sculpt in a variety of media. Students will focus on development in the areas of art making, history & art criticism. Each unit provides the opportunity to create an original work of art as we reflect on culture, works of art, and artists of the past & present.

Transfer Goals/Big Ideas

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards for Visual Arts](#)

- **Create:** Conceiving and developing new artistic ideas and work.
 1. Generate and conceptualize artistic ideas and work.
 - A - Document early stages of the creative process visually and/or verbally in traditional or new media.
 2. Organize and develop artistic ideas and work.
 - C - Select, organize, and design images and words to make visually clear and compelling presentations.
 3. Refine and complete artistic work.
 - A - Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
- **Present:** Realizing, interpreting and sharing artistic work.
 4. Select, Analyze, and interpret artistic work for presentation.
 - A - Develop and apply criteria for evaluating a collection of artwork for presentation.

- **Respond:** Understanding and evaluating how the arts convey meaning.
 - 7. Perceive and analyze artistic work.
 - A - Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
 - B - Compare and Contrast contexts and media in which viewers encounter images that influence ideas, emotions, and/or actions
- **Connect:** Relating artistic ideas and work with personal meaning and external context.
 - 10. Synthesize and relate knowledge and personal experiences to make art.
 - A - Make art collaboratively to reflect on and reinforce positive aspects of group identity.

Unit 1: Drawing (Dry and Wet 2D Media)

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 1A, 2A, 2C, 3A ○ Present: 4A ○ Respond: 7A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Using media/techniques (including linear perspective and value change) in drawing allows the student to express a realistic, surreal work and the illusion of form. ● Creativity and innovative thinking are essential skills developed using drawing techniques. ● Artists experiment with forms, structures, materials, concepts, media and interact with objects, places, and designs that define, shape, enhance, and empower their drawings. ● Artists develop excellence in their drawings through practice and constructive critique, reflecting on, revising, and refining. ● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating their drawings for preservation and presentation. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do I determine whether a particular direction in my drawings is going to be successful? ● What media and technique do I need to master to create effective looking figures, scenes, and subjects in drawing? ● What elements and principles of design would help me the most in the creation of a drawing? ● What artists are known for and can influence my own work in the field of drawing? ● How will I select work for preservation or presentation? ● What life experiences influence the way I relate to art?

Learning Targets

Students will...

- Document early stages of the creative process visually and/or verbally in traditional or new media (Sketchbooks/Discussions)
- Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of designing and creating 2D drawn works of art.
- Select, organize, and design images and words to make visually clear and compelling drawings fit for presentation.
- Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress in the students sketchbook and in reflections.
- Develop and apply criteria for evaluating a collection of drawings for presentation in the students end of term portfolio.
- Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others in reflections during and after completion of 2D drawings.

Unit Duration:

4 Weeks

Unit 2: Painting (2D Wet Media)

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 1A, 2A, 2C, 3A ○ Present: 4A ○ Respond: 7A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Using painting techniques and media will allow the students to express a variety of topics and subjects. ● The appropriate use of the Elements and Principles of Design (color, value, movement, and shape) in painting is essential. ● Reflecting upon the effectiveness of the student's own paintings as well as that of others is essential to successful work. ● Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time ● Individual aesthetic and awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What media and technique do I need to master to mix a variety of tints, shades, and other colors in my paintings? ● How can I use color schemes and appropriate principles of design to increase the effectiveness of my paintings? ● What Painters may influence my own work? ● How effective was I and were others in the creation of paintings ● How does collaboration expand the creative process? ● How do I determine whether a particular direction in my painting is effective? ● How does collaboratively reflecting on a work help me experience it more completely? ● How do my life experiences influence the way I relate to art? ● How does learning about art impact how I perceive the world?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Document early stages of the creative process visually and/or verbally in traditional or new media (Sketchbooks/Discussions) ● Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of designing and creating paintings. ● Select, organize, and design images and words to make visually clear and compelling paintings fit for presentation. ● Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress in the students sketchbook and in reflections. ● Develop and apply criteria for evaluating a collection of paintings for presentation in the students end of term portfolio. ● Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others in reflections during and after completion of painted 		
Unit Duration:		
4 Weeks		

Unit 3: Sculpture 3D Media

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 1A, 2A, 2C, 3A ○ Present: 4A ○ Respond: 7A 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● A variety of sculptural techniques that allow the students to express a variety of artworks. ● How to apply the Elements and Principles of Design to sculpture. ● How to apply the themes of Environment, Passage of time and the role of Functional work ● That sculptors experiment with forms, structures, materials, concepts, media, and interact with objects, places, and designs that define, shape, enhance, and empower their lives. ● That sculptors develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What techniques do I need to create modeled work in clay and metal? ● What elements (such as texture) and principles of design (such as balance) would help the most in the creation of a sculpture? ● What is Functional art? How could I express the passage of time and environment in my work? ● How effective was I and were others in the creation of 3D work? ● How does collaboration help in the sculptor's studio? ● How do sculptors learn from trial and error and what role does persistence play in revising, refining, and developing work? ● What did people value about objects, artifacts, and artworks in pre-columbian times and how can we tell?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Document early stages of the creative process visually and/or verbally in traditional or new media (Sketchbooks/Discussions) ● Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of designing and creating sculptural works of art. ● Select, organize, and design images and words to make visually clear and compelling sculptures fit for presentation. ● Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress in the students sketchbook and in reflections. ● Develop and apply criteria for evaluating a collection of sculpture fit for presentation in the students end of term portfolio. ● Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others in reflections during and after completion of sculptural work. 		
Unit Duration:		
4 Weeks		

Unit 4: Mixed/Other Media

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 1A, 2A, 2C, 3A ○ Present: 4A ○ Respond: 7A, 7B ○ Connect: 10A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Mixed media and related techniques will allow the students to create graphic design related art, fiber based art, and electronic art. ● The Elements and Principles of Design will help in designing their work. ● The relationship of illustration and text in graphic design. ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches as well as interact with objects, places, and designs that define, shape, enhance, and empower their lives. ● Make art collaboratively to reflect on and reinforce positive aspects of group identity. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What media and technique can I combine or investigate to create great art and graphic design? ● What elements and principles of design would help me the most in the creation of mixed media and electronic art? ● What artists and artwork from America inspire me, and what connections can I draw between art, music and events in the US? ● How effective was I in the creation of mixed and electronic media artwork? ● How does collaboration expand the creative process? ● How do artists and designers determine whether a particular direction in their work is effective and how do artists and designers learn from trial and error? ● How do artists and designers create works of art or design that effectively communicate? ● What criteria, methods, and processes are used to select work for presentation? ● What can we learn from our responses to art?

Learning Targets

Students will...

- Document early stages of the creative process visually and/or verbally in traditional or new media (Sketchbooks/Discussions)
- Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of designing and creating mixed media works of art.
- Select, organize, and design images and words to make visually clear and compelling mixed media works fit for presentation.
- Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress in the students sketchbook and in reflections.
- Develop and apply criteria for evaluating a collection of mixed media works for presentation in the student's end of term portfolio.
- Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others in reflections during and after completion of mixed media work.
- Make multi media artwork that will collaboratively reflect on and reinforce positive aspects of group identity.

Unit Duration:

4 Weeks

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
4 Weeks	Drawing (2D wet and dry media)	<ul style="list-style-type: none"> ● Davis Publishing, Exploring Visual Design ● Davis Publishing on-line visual resource library ● PBS Art Art-rageous with Nate ● Other reputable web-based Art resource sites and/or multi-media sources. 	<ul style="list-style-type: none"> ● Document early stages of the creative process visually and/or verbally in traditional or new media (Sketchbooks/Discussions) ● Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of designing and creating 2D drawn works of art. ● Select, organize, and design images and words to make visually clear and compelling drawings fit for presentation. ● Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress in the students sketchbook and in reflections. ● Develop and apply criteria for evaluating a collection of drawings for presentation in the students end of term portfolio. ● Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others in reflections during and after completion of 2D drawings. 	<ul style="list-style-type: none"> ● Create and maintain a sketchbook documenting the students' creative progress and development, including: ● Create 2D Media work (Drawing) <ul style="list-style-type: none"> ○ 1 point perspective ○ 2 point perspective ○ Still-Life ○ Surrealist theme ○ Conceptual ● Write reflections and critiques concerning the students' own works. ● Respond to and discuss art period/artist videos and readings
4 Weeks	Painting (2D wet media)	<ul style="list-style-type: none"> ● Davis Publishing, Exploring Visual Design ● Davis Publishing on-line visual resource library ● PBS Art Art-rageous with Nate ● Other reputable web-based Art resource sites and/or multi-media sources. 	<ul style="list-style-type: none"> ● Document early stages of the creative process visually and/or verbally in traditional or new media (Sketchbooks/Discussions) ● Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of designing and creating paintings. ● Select, organize, and design images and words to make visually clear and compelling paintings fit for presentation. 	<ul style="list-style-type: none"> ● Create and maintain a sketchbook documenting the students' creative progress and development, including: ● Create 2D Wet Media work (Painting) <ul style="list-style-type: none"> ○ Color Scheme Painting (focus on color mixing) ○ Art History Themed Painting (focus of value change) ○ Conceptual ○ Representational

			<ul style="list-style-type: none"> ● Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress in the students sketchbook and in reflections. ● Develop and apply criteria for evaluating a collection of paintings for presentation in the students end of term portfolio. ● Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others in reflections during and after completion of painted 	<ul style="list-style-type: none"> ● Write reflections and critiques concerning the students own works ● Respond to and discuss art period/artist videos and readings ● Write reflections and critiques of artwork selected from art history.
4 Weeks	Sculpture (3D media)	<ul style="list-style-type: none"> ● Davis Publishing, Exploring Visual Design ● Davis Publishing on-line visual resource library ● PBS Art Art-rageous with Nate ● Other reputable web-based Art resource sites and/or multi-media sources. 	<ul style="list-style-type: none"> ● Select, organize, and design images and words to make visually clear and compelling sculptures fit for presentation. ● Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress in the students sketchbook and in reflections. ● Develop and apply criteria for evaluating a collection of sculpture fit for presentation in the students end of term portfolio. ● Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others in reflections during and after completion of sculptural work. 	<ul style="list-style-type: none"> ● Create and maintain a sketchbook documenting the students' creative progress and development. ● Create 3D Work (Sculpture) <ul style="list-style-type: none"> ○ Sheet Metal Bas-Relief Sculpture ○ Functional Object Sculpture ● Write reflections and critiques concerning the students' own works. ● Respond to and discuss art period/artist videos and readings

4 Weeks	Mixed/Other Media	<ul style="list-style-type: none"> ● Davis Publishing, Exploring Visual Design ● Davis Publishing on-line visual resource library ● PBS Art Art-rageous with Nate ● Other reputable web-based Art resource sites and/or multi-media sources. 	<ul style="list-style-type: none"> ● Document early stages of the creative process visually and/or verbally in traditional or new media (Sketchbooks/Discussions) ● Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of designing and creating mixed media works of art. ● Select, organize, and design images and words to make visually clear and compelling mixed media works fit for presentation. ● Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress in the students sketchbook and in reflections. ● Develop and apply criteria for evaluating a collection of mixed media works for presentation in the student's end of term portfolio. ● Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others in reflections during and after completion of mixed media work. ● Make multi media artwork that will collaboratively reflect on and reinforce positive aspects of group identity. 	<ul style="list-style-type: none"> ● Create and maintain a sketchbook documenting the students' creative progress and development. ● Mixed Media <ul style="list-style-type: none"> ○ Elements of Design focus ○ Principles of Design Focus ○ Graphic Design (Group/individual Identity theme): <ul style="list-style-type: none"> ■ Illustration Project ■ sketchbook cover ■ Editorial Cartooning ● Develop a class-wide criteria for personal art critique. Organize works created during the class for EOC summary/presentation ● Write reflections and critiques concerning the students own works' ● Write a compare and contrast reflection concerning one of the student's own works to one from the catalog of art history. ● Respond to and discuss art period/artist videos and readings
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Proficiency Scales for Eighth Grade General Art

Grade Level/Course: General Art Eighth Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 3A Domain: Create Artwork- Generate and Conceptualize
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Create and maintain a sketchbook documenting the students' creative progress and development. <ul style="list-style-type: none"> ○ Development drawings ○ Graphic Organizers ○ Vocabulary lists and definitions ○ Artist/History Summaries ○ Artist statements and speculation ○ Various notes
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Document early stages of the creative progress in a traditional or electronic media (sketchbook) by including (Cr1A): <ul style="list-style-type: none"> ○ Stages of development of artwork may be seen and tracked through drawings, graphic organizers, and notes containing vocabulary and thoughts. All are very clearly related to objectives of projects. All the steps are there. ● Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress (Cr3a). <ul style="list-style-type: none"> ○ Specifically notes and illustrates areas to be revised in ongoing artwork in physical or electronic journals or sketchbooks. Reasoning can be clearly related in discussion. 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Document early stages of the creative progress in a traditional or electronic media (sketchbook) by including (Cr1A): <ul style="list-style-type: none"> ○ Incomplete stages of the development of artwork may be seen and tracked through drawings and notes containing vocabulary and thoughts. ● Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress (Cr3a). <ul style="list-style-type: none"> ○ Incompletely notes and illustrates areas to be revised in ongoing artwork in physical or electronic journals or sketchbooks. 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Document early stages of the creative progress in a traditional or electronic media (sketchbook) by including (Cr1A): <ul style="list-style-type: none"> ○ Headings of topics are included but little development of artwork is seen in the drawings and notes. ● Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress (Cr3a). <ul style="list-style-type: none"> ○ Headings of topics are included but little ongoing development of artwork is seen in the drawings and notes. 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: General Art Eighth Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 2A, 2C ○ Connect 10A Domain: Create Artwork: Organize and Develop
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Create 2D Media work (Drawing) <ul style="list-style-type: none"> ○ 1 point perspective ○ 2 point perspective ○ Still-Life ○ Surrealist theme ○ Conceptual ○ Representational Create 2D Wet Media work (Painting) <ul style="list-style-type: none"> ○ Color Scheme Painting (focus on color mixing) ○ Art History Themed Painting (focus of value change) ○ Conceptual ○ Representational Mixed Media <ul style="list-style-type: none"> ○ Elements of Design focus ○ Principles of Design Focus ○ Graphic Design (Group/individual Identity theme): <ul style="list-style-type: none"> ■ Illustration Project ■ sketchbook cover ■ Editorial Cartooning Create 3D Work (Sculpture) <ul style="list-style-type: none"> ○ Sheet Metal Bas-Relief Sculpture ○ Functional Object Sculpture
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing (Cr2A) <ul style="list-style-type: none"> ○ Media/materials: can demonstrate skill and control with dry media, wet media, mixed-media and 3d media that accomplishes their specific assigned/chosen objective. ○ Methods/approaches: can demonstrate skill and control in methods such as linear perspective, use of tone, atmospheric perspective, painterly and hard edge approaches, additive and subtractive sculpture that accomplishes their specific assigned/chosen objective. ● Select, organize, and design images and words to make visually clear and compelling presentations (Cr2C). <ul style="list-style-type: none"> ○ Elements: can identify and apply all elements of design (line, color, value, etc) in their creations. ○ Principles: can identify and apply principles of design (such as balance, emphasis, etc) in their creations. ● Participates in, summarizes and describes a collaborative project that reflects on and reinforces positive aspects of group identity. (Co10A) 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing (Cr2A) <ul style="list-style-type: none"> ○ Media/materials: can demonstrate limited skill and control with dry media, wet media, mixed-media and 3d media that partially accomplishes their specific assigned/chosen objective. ○ Methods/approaches: can demonstrate limited skill and control in methods such as linear perspective, use of tone, atmospheric perspective, painterly and hard edge approaches, and additive and subtractive sculpture. ● Select, organize, and design images and words to make visually clear and compelling presentations (Cr2C). <ul style="list-style-type: none"> ○ Elements: can identify and apply no more than five elements of design (line, color, value, etc) in their creations <ul style="list-style-type: none"> ○ Principles: can identify and apply isolated principles of design (such as balance, emphasis, etc) in their creations. ● Participates in and can only summarize a collaborative project that reflects on and reinforces positive aspects of group identity. (Co10A) 	

<p>1 Getting Started</p>	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing (Cr2A) <ul style="list-style-type: none"> ○ Media/materials: Very little skill and control with dry media, wet media, mixed-media and 3d media can be seen. ○ Methods/approaches: Very little skill and control in methods such as linear perspective, use of tone, atmospheric perspective, painterly and hard edge approaches, additive and subtractive sculpture can be seen in student work. ● Select, organize, and design images and words to make visually clear and compelling presentations (Cr2C). <ul style="list-style-type: none"> ○ Elements: can identify but not apply elements of design (line, color, value, etc) in their creations ○ Principles: can identify but not apply principles of design (such as balance, emphasis, etc) in their creations. ● Partially participates in a collaborative project that reflects on and reinforces positive aspects of group identity. (Co10A) 	
<p>LND</p>	<p>The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.</p>	

Grade Level/Course: General Art Eighth Grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Present 4A ○ Respond 7A, 7B Domain: Respond, Connect and Present Artwork
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Develop a class-wide criteria for personal art critique. Organize works created during the class for EOC summary/presentation ● Write reflections and critiques concerning the students own works’ ● Write reflections and critiques of artwork selected from art history. ● Write a compare and contrast reflection concerning one of the student’s own works to one from the catalog of art history. ● Respond to and discuss art period/artist videos and readings
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Develop and apply criteria for evaluating a collection of artwork for presentation (Pr4A). <ul style="list-style-type: none"> ○ Students can explain all the project submission criteria and why these things are important for displaying their work when turning in for evaluation. ● Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others (Re7A). <ul style="list-style-type: none"> ○ Students can list multiple characteristics governing aesthetic choice of an artwork’s culture and influences and explain the impact of these things on the importance and understanding of the artwork. ● Compare and Contrast contexts and media in which viewers encounter images that influence ideas, emotions, and/or actions <ul style="list-style-type: none"> ○ Students will fully participate in a compare and contrast event that discusses the who, what, why, when, where, and how of an artwork. 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Develop and apply criteria for evaluating a collection of artwork for presentation (Pr4A). <ul style="list-style-type: none"> ○ Students can explain the project submission criteria but can not justify why these things are important for displaying their work when turning in for evaluation. ● Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others (Re7A). <ul style="list-style-type: none"> ○ Students can list multiple characteristics governing aesthetic choice of an artwork’s culture and influences, but struggle to explain the impact of these things on the importance and understanding of the artwork. ● Compare and Contrast contexts and media in which viewers encounter images that influence ideas, emotions, and/pr actions <ul style="list-style-type: none"> ○ Students will participate in a compare and contrast event that covers the who, what, when, where but struggles with the why and how of an artwork. 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.	

	<ul style="list-style-type: none"> ● Develop and apply criteria for evaluating a collection of artwork for presentation (Pr4A). <ul style="list-style-type: none"> ○ Students can only explain partial project submission criteria for displaying their work when turning in for evaluation. ● Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others (Re7A). <ul style="list-style-type: none"> ○ Students can only create a partial list of characteristics governing aesthetic choice of an artwork's culture and influences when considering the importance and understanding of the artwork. ● Compare and Contrast contexts and media in which viewers encounter images that influence ideas, emotions, and/or actions <ul style="list-style-type: none"> ○ Students will participate in a compare and contrast event that only covers the who, when, where of an artist and work. 	
LND	<p>The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.</p>	

Introduction to Art

Course Overview

Grade level(s): 9-12

Credits earned: .5 (semester)

Prerequisite: none; this course may NOT be taken concurrently with any other art course as it is a prerequisite for all intermediate art courses.

Course Description

This course is a foundation for all courses in the art department. Its purpose is to expose the student to basic art concepts and processes such as drawing, painting, sculpture, ceramics, etc. This course is a prerequisite for all intermediate courses in the art department (World Art, Drawing/Painting, Digital Art and Design, and Ceramics/Sculpture).

Transfer Goals

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards for Visual Arts](#) (*H.S. Proficient*)

- **Create:** Conceiving and developing new artistic ideas and work.
 1. Generate and conceptualize artistic ideas and work.
 - A - Use multiple approaches to begin creative endeavors.
 - B - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
 2. Organize and develop artistic ideas and work.
 - A - Engage in making a work of art or design with a preconceived plan.
 - B - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
 - C - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place

3. Refine and complete artistic work.
 - A - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- **Present:** Realizing, interpreting and sharing artistic work.
 4. Select, Analyze, and interpret artistic work for presentation.
 - A - Analyze, select, and curate artifacts and/or artworks for presentation and preservation
 5. Develop and refine artistic techniques and work for presentation.
 - A - Analyze and evaluate the reasons and ways an exhibition is presented.
 6. Convey meaning through the presentation of artistic work.
 - A - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- **Respond:** Understanding and evaluating how the arts convey meaning.
 7. Perceive and analyze artistic work.
 - A - Hypothesize ways in which art influences perception and understanding of human experiences.
 - B - Analyze how one's understanding of the world is affected by experiencing visual imagery.
 8. Interpret intent and meaning in artistic work.
 - A - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 9. Apply criteria to evaluate artistic work.
 - A - Establish relevant criteria in order to evaluate a work of art or collection of works.
- **Connect:** Relating artistic ideas and work with personal meaning and external context.
 10. Synthesize and relate knowledge and personal experiences to make art.
 - A - Document the process of developing ideas from early stages to fully elaborated ideas.
 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
 - A - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit 1: Elements of Art

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create: 1A, 2A ○ Present: 4A, 5A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists use the Elements of Art to communicate with their audience ● All artwork is made of the Elements of Art ● Artists make decisions about how to use those Elements in their artwork 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● Which Elements can I use in my art to communicate my ideas? ● How do artists make decisions about what Elements to use in their work? ● Why do artists make their decisions about how to use the Elements in their artwork?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Demonstrate understanding of the Elements of Art: <ul style="list-style-type: none"> ○ Line - variety/direction, organic/geometric, expressive/descriptive ○ Shape- Drawing, cutting ○ Form - three-dimensional sculpture, illusion of 3D objects ○ Value - scales, hatching, shading ○ Space - fore, middle, background, atmospheric perspective ○ Texture - implied/actual ○ Color - theory, color wheel ● Create an artwork using all seven Elements of Art ● Explain their choices in their artwork 		
Unit Duration:		
Ongoing		

Unit 2: Composition

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 3A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Composition in art is the way in which different elements of an artwork are combined ● The way The Elements of Art are arranged creates a cohesive piece that guides the viewer's eye through the artwork 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● Subject Matter-how does the composition support and enhance meaning? ● Sketching and thumbnails: How do I experiment with different compositional ideas before committing to a final piece?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Demonstrate an understanding of how to create a composition using: <ul style="list-style-type: none"> ○ Creating a focal point ○ Overlapping ○ Size Variety ○ Cropping ○ Filling the space 		
Unit Duration:		
Ongoing		

Unit 3: Media Studies/Studio Skills

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B ○ Connect 10A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists use different tools within their studio space. ● Different media options are available to create artwork. ● Tools and materials must be cared for and used appropriately. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do you maintain a studio space? ● How do artists choose different media based on the artwork they are creating? ● What outcomes will you get with different media?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Recognize studio tools and materials ● Properly care for and store materials ● Use media and mark making tools in an appropriate and effective manner ● Choose media based on the preferred outcome of the project/artwork ● Create 3D forms out of sculptural materials 		
Unit Duration:		
Ongoing		

Unit 4: Art Styles

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 2B ○ Present 4A ○ Respond 7A ○ Connect 10A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artwork can take a variety of forms ● Each style of art has different characteristics that define it ● The artist's choice of style is another tool for communicating information to the viewer 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What are the characteristics of different art styles? ● Why does an artist choose one art style or another? ● How are 2D and 3D artworks similar or different?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify and demonstrate abstract and non-objective art ● Identify and demonstrate realism by drawing from observation ● Identify the subject of an artwork ● Understand the difference between still life, landscape, and portrait ● Create a collage and/or a sculpture ● Understand that sculpture is meant to be seen in the round and interact with its environment 		
Unit Duration:		
Ongoing		

Unit 5: Artists/Art History/Connecting to the real world

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Respond 7A, 7B, 8A, 9A ○ Connect 11A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Art is an essential part of their everyday life. Art and design are present everywhere ● Historically significant pieces of art are relevant in the present day ● Artists make thoughtful choices when creating their art ● Works of art have depth beyond the straightforward visual (symbolism) 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What art do I interact with on a daily basis? ● How is the artwork relevant to my experience? ● How is this artwork culturally or historically significant?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Understand that artists make choices with intention ● Be able to identify how art in use outside of the classroom ● Make connections between art history/historical contexts and their own experiences. ● Understand why historically significant pieces of art are relevant today. 		
Unit Duration:		
Ongoing		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Elements of Art	<ul style="list-style-type: none"> • Elements of Art/KQED Art School 	<ul style="list-style-type: none"> • Line - variety/direction, organic/geometric, expressive/descriptive • Shape- Drawing, cutting • Form - three-dimensional • Value - scales, hatching, shading • Space - fore, middle, background, atmospheric perspective • Texture - implied/actual • Color - theory, color wheel, 	<ul style="list-style-type: none"> • Create an artwork demonstrating all seven Elements of Art (ex. One large line drawing, divide into seven, demonstrate a different Element and medium in each section)
	Composition		<ul style="list-style-type: none"> • Creating a focal point • Overlapping • Size Variety • Cropping • Filling the space 	<ul style="list-style-type: none"> • Create an artwork demonstrating understanding of composition (ex. Forms in Space: creating the illusion of 3D forms on black paper to make them look like they are floating in space)
	Media Studies/studio skills		<ul style="list-style-type: none"> • Getting out appropriate materials • Cleaning and putting away materials • Creating value with a pencil • Mixing paint to create new colors • How to make controlled marks with a paintbrush • Accurately and efficiently cut with scissors and Xacto knives • Using appropriate gluing techniques • Using a ruler • Creating 3-d forms out of sculpture materials including clay, paper mache, plaster, metal and wood. 	<ul style="list-style-type: none"> • Create a non-objective art work using geometric and organic shapes, divided into sections to be completed in different media (example media include-pencil(values), colored pencil, watercolor pencil, watercolor, collage, marker/sharpie/ink)
	Art styles	<ul style="list-style-type: none"> • Art Styles in 10 minutes 	<ul style="list-style-type: none"> • What is abstract and non-objective art • Realism/drawing from observation • What is the subject of an artwork • What is a still life, landscape, and portrait • Collage • Sculpture 	<ul style="list-style-type: none"> • Create a sculpture that demonstrates understanding of 3D art (ex. Paper mache or found object sculptures, or a small ceramic sculpture with limited amount of clay)

Intro to Art

	Artists/art history/connecting to the real world	<ul style="list-style-type: none">• Various district approved websites	<ul style="list-style-type: none">• Artists make choices with intention• Art in use outside of the classroom	<ul style="list-style-type: none">• Artist Posters (Current/working, Historical etc) Research an artist and create a poster in google drawings that includes 3 pieces of info about them, 3 photos of their art work, a photo of the artist, and is thoughtfully designed showing your understanding of composition, creating a visually interesting poster.
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Proficiency Scales for Introduction to Art

Grade Level/Course: 9th - 12th Introduction to Art	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 1B Domain: Create: Investigation	
Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Shade a sphere with pencil ● Create a value scale with watercolor ● Take a picture of artwork cropped, in-focus, and well-lit ● Mix tempera paint for a color wheel ● Create a pinch pot from clay ● Paper-mache a form
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Demonstrates an understanding of the media and processes presented during instruction: <ul style="list-style-type: none"> ○ 2D Media: <ul style="list-style-type: none"> ■ Makes controlled and accurate marks ■ Creates a wide range of values ■ Creates the illusion of texture and form ■ Mixes and applies color evenly ○ 3D Media: <ul style="list-style-type: none"> ■ Create a free-standing form ● Accurately uses art vocabulary: <ul style="list-style-type: none"> ○ The Elements of Art (Line, Shape, Color, Value, Space, Texture, Form) ○ Art tools (ex. glaze, tempera, palette, etc.) 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Demonstrates an understanding of the media and processes presented during instruction: <ul style="list-style-type: none"> ○ 2D Media: Creates with intention <ul style="list-style-type: none"> ■ Marks, Values, Textures and forms, Colors ○ 3D Media: <ul style="list-style-type: none"> ■ Can create a form ● Demonstrates understanding of art vocabulary: <ul style="list-style-type: none"> ○ The Elements of Art (Line, Shape, Color, Value, Space, Texture, Form) ○ Art tools (ex. glaze, tempera, palette, etc.) 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ○ 2D Media: Identifies - <ul style="list-style-type: none"> ■ Marks, Values, Texture , Color ○ 3D Media: Identifies form 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: 9th - 12th Introduction to Art	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 2A, 2B, 2C, 3A Domain: Create: Skill Acquisition
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	<ul style="list-style-type: none"> ● Create a pinch pot ● Create a tempera or watercolor painting ● Create a still life drawing ● Create a landscape ● Create a non-objective artwork ● Create an artwork in 1-point perspective ● Create an artwork using color schemes
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Can use skills acquired during investigation to create a completed artwork that demonstrates: <ul style="list-style-type: none"> ○ Attention to detail and craftsmanship ● Can use tools and materials effectively for the intended outcome. 	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Can use skills acquired during investigation to create a completed artwork that: <ul style="list-style-type: none"> ○ Demonstrates intentional use of the Elements of Art ○ Shows understanding of composition ● Can use tools and materials/media appropriately and safely 	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. <ul style="list-style-type: none"> ● Can use skills acquired during investigation to create an artwork that demonstrates the Elements of Art ● Identifies tools and media 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: 9th - 12th Introduction to Art	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Respond 7A, 7B, 8A, 9A Domain: Responding
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Student critiques with classmates using prompts such as: <ul style="list-style-type: none"> ○ What did you like in the artwork? What are its strengths? ○ What revision would you suggest? OR Ask the artist a question about their artwork. ○ Give the artist a suggestion on what to do next. ● Display and discuss artists with relevant artwork for the current project and/or concept
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Can analyze artwork by established historical and contemporary artists from a variety of cultural backgrounds, and hypothesize the artist’s intent. ● Can give constructive feedback to fellow students with prompts. ● Can create a unique work of art. 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Describes surface-level features such as color or subject matter without deeper analysis. ● Artwork is not an exact copy, but it is derivative of other people’s artwork 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Identify popular, very well-known artwork ● Artwork is not an original piece of artwork or does not meet the level 3 standard for skill 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: 9th - 12th Introduction to Art	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Present 4A, 5A, 6A ○ Connect 10A, 11A Domain: Connecting & Presenting
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	<ul style="list-style-type: none"> ● Writing artist statements at the end of projects to explain their ideas and how they are demonstrated in the artwork
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Can explain their ideas and how they communicated those ideas through their artwork in a meaningful and personal way 	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Can connect ideas to their artwork but struggles to cite their artwork in their explanation. 	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. <ul style="list-style-type: none"> ● Can describe their own artwork 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Ceramics and Sculpture

Course Overview

Grade level(s): 9-12

Credits earned: .5

Prerequisite: Introduction to Art; course may NOT be taken concurrently with Introduction to Art

Course Description

This course includes an exploration of basic sculptural and ceramic techniques, with an emphasis on design and sculptural composition. Students will learn to make art with a wide variety of materials and techniques such as plaster, wood, metal, clay, and mixed media.

Transfer Goals

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards for Visual Arts](#) (*H.S. Proficient*)

- **Create:** Conceiving and developing new artistic ideas and work.
 1. Generate and conceptualize artistic ideas and work.
 - A - Use multiple approaches to begin creative endeavors.
 - B - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
 2. Organize and develop artistic ideas and work.
 - A - Engage in making a work of art or design without having a preconceived plan.
 - B - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
 - C - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place

3. Refine and complete artistic work.
 - A - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- **Present:** Realizing, interpreting and sharing artistic work.
 4. Select, Analyze, and interpret artistic work for presentation.
 - A - Analyze, select, and curate artifacts and/or artworks for presentation and preservation
 5. Develop and refine artistic techniques and work for presentation.
 - A - Analyze and evaluate the reasons and ways an exhibition is presented.
 6. Convey meaning through the presentation of artistic work.
 - A - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- **Respond:** Understanding and evaluating how the arts convey meaning.
 7. Perceive and analyze artistic work.
 - A - Hypothesize ways in which art influences perception and understanding of human experiences.
 - B - Analyze how one's understanding of the world is affected by experiencing visual imagery.
 8. Interpret intent and meaning in artistic work.
 - A - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 9. Apply criteria to evaluate artistic work.
 - A - Establish relevant criteria in order to evaluate a work of art or collection of works.
- **Connect:** Relating artistic ideas and work with personal meaning and external context.
 10. Synthesize and relate knowledge and personal experiences to make art.
 - A - Document the process of developing ideas from early stages to fully elaborated ideas.
 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
 - A - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit 1: Ceramics Skills and Techniques

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2C ○ Present 4A, 5A ○ Connect 10A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Clay is a medium used to make artwork ● There are multiple ways and processes to use clay and ceramics ● An organized and orderly workspace is crucial for success when working with clay. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What techniques can I use to create a work of ceramic art? ● What processes can I use while working with ceramic materials? ● How do I maintain a workspace with ceramic materials?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Effectively use clay to create artwork. ● Understand complex processes involved in creating ceramics works. ● Use ceramic vocabulary when discussing materials, their work, and workspace. ● Understand how to maintain their workspace while using clay. 		
Unit Duration:		
Ongoing		

Unit 2: Sculpture Skills/Technical

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2C ○ Present 4A, 5A ○ Connect 10A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● There are many ways to create 3D works of art. ● How to construct a 3D work of art using a variety of media such as plaster, glass, wood, metal, found objects, etc. ● An organized and orderly workspace is crucial for success when working with clay and other 3D materials. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What techniques can I use to create a work of 3D art? ● What processes can I use while working with 3D materials? ● How do I maintain a workspace with 3D materials?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Effectively use a variety of sculptural media (paper mache, plaster, found objects, wood, metal, glass, etc.) ● Use accurate vocabulary when discussing 3D materials, artwork, and processes. ● Safely use relevant tools/materials 		
Unit Duration:		
Ongoing		

Unit 3: Ideation and Creativity

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A,1B, 2A, 2B, 2C, 3A ○ Present 4A, 5A, 6A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● There are multiple ways to create 3D work. ● What process and technique are the most effective at creating 3D work to get their desired outcome. ● How to utilize multiple techniques while working with 3D materials. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What media or technique would be most appropriate for my original idea? ● How can I use my own creativity to design a sculpture that will be successful within the limits of this material? ● What do I need to know about the processes and materials to be successful?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Be able to use acquired knowledge of cer/sculpture techniques to create projects of their own design, staying within the parameters of the given media ● Thoughtfully plan out 3D works of art 		
Unit Duration:		
Ongoing		

Unit 4: Cultural Relevance

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Responding 7A, 7B, 8A, 9A ● Connecting 10A, 11A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Different cultures create art. ● Art is rooted in traditions, geography, and cultures from all around the world and throughout history. ● They are able to appropriately display cultural influences within their own art. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How does culture influence artwork? ● How does artwork reflect heritage and traditions? ● How can I respect cultural and geographical differences?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Students will be exposed to different cultures and traditions and their use of sculpture/ceramics ● Students have a general understanding of the vast history of functional and sculptural pottery across the globe 		
Unit Duration:		
Ongoing		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Ceramics-Skills/Technical	Clay Ceramic tools (rolling pin, loop tool, needle tool, rib, etc.) Youtube videos & teacher made videos	<ul style="list-style-type: none"> Effectively using clay to create artwork Understanding processes involved in creating ceramics works Be able to use ceramics vocabulary accurately Understand how to maintain their workspace while using clay 	<ul style="list-style-type: none"> Review the stages of clay work Create a work of art using handbuilding techniques (coil, slab, pinch) Glazing and finishing techniques
Ongoing	Sculpture-Skills/Technical	Plaster Paper Mache Cardboard Glass Metal/wire Sculpture tools (canary saw, cardboard scissors, sandpaper/rasps, pliers, etc.) Youtube and teacher made videos	<ul style="list-style-type: none"> Effectively using a variety of sculptural media (paper mache, plaster, found objects, wood, metal, glass, etc.) Be able to use relevant vocabulary Safely use relevant tools/materials 	<ul style="list-style-type: none"> Create works of art using the various sculptural materials covered in a given lesson
Ongoing	Ideation/Creativity	Sketchbook or other note taking device	<ul style="list-style-type: none"> Students will be able to use acquired knowledge of cer/sculp techniques to create projects of their own design, staying within the parameters of the given media Students will thoughtfully plan out 3D works of art 	<ul style="list-style-type: none"> Sketchbook/plan sheets Unique & creative. The artwork shows the artist's style and personality.
Ongoing	Cultural Relevance of Cer/Sculp	Teacher made videos & Slide shows Youtube videos	<ul style="list-style-type: none"> Students will be exposed to different cultures and traditions and their use of sculpture/ceramics Students have a general understanding of the vast history of functional and sculptural pottery across the globe 	<ul style="list-style-type: none"> Class participation Artist's statements

Proficiency Scales for Ceramics and Sculpture

Grade Level/Course: 9th-12th Ceramics and Sculpture	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 1B Domain: Create: Investigation
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Sketchbooks ● Plan sheets ● Demos & quick media studies ● maquettes
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Can generate an original idea through research and sketching to create a sculpture 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Generate an idea and create sculpture based on plan ● Understands vocabulary specific to ceramics and sculpture, such as score and slip, kiln, bisque, fusing, armature, maquette, etc. 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Generate an idea ● Has knowledge of basic art media and techniques used in Intro to Art 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course: 9th - 12th Ceramics and Sculpture</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 2A, 2B, 2C, 3A <p>Domain: Create: Skill Acquisition</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	<ul style="list-style-type: none"> ● Ceramics (clay) ● Plaster ● Paper Mache ● Mixed Media ● Glass ● Assemblage
3 On Target	<p>To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Can use skills acquired during investigation to create a completed 3D work of art that demonstrates their knowledge of sculptural media 	
2 In Progress	<p>To achieve a 2, the "in progress" (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Can use skills acquired during investigation to create a 3D form <ul style="list-style-type: none"> ○ Coils, slab, pinch, score and slip ○ Plaster techniques ○ Paper Mache techniques ○ Multimedia techniques 	
1 Getting Started	<p>To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal.</p> <ul style="list-style-type: none"> ● Create a 3D form 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: 9th - 12th Ceramics and Sculpture	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Respond 7A, 7B, 8A Domain: Responding
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Student critiques with classmates using prompts such as: <ul style="list-style-type: none"> ○ What did you like in the artwork? What are its strengths? ○ What revision would you suggest? OR Ask the artist a question about their artwork. ○ Give the artist a suggestion on what to do next.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Can give constructive feedback to fellow students with prompts. <ul style="list-style-type: none"> ○ Description of artwork ○ Analyze artwork ○ Interpret the artwork ○ Evaluate the artwork 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Can give superficial (not deep and meaningful) feedback on artwork ● Artwork is not an exact copy, but it is derivative of other people’s artwork 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Artwork is highly derivative of or copied from another piece of artwork, media, or existing property. 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course: 9-12 grade</p> <p>Ceramics and Sculpture</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Present 4A, 5A, 6A ○ Connect 10A, 11A <p>Domain: Connecting & Presenting</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	<ul style="list-style-type: none"> ● Artist's statement
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Can explain their ideas and how they communicated those ideas through their artwork in a meaningful and purposeful way 	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Can connect ideas to their artwork 	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. <ul style="list-style-type: none"> ● Can describe their own work 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Advanced Ceramics and Sculpture

Course Overview

Grade level(s): 9-12

Credits earned: .5 (semester)

Prerequisite: Introduction to Art and Ceramics/Sculpture; course may NOT be taken concurrently with Ceramics/Sculpture

Course Description

This course is a continuation of Ceramics and Sculpture. Students will experiment with hand-building and wheel-throwing ceramic forms. This course may be repeated for an elective credit.

Transfer Goals

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards for Visual Arts](#) (H.S. Accomplished)

- **Create:** Conceiving and developing new artistic ideas and work.
 1. Generate and conceptualize artistic ideas and work.
 - A - Use multiple approaches to begin creative endeavors.
 - B - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
 2. Organize and develop artistic ideas and work.
 - A - Engage in making a work of art or design without having a preconceived plan.
 - B - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
 - C - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place

- 3. Refine and complete artistic work.
 - A - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- **Present:** Realizing, interpreting and sharing artistic work.
 - 4. Select, Analyze, and interpret artistic work for presentation.
 - A - Analyze, select, and curate artifacts and/or artworks for presentation and preservation
 - 5. Develop and refine artistic techniques and work for presentation.
 - A - Analyze and evaluate the reasons and ways an exhibition is presented.
 - 6. Convey meaning through the presentation of artistic work.
 - A - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- **Respond:** Understanding and evaluating how the arts convey meaning.
 - 7. Perceive and analyze artistic work.
 - A - Hypothesize ways in which art influences perception and understanding of human experiences.
 - B - Analyze how one's understanding of the world is affected by experiencing visual imagery.
 - 8. Interpret intent and meaning in artistic work.
 - A - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 - 9. Apply criteria to evaluate artistic work.
 - A - Establish relevant criteria in order to evaluate a work of art or collection of works.
- **Connect:** Relating artistic ideas and work with personal meaning and external context.
 - 10. Synthesize and relate knowledge and personal experiences to make art.
 - A - Document the process of developing ideas from early stages to fully elaborated ideas.
 - 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
 - A - Describe how knowledge of culture, traditions, and history may influence personal responses to art.
-

Unit 1: Ceramics Skills and Techniques

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2C ○ Present 4A, 5A ○ Connect 10A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Clay is a medium used to make artwork ● There are multiple ways and processes to use clay and ceramic 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What ceramics skills and techniques can I use to create a work of art?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Effectively use clay to create artwork ● Understanding complex processes involved in creating ceramics works ● Be able to use ceramics vocabulary accurately ● Understand how to maintain their workspace while using clay 		
Unit Duration:		
Ongoing		

Unit 2: Sculpture Skills and Techniques
Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2C ○ Present 4A, 5A ○ Connect 10A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● There are many ways to create 3D works of art. ● How to construct a 3D work of art using a variety of media such as plaster, glass, wood, metal, found objects, etc. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What materials would be most appropriate to achieve the desired result in a sculpture. ● What skills and techniques are necessary to create a sculpture safely and effectively.
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Effectively use a variety of sculptural media (paper mache, plaster, found objects, wood, metal, glass, etc.) ● Be able to use relevant vocabulary ● Safely use relevant tools/materials 		
Unit Duration:		
Ongoing		

Unit 3: Ideation and Creativity***Desired Results***

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A,1B, 2A, 2B, 2C, 3A ○ Present 4A, 5A, 6A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● They can now apply the techniques they know to create their own original works of art 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What media or technique would be most appropriate for my original idea? ● How can I use my own creativity to design a sculpture that will be successful within the limits of this material?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Be able to use acquired knowledge of ceramic/sculpture techniques to create projects of their own design, staying within the parameters of the given media ● Thoughtfully plan out 3D works of art 		
Unit Duration:		
Ongoing		

Unit 4: Cultural Relevance

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Responding 7A, 7B, 8A, 9A ○ Connecting 10A, 11A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Art has cultural, religious, geographical, and economic significance ● Art is rooted in traditions, geography, and cultures from all around the world and throughout history and this influences the art being made today. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How does culture influence artwork? ● How does artwork reflect heritage and traditions? (different cultures/people groups from C & S) ● How can I respect cultural and geographical differences?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Students will be exposed to different cultures and traditions and their use of sculpture/ceramics ● Students have a general understanding of the vast history of functional and sculptural pottery across the globe 		
Unit Duration:		
Ongoing		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Ceramics-Skills/Technical	Clay Wheels	<ul style="list-style-type: none"> • Can choose from a range of materials to generate an original idea and create sculpture • Can choose from a range of methods to demonstrate advanced ceramics and sculpture techniques. For example, throwing on the wheel or glaze experimentation • Learn to throw on the wheel 	<ul style="list-style-type: none"> • Create original works of art using acquired knowledge of techniques (coil, slab, pinch, wheel throwing)
Ongoing	Sculpture-Skills/Technical	clay, plaster, paper mache, found objects	<ul style="list-style-type: none"> • Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in ceramics and sculpture media (clay, plaster, paper mache, found objects, etc. 	<ul style="list-style-type: none"> • Create original works of art using the acquired knowledge various sculptural materials
Ongoing	Ideation/Creativity	clay, plaster, paper mache, found objects	<ul style="list-style-type: none"> • Students will be able to use acquired knowledge of cer/sculp techniques to create projects of their own design, staying within the parameters of the given media • Students will thoughtfully plan out 3D works of art 	<ul style="list-style-type: none"> • Sketchbook • Rubric: Unique & creative. The artwork shows the artist's style and personality.
Ongoing	Cultural Relevance of Cer/Sculp	clay, plaster, paper mache, found objects	<ul style="list-style-type: none"> • Students will be exposed to different cultures and traditions and their use of sculpture/ceramics • Students have a general understanding of the vast history of functional and sculptural pottery across the globe 	<ul style="list-style-type: none"> • Class participation • Artist's statements

Proficiency Scales for Advanced Ceramics and Sculpture

<p>Grade Level/Course: 9-12th</p> <p>Advanced Ceramics and Sculpture</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 1B <p>Domain: Create: Investigation</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Sketchbooks ● Plan sheets ● Quick media studies
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Can choose from a range of materials to generate an original idea and create sculpture ● Can choose from a range of methods to demonstrate advanced ceramics and sculpture techniques. For example, throwing on the wheel or glaze experimentation 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Generate an original idea and create a sculpture based on a ● Demonstrates understanding of advanced ceramics and sculpture techniques and vocabulary 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Generates an idea ● Demonstrates understanding of basic ceramics and sculpture techniques and vocabulary used in Cer/Scup 1 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course: 9-12 grade</p> <p>Advanced Ceramics and Sculpture</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 2A, 2B, 2C, 3A <p>Domain: Create: Skill Acquisition</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Ceramics (clay) ● Plaster ● Paper mache ● Mixed media ● Glass ● Assemblage ● Wood ● Metal
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in ceramics and sculpture media (clay, plaster, paper mache, found objects, etc.) 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Can use skills acquired during investigation to create a form 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Create a 3D form 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course: 9-12 grade</p> <p>Advanced Ceramics and Sculpture</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Respond 7A, 7B, 8A <p>Domain: Responding</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Student critiques with classmates using prompts such as: <ul style="list-style-type: none"> ○ What did you like in the artwork? What are its strengths? ○ What revision would you suggest? OR Ask the artist a question about their artwork. ○ Give the artist a suggestion on what to do next.
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Can give constructive feedback through analyzing, interpreting, and evaluating the artwork of fellow students with prompts <ul style="list-style-type: none"> ○ Respectful criticism/critique ○ State what is successful and why ○ Make thoughtful suggestions 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Can analyze the artwork 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Can provide a description about what is visually evident in the artwork 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course: 9-12 grade</p> <p>Advanced Ceramics and Sculpture</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Present 4A, 5A, 6A ○ Connect 10A, 11A <p>Domain: Connecting & Presenting</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Artist’s statement
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Can explain their ideas and how they communicated those ideas through their artwork by analyzing, selecting and curating their research materials. 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Can connect ideas to their artwork 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Can describe their own work 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Digital Art and Design

Course Overview

Grade level(s): 9-12

Credits earned: .5

Prerequisite: Introduction to Art; course may NOT be taken concurrently with Introduction to Art.

Course Description

This course is an introduction to creating art and graphic design using technology such as drawing tablets and design software. Students will learn about the applications of digital art in marketing and commercial design, how to translate their art skills into a digital media, and how to effectively communicate visually with audiences through the application of the Principles of Design.

Transfer Goals

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards for Visual Arts](#) (*H.S. Proficient*)

- **Create:** Conceiving and developing new artistic ideas and work.
 1. Generate and conceptualize artistic ideas and work.
 - A - Use multiple approaches to begin creative endeavors.
 - B - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
 2. Organize and develop artistic ideas and work.
 - A - Engage in making a work of art or design with a preconceived plan.
 - B - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.

- C - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place
- 3. Refine and complete artistic work.
 - A - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- **Present:** Realizing, interpreting and sharing artistic work.
 - 4. Select, Analyze, and interpret artistic work for presentation.
 - A - Analyze, select, and curate artifacts and/or artworks for presentation and preservation
 - 5. Develop and refine artistic techniques and work for presentation.
 - A - Analyze and evaluate the reasons and ways an exhibition is presented.
 - 6. Convey meaning through the presentation of artistic work.
 - A - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- **Respond:** Understanding and evaluating how the arts convey meaning.
 - 7. Perceive and analyze artistic work.
 - A - Hypothesize ways in which art influences perception and understanding of human experiences.
 - B - Analyze how one's understanding of the world is affected by experiencing visual imagery.
 - 8. Interpret intent and meaning in artistic work.
 - A - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 - 9. Apply criteria to evaluate artistic work.
 - A - Establish relevant criteria in order to evaluate a work of art or collection of works.
- **Connect:** Relating artistic ideas and work with personal meaning and external context.
 - 10. Synthesize and relate knowledge and personal experiences to make art.
 - A - Document the process of developing ideas from early stages to fully elaborated ideas.
 - 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
 - A - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit 1: Principles of Design
Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A ○ Present 4A ○ Respond 7B, 8A ○ Connect 10A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The Principles of Design help graphic designers organize the elements into an effective composition. ● An effective composition communicates information to the viewer in a visually appealing and on-brand way. ● Graphic designers must be proficient in a variety of technology and art skills in order to do their jobs. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do I create an effective composition? ● How do I visually communicate information to my audience? ● What tools do I use to create my designs?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Understand the 7 Principles of Art and how they apply specifically to composition in graphic design ● Demonstrate all 7 Principles in an artwork ● Connect the Principles of Design to effective composition ● Learn how to use design programs and tools available for students in this course 		
Unit Duration:		
Ongoing		

Unit 2: Typography
Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 3A ○ Present 4A, 6A ○ Respond 7B, 9A ○ Connect 10A, 11A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Graphic Designers select fonts in order to communicate specific ideas to their audience. ● Font has connections to history, culture, and aesthetics. ● Font is an important element of a design. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● Which font(s) do I select for my project? ● How do I know which fonts will communicate my intended purpose? ● How do I use fonts effectively in my project?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Understand vocabulary describing different aspects of Typography, i.e. serif, sans serif, display, leading, kerning, tracking ● Understand which types of fonts are more effective for which purposes (i.e. when to use a display font vs a serif font vs a san serif font) ● Demonstrate effective selection and utilization of font ● Create a text-based artwork that uses primarily font and composition to communicate an intended purpose or idea 		
Unit Duration:		
Ongoing		

Unit 3: Commercial Art

Desired Results

Standards	Enduring Understandings	Essential Questions
Missouri Learning Standards for Visual Arts <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 2C, 3A ○ Present 6A ○ Respond 7A, 7B ○ Connect 10A, 11A 	<i>Students will understand that...</i> <ul style="list-style-type: none"> ● We live in a man-made world that has been shaped by graphic designers. ● The term ‘commercial art’ is artwork with the purpose of selling or marketing a product or service, i.e. advertising, packaging, and logos. 	<i>Students will consider...</i> <ul style="list-style-type: none"> ● Where do I see Graphic Design in my daily life? ● How do I respond to different design styles in my buying habits? ● How do I create a visual brand or identity? ● How do I communicate my brand in different types of commercial art?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Understand we live in a man-made world that has been shaped by graphic designers ● Understand the term ‘commercial art’ to be artwork with the purpose of selling or marketing a product or service, i.e. advertising, packaging, and logos ● Identify effective designs in commercial art and how they affect the consumer’s attitudes and buying habits ● Learn how to communicate and appeal to an audience through design and composition choices ● Demonstrate the ability to create effective commercial art but creating a visual brand and marketing material for it 		
Unit Duration:		
Ongoing		

Unit 4: Careers in Graphic Design

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 3A ○ Present 4A, 6A ○ Respond 7B, 9A ○ Connect 10A, 11A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Graphic Designers work on a variety of projects. ● The path to becoming a Graphic Designer can look different for different people, but designers must be creative, collaborative, and self-motivated. ● Designers must be good communicators in order to work with clients and colleagues on projects. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What does a Graphic Designer do? ● How does a person become a Graphic Designer? ● What skills does a Graphic Designer need? ● How do I communicate my ideas to a client in an effective way?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Understand what a graphic designer does and the many different types of graphic designers there are ● Understand professional standards for deadlines, intellectual property (IP), and plagiarism ● Research and learn about the different projects graphic designers work on, including their day-to-day work, networking, preparation, and creation of artwork ● Develop a project and present it to an audience, explaining why their designs are the best fit for the project 		
Unit Duration:		
Ongoing		

Unit 5: Design your own project
Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 3A ○ Present 4A, 5A, 6A ○ Respond 7B, 9A ○ Connect 10A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● A graphic designer must be able to work from an external prompt or concept and design a project using their own criteria to evaluate its effectiveness. ● A graphic designer must be able to present multiple options for clients. ● Both mock-ups and completed projects must demonstrate the designer’s creativity, skill, and understanding of the intent/purpose of the artwork. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do I develop a project from start to finish? ● How do I evaluate my own work for strengths and areas that need revision? ● How do I revise my work in response to feedback? ● Why does a graphic designer have to create multiple versions of their designs? ● How do I know when a project is done?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Reinforce the many different types of projects graphic designers work on ● Working from a prompt, design their own project that demonstrates understanding of images, typography, Principles of Design, and how to communicate visually to an intended audience ● Create a variety of versions of a project for a client ● Explain how their project and their creative decisions effectively communicate their ideas/product/brand to their intended audience 		
Unit Duration:		
Ongoing		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	The Principles of Design	Drawing tablets iPads PC computers Adobe Suite Kleki Sketchpad Procreate Google Suite YouTube tutorials Teacher made videos	<ul style="list-style-type: none"> ● Understand the 7 Principles of Art and how they apply specifically to composition in graphic design ● Demonstrate all 7 Principles in an artwork ● Connect the Principles of Design to effective composition ● Learn how to use design programs and tools available for students in this course 	<ul style="list-style-type: none"> ● Create digital artworks, for example: ● A sticker collection that must share enough common design elements to make it look like a collection, but each sticker must demonstrate a different Principle of Design ● Create a design for each principle using the letters in the word to demonstrate it.
	Typography		<ul style="list-style-type: none"> ● Understand vocabulary describing different aspects of Typography, i.e. serif, sans serif, display, leading, kerning, tracking ● Understand which types of fonts are more effective for which purposes (i.e. when to use a display font vs a serif font vs a san serif font) ● Demonstrate using font to communicate an intended purpose or idea 	<ul style="list-style-type: none"> ● Create text-based artworks, for example: ● 3 signs for 3 different restaurants. Each restaurant has the same name and students must communicate what kind of restaurant it is through font, color, and basic shapes ● Design a concert poster- you must include the band's name, the venue, date, and time.
	Commercial Art		<ul style="list-style-type: none"> ● Understand we live in a man-made world that has been shaped by graphic designers ● Understand the term 'commercial art' to be artwork with the purpose of selling or marketing a product or service, i.e. advertising, packaging, and logos ● Identify effective designs in commercial art and how they affect the consumer's attitudes and buying habits ● Learn how to communicate and appeal to an audience through design and composition choices ● Demonstrate the ability to create effective commercial art but creating a visual brand and marketing material for it 	<ul style="list-style-type: none"> ● Create commercial artwork for a brand, company, or organization students invent. For example: ● Create a style guide and logo for a original company or organization ● Create an advertisement or poster marketing your brand ● Create a packaging design for a product your company creates ● Create a new piece of merch for the school that you would actually wear

	<p>Professions in Graphic Design</p>		<ul style="list-style-type: none"> • Understand what a graphic designer does and the many different types of graphic designers there are • Understand professional standards for deadlines, intellectual property (IP), and plagiarism • Research and learn about the different projects graphic designers work on, including their day-to-day work, networking, preparation, and creation of artwork • Develop a project and present it to an audience, explaining why their designs are the best fit for the project 	<ul style="list-style-type: none"> • Develop a project and pitch it to potential investors/clients, for example: • Learn about what graphic designers do in the production of TV, movies, and videogames. Create materials for an imaginary project (based on a prompt) and present those materials to the class (as the potential investors) in hopes of having their project picked up for production • Create a graphic designer trading card. Choose a graphic designer to research. Create a two sided trading card that includes their “stats” as a graphic designer
	<p>Design your own project</p>		<ul style="list-style-type: none"> • Reinforce the many different types of projects graphic designers work on • Working from a prompt, design their own project that demonstrates understanding of images, typography, Principles of Design, and how to communicate visually to an intended audience • Create a variety of versions of a project for a client • Explain how their project and their creative decisions effectively communicate their ideas/product/brand to their intended audience 	<ul style="list-style-type: none"> • Develop and present a project of their choosing, for example: • Select from a long list of prompts and, with guidance, develop, create, and present their project to their audience • Create at least 3 different mock-ups to present to their client and then develop the selected design into a completed project

Proficiency Scales for Digital Art and Design

<p>Grade Level/Course: 9-12 grade</p> <p>Digital Art and Design</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 1B <p>Domain: Create: Investigation</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Create an event poster or sign ● Create a map ● Create signage for a company or restaurant ● Create marketing materials ● Create materials for a TV show, movie or video game ● Create a new flag for the City of St. Charles ● Create a coloring book page (tablet practice) ● Create a digital painting or sticker collection ● Create a surreal photo collage ● Create an 8 page zine formatted correctly for printing. ● following established rules for preserving intellectual property and avoiding plagiarism.
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Generating an original idea through research and sketching to create a piece of digital art for an intended purpose ● Researches tools to effectively use programs to achieve desired effect 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Generate an idea and create a work of digital art based on their idea using program tools presented in class ● Artwork is not an exact copy, but it is derivative of other people’s artwork 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Generate an idea ● Artwork is highly derivative of or copied from another piece of artwork, media, or existing property. 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course: 9-12 grade</p> <p>Digital Art and Design</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 2A, 2B, 2C, 3A <p>Domain: Create: Skill Acquisition</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Create an event poster ● Create a map ● Create a new flag for the City of St. Charles ● Create a coloring book page (tablet practice) ● Create a digital painting ● Create a surreal photo collage ● Create an 8 page zine formatted correctly for printing. <ul style="list-style-type: none"> ○ following established rules for preserving intellectual property and avoiding plagiarism.
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Intentional use of digital programs to create a quality piece of digital art for the intended purpose ● Creates artwork using the Principles of Design effectively 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Can use skills acquired during investigation to create a piece of digital art ● Can identify the Principles of Design, but struggles to implement them successfully 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Can create a piece of digital art using any program ● Demonstrates understanding of the elements of art from Intro to Art 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: 9-12 grade	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Respond 7A, 7B, 8A
Digital Art and Design	Domain: Responding

Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Analyzing effectiveness of design through critique and presentation
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Can give constructive feedback to fellow students with prompts. ● Can analyze examples of digital artwork for their aesthetic value and efficacy of communication for an intended purpose 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Can give superficial feedback on artwork from fellow students <ul style="list-style-type: none"> ○ For example, student can identify images and text that are visually evident and give opinions on quality ● Can recognize compositional decisions made by other artists, but struggle to connect those choices to the art’s intended purpose. 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Can identify the intended purpose for a digital design or artwork. 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course: 9-12 grade</p> <p>Digital Art and Design</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Present 4A, 5A, 6A ○ Connect 10A, 11A <p>Domain: Connecting & Presenting</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Present a pitch for your flag for the City of St. Charles as if you were pitching to the mayor & his team for approval ● Graphic Designer Trading Cards ● Identify and research real world jobs for Graphic Designers
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Can explain their ideas and how they communicated those ideas through their artwork in a meaningful and personal way ● Confidently “pitches” design work (in the style of professional graphic designer) utilizing art specific vocabulary and justifying aesthetic choices. 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Can connect ideas to their artwork ● “Pitches” design work (in the style of professional graphic designer), attempts to utilize art specific vocabulary and discusses aesthetic choices 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Can describe their own artwork ● “Pitches” design work (in the style of professional graphic designer) 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Drawing and Painting

Course Overview

Grade level(s): 9-12

Credits earned: .5

Prerequisite: Introduction to Art; course may NOT be taken concurrently with Introduction to Art

Course Description

This studio course gives students a thorough grounding in observational drawing and painting skills such as still life and portrait, expands student understand of materials such as pencil, ink, acrylic and watercolor paint, and pastels, and gives a students an understanding of effective visual communication through composition and concept while creating 2D artwork.

Transfer Goals

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards for Visual Arts](#) (*H.S. Proficient*)

- **Create:** Conceiving and developing new artistic ideas and work.
 1. Generate and conceptualize artistic ideas and work.
 - A - Use multiple approaches to begin creative endeavors.
 - B - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
 2. Organize and develop artistic ideas and work.
 - A - Engage in making a work of art or design with having a preconceived plan.
 - B - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.

- C - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place
- 3. Refine and complete artistic work.
 - A - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- **Present:** Realizing, interpreting and sharing artistic work.
 - 4. Select, Analyze, and interpret artistic work for presentation.
 - A - Analyze, select, and curate artifacts and/or artworks for presentation and preservation
 - 5. Develop and refine artistic techniques and work for presentation.
 - A - Analyze and evaluate the reasons and ways an exhibition is presented.
 - 6. Convey meaning through the presentation of artistic work.
 - A - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- **Respond:** Understanding and evaluating how the arts convey meaning.
 - 7. Perceive and analyze artistic work.
 - A - Hypothesize ways in which art influences perception and understanding of human experiences.
 - B - Analyze how one's understanding of the world is affected by experiencing visual imagery.
 - 8. Interpret intent and meaning in artistic work.
 - A - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 - 9. Apply criteria to evaluate artistic work.
 - A - Establish relevant criteria in order to evaluate a work of art or collection of works.
- **Connect:** Relating artistic ideas and work with personal meaning and external context.
 - 10. Synthesize and relate knowledge and personal experiences to make art.
 - A - Document the process of developing ideas from early stages to fully elaborated ideas.
 - 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
 - A - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit 1: Principles of Art
Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A , 1B ○ Respond 7A, 9A ○ Connect 10A ○ Present 4A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists make decision about composition in order to communicate with their viewers ● The Principles of Art are ways to create a variety of interesting and engaging compositions 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How and why do artists make choices about composition? ● How do I make an interesting, engaging, and effective composition?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Understand and apply the seven Principles of Art <ul style="list-style-type: none"> ○ Emphasis - making something stand out, creating a focal point ○ Proportion - size of an object compared with the other objects, understanding position of an object in space ○ Pattern - repetition of elements ○ Balance - the distribution of visual weight, symmetrical vs. asymmetrical balance ○ Movement - the sensation of movement, moving the viewer’s eye through the artwork ○ Unity - harmonious combination of elements creating a sense of calm and uniformity ○ Variety - many different/clashing elements creating a sense of energy and chaos ● Create engaging and effective composition in order to tell a story through their artwork ● Explain their composition choices using the vocabulary and concepts of the Principles of Art ● Understand the qualities of different media and practice methods of mark-making with a variety of media 		
Unit Duration:		
Ongoing		

Unit 2: Observational Drawing

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A , 1B ○ Respond 7A, 9A ○ Connect 10A ○ Present 4A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Observational drawing means to draw from real life people, places and things, rather than from imagination or photographs. ● Drawing accurately comes from developing hand eye coordination (connecting your hand and eyes through your brain) 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● Paying close attention to details ● How do I make something look like what it's supposed to be? ● How do light and shadow define a 3D world? ● How do I create an effective and engaging composition?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Draw what they actually see, not what they think belongs. ● Understand that Composition is the arrangement of elements to create a visually interesting composition. ● Understand that Proportion means maintaining the correct relative sizes of different parts of an object(s) within the drawing. ● Understand that Line Quality is using different types of lines (straight, curved, thick, thin) are used to represent the form and contour of an object ● Understand that using Value is how to apply shading techniques to create depth and volume by indicating areas of light and shadow ● Understand that objects artists include in still life can be symbols for big ideas ● Understand the qualities of different media and practice methods of mark-making with a variety of media 		
Unit Duration:		
Ongoing		

Unit 3: Portraiture

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 3A ○ Respond 7A, 7B ○ Connect 11A ○ Present 6A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● A person’s appearance is determined by the underlying structure of the human form. ● Human skin tone is made of many different colors that we all share. ● A portrait not only shows a person’s appearance, but also gives us clues to their identity. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do I make a person look like a person? ● How does a portrait show a person’s appearance and their identity?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Understand the underlying structure of the skull and muscles ● Understand how the underlying structure affects the soft tissue of a person’s face ● Understand the proportions of the human face and how they change as the head moves ● Understand how artists show a person’s identity, as well as their appearance, in a portrait ● Connect skills from observational drawing to observing the face ● Learn how to create accurate skin tone by mixing colors ● Understand the qualities of a variety of media and select media based on desired effect 		
Unit Duration:		
Ongoing		

Unit 4: Expressive Communication

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 3A ○ Respond 7A, 7B ○ Connect 11A ○ Present 6A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists make decisions with Elements and Principles in order to communicate ideas and emotions to their audience ● Changing the Elements or Principles of an artwork will change the meaning of the artwork 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do Elements like color and value affect our understanding of the artwork? ● How do artists make color choices in their artwork? ● How do I use color and paint effectively in my artwork?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Understand that artists make choices about the Elements and Principles of Art in order to communicate emotions and ideas to the viewer ● Experiment and practice with paint, learning how to mix and apply paint with accuracy ● Learn about art movements using color to communicate and express emotion (i.e. Expressionism) ● Continue to practice observational drawing skills ● Understand the qualities of a variety of media and select media based on desired effect 		
Unit Duration:		
Ongoing		

Unit 5: Architectural Design
Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2B ○ Respond 7A, 8A ○ Connect 10A, 11A ○ Present 6A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Architecture is an example of form and function (i.e. design and function must work together to create an effective design) ● Humans have been designing their habitats throughout human history based on their culture, materials, technology, and purposes. ● Architecture is a career for a person who enjoys creating man-made spaces. ● Linear perspective is a human invention created to effectively illustrate and create a man-made structure 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What does an architect need to think about when creating a building? ● What skills does an architect need in order to create a building? ● How do I illustrate a man-made structure from different angles?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Review 1-point linear perspective ● Create artwork using 2-point linear perspective ● Learn about different styles of architecture and the time and place where they were created ● Learn about architect/architectural design as a career ● Understand atmospheric perspective and how it is used in landscape ● Understand how form and function must work together to create a building ● Learn how people created habitats throughout history based on their culture, materials, technology, and purposes ● Understand the qualities of a variety of media and select media based on desired effect 		
Unit Duration:		
Ongoing		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Principles of Art and Composition	Winged Canvas YouTube videos Art 21 PBS The Art Assignment PBS Crash Course Materials for artmaking	<ul style="list-style-type: none"> Understand and apply the seven Principles of Art (Emphasis, Proportion, Pattern, Balance, Movement, Unity and Variety) Create engaging and effective composition in order to tell a story through their artwork Explain their composition choices using the vocabulary and concepts of the Principles of Art 	<ul style="list-style-type: none"> Create 3 or more Thumbnail drawings of the same subject in different arrangements. Write an Artist Statement Project demonstrating all seven Principles of Art (ex. Create a page of a graphic novel or comic book using pen and ink, demonstrate a different Principle in each panel, including how to create value using ink)
	Observational Drawing	i.e. paper canvas acrylic watercolor oil pastel colored pencil graphite charcoal ink	<ul style="list-style-type: none"> Composition- Arranging elements within the drawing to create a visually interesting composition Proportion and Scale- Maintaining the correct relative sizes of different parts of an object within the drawing. Line Quality- Using different types of lines (straight, curved, thick, thin) to represent the form and contour of an object Value- Applying shading techniques to create depth and volume by indicating areas of light and shadow “Draw what you see, not what you know” (i.e. honing observational skills to accurately create what you are seeing, not what you think is there) Objects artists include in still life can be symbols for big ideas 	<ul style="list-style-type: none"> Daily Sketchbook Requirements Create realistic artwork Combine 2 different animals to create a new creature (Ex. Chimera/Greek Mythology). Still life artwork with objects that have personal symbolism
	Portraits	The Tate	<ul style="list-style-type: none"> Understand the underlying structure of the skull Understand how the underlying structure affects the soft tissue of a person’s face Understand the proportions of the human face and how they change as the head moves Understand how artists show a person’s identity, as well as their appearance, in a portrait Connect skills from observational drawing to observing the face Learn how to create accurate skin tone by mixing colors 	<ul style="list-style-type: none"> Create a portrait that shows the subject’s appearance and identity (ex. ‘Unsung Heroes Project’: research a person who has done something good for humanity, whose name you did not know when the project started. Create a portrait that not only shows what they look/looked like, but also why you are creating this artwork of them)

Drawing and Painting

	Expressive Communication		<ul style="list-style-type: none"> • Understand that artists make choices about the Elements and Principles of Art in order to communicate emotions and ideas to the viewer • Experiment and practice with paint, learning how to mix and apply paint with accuracy • Learn about art movements using color to communicate and express emotion (i.e. Expressionism) • Continue to practice observational drawing skills 	<ul style="list-style-type: none"> • Create a project that investigates the artist's choices of Elements and Principles (ex. Color Theory project: recreate an Expressionist artwork, but change all of the colors to a new color scheme. Write about how changing the colors changes the message of that piece)
	Architectural Design		<ul style="list-style-type: none"> • Review 1-point linear perspective • Create artwork using 2-point linear perspective • Learn about different styles of architecture and the time and place where they were created • Learn about architect/architectural design as a career • Understand atmospheric perspective and how it is used in landscape • Understand how form and function must work together to create a building 	<ul style="list-style-type: none"> • Create a unique building • Create a cityscape using 2 point perspective • Design the view of an interior room

Proficiency Scales for Drawing and Painting

Grade Level/Course: Drawing and Painting	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 1B Domain: Create: Investigation
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Still life drawing ● Portraits ● Landscape ● Collage ● Mixed media ● Comic book page
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Can choose effective media for the intended outcome ● Can apply the Principles of Art (Emphasis, Balance, Proportion, Pattern, Unity, Variety, Movement) to create an effective composition 	
2 In Progress	<ul style="list-style-type: none"> ● Understands and uses Art vocabulary: <ul style="list-style-type: none"> ○ The Principles of Art (Emphasis, Balance, Proportion, Pattern, Unity, Variety, Movement) ○ Discipline-specific terms for materials and processes (ex. Acrylic, tempera, hatching, H or B pencil, etc.) 	
1 Getting Started	<ul style="list-style-type: none"> ● Generate an idea ● Demonstrates basic skill with media used in Introduction to Art 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course:</p> <p>Drawing and Painting</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 2A, 2B, 2C, 3A <p>Domain: Create: Skill Acquisition</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Still life drawing ● Portraits ● Landscape ● Collage ● Mixed media ● Comic book page
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Demonstrates attention to detail and craftsmanship ● Demonstrates increasing proficiency with time and practice in the media used throughout the semester 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Can demonstrate skills in the following media: <ul style="list-style-type: none"> ○ Pencil ○ Ink ○ Pastels ○ Watercolor paint ○ Acrylic and/or tempera paint ● Can demonstrate skills in the following processes: <ul style="list-style-type: none"> ○ Observational drawing ○ Shading ○ Paint mixing and blending ○ Layering media 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Students use techniques/media from Introduction to Art adequately. 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course:</p> <p>Drawing and Painting</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Respond 7A, 7B, 8A, 9A <p>Domain: Responding</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Student critiques with classmates using prompts such as: <ul style="list-style-type: none"> ○ What did you like in the artwork? What are its strengths? ○ What revision would you suggest? OR Ask the artist a question about their artwork. ○ Give the artist a suggestion on what to do next.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Can create a unique artwork ● Can give meaningful feedback on artwork 	
2 In Progress	To achieve a 2, the “getting started” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Describes surface-level features such as color or subject matter without deeper analysis. ● Artwork is not an exact copy, but it is derivative of other people’s artwork 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Artwork is highly derivative of or copied from another piece of artwork, media, or existing property. ● Very little effort to create a piece of original and creative artwork 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course:</p> <p>Drawing and Painting</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Present 4A, 5A, 6A ○ Connect 10A, 11A ● Domain: Connecting and Presenting
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Artist Statement
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Can explain their ideas and how they communicated those ideas through their artwork in a meaningful and personal way 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Can connect ideas to their artwork 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Can describe their own artwork 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Advanced Drawing and Painting

Course Overview

Grade level(s): 10-12

Credits earned: .5

Prerequisite: Introduction to Art and Drawing/Painting; course may NOT be taken concurrently with Drawing/Painting

Course Description

This course is a continuation of Drawing/Painting. Students will continue to gain skills with a variety of materials and techniques, while having increasing freedom to plan, design, and execute projects as they progress.

Transfer Goals

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards for Visual Arts](#) (*H.S. Accomplished*)

- **Create:** Conceiving and developing new artistic ideas and work.
 1. Generate and conceptualize artistic ideas and work.
 - A - Use multiple approaches to begin creative endeavors.
 - B - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
 2. Organize and develop artistic ideas and work.
 - A - Engage in making a work of art or design with a preconceived plan.
 - B - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
 - C - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place

3. Refine and complete artistic work.
 - A - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- **Present:** Realizing, interpreting and sharing artistic work.
 4. Select, Analyze, and interpret artistic work for presentation.
 - A - Analyze, select, and curate artifacts and/or artworks for presentation and preservation
 5. Develop and refine artistic techniques and work for presentation.
 - A - Analyze and evaluate the reasons and ways an exhibition is presented.
 6. Convey meaning through the presentation of artistic work.
 - A - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- **Respond:** Understanding and evaluating how the arts convey meaning.
 7. Perceive and analyze artistic work.
 - A - Hypothesize ways in which art influences perception and understanding of human experiences.
 - B - Analyze how one's understanding of the world is affected by experiencing visual imagery.
 8. Interpret intent and meaning in artistic work.
 - A - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 9. Apply criteria to evaluate artistic work.
 - A - Establish relevant criteria in order to evaluate a work of art or collection of works.
- **Connect:** Relating artistic ideas and work with personal meaning and external context.
 10. Synthesize and relate knowledge and personal experiences to make art.
 - A - Document the process of developing ideas from early stages to fully elaborated ideas.
 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
 - A - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 2B ○ Present 4A ○ Respond 9A ○ Connect 10A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Illustration is artwork that illuminates written or verbal information. ● Stories can be told through visual communication. ● Artists make decisions about process and materials based on their desired outcomes. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do I tell a story in a visual medium? ● What processes and materials are the best choices in order to tell that story? ● How do I proceed from external prompt to finished product?

Learning Targets

- Students will...*
- Create artwork based on a written or verbal prompt
 - Demonstrate skills in a variety of media and processes
 - Demonstrate good studio habits (i.e. working at a pace that will get the work completed on time, deciding what to work on first, second, third, etc.)
 - Explain their artistic choices in their artwork and demonstrate synthesis of process, materials, and ideas in an artist statement
 - Can select and combine media for a chosen effect

Unit Duration:

Ongoing

Unit 2: Figure Studies
Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 3A ○ Present 4A, 6A ○ Respond 7A, 7B, 8A ○ Connect 10A, 11A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The human figure is composed of underlying anatomy made of bone and muscle in specific proportions and composition. ● The human figure has been used in artwork since the beginning of artistic expression as a way to express, learn, and communicate about ourselves. ● Gesture and pose are how artists communicate visually through the body. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do I accurately depict the human form? ● How do I depict dynamic movement in a still image of the human figure? ● Why and how have artists through time used the human form to communicate? ● How can I use the human form to communicate with the viewer?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Gain an understanding of human anatomy and proportion. ● Understand and demonstrate how to represent the figure in a variety of poses and perspectives, including foreshortening. ● Demonstrate dynamic movement in a fully-rendered figure. ● Understand how light and shadow create depth and form. ● Understand and explain how gesture and movement can communicate emotion and ideas. ● Develop a personal artistic style while maintaining anatomical accuracy. ● Can select and combine media for a chosen effect. ● Explain their artistic choices in their artwork and demonstrate synthesis of process, materials, and ideas in an artist statement 		
Unit Duration:		
Ongoing		

Unit 3: Aesthetics and Abstraction
Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 3A ○ Present 4A, 6A ○ Respond 7A, 7B, 8A, 9A ○ Connect 10A, 11A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists choose to create abstract artworks to represent a different facet or idea of an image than simply what it looks like. ● Aesthetics is a branch of philosophy that deals with ideas of beauty, creativity, value, and taste. ● Everyone has an aesthetic (things they like to look at) and it determines our taste and the value we put on images and objects. ● Groups (i.e. cultures, societies, communities, academia) also have established aesthetics and they determine much of the man-made visual world around us. ● People are impacted and influenced by the aesthetics of the visual world around them. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● Why do artists create abstract art? ● Why do some artworks have more value than others? ● How do I determine if I like something or have a preference for something visually? ● How do other people decide on the value of objects in the visual world? ● What are my personal aesthetics and how can I represent them in an artwork?

Learning Targets

- Students will...*
- Understand the philosophical branch of Aesthetics (i.e. how the visual world affects people, how the value of art is determined, what is beautiful? etc.)
 - Understand the process of creating abstract artwork
 - Gain a deeper understanding of the ideas and skills demonstrated in abstract artwork
 - Identify, reflect on, and explain their personal aesthetics
 - Demonstrate how to stretch and prepare a canvas with assistance
 - Continue to gain skills in mixing and applying paint
 - Can select and combine media for a chosen effect
 - Explain their artistic choices in their artwork and demonstrate synthesis of process, materials, and ideas in an artist statement

Unit Duration:

Ongoing

Unit 4: Printmaking
Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 3A ○ Present 4A, 5A, 6A ○ Respond 7A, 6A, 9A ○ Connect 10A, 11A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Printmaking is a process in which the artist creates an image on a matrix, applies ink to that matrix, then uses a process to apply that image onto a surface. ● Printmaking has had a profound impact on humanity since its invention. ● There is a wide variety of printmaking processes and each produces its own aesthetic. ● Artists choose to use printmaking because of its inherent aesthetic and the ability to create multiple artworks. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What is a print and how is it created? ● How has printmaking impacted human history? ● Why would an artist choose to create a print instead of a different type of artwork? ● Where do we encounter printmaking in our everyday lives today?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Explore different methods of printmaking ● Learn about the many uses of printmaking throughout history and its impact on humanity ● Design and create a printing matrix using your own criteria ● Create an edition (collection) of prints ● Can select and combine media for a chosen effect ● Explain their artistic choices in their artwork and demonstrate synthesis of process, materials, and ideas in an artist statement 		
Unit Duration:		
Ongoing		

Unit 5: Create your own project

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 2A, 2A, 3A ○ Present 4A, 5A, 6A ○ Respond 7B, 9A ○ Connect 10A, 11A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists research, plan, practice, and revise in order to create an artwork. ● Artists must establish good studio habits to make sure they can stay organized and complete their work. ● Artists must document their process from start to finish. ● Artists must communicate their ideas effectively through their artwork visually and explain their choices and process through verbal communication (written or oral). 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● Now that I can do any project I want, how do I get started? ● How do I know if I have the best composition to communicate my ideas? ● What habits do I need to have in order to complete my work on time? ● How do I evaluate my work to decide if I have created an effective artwork with my skills, materials, process, and composition?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Design and execute a project of their choosing ● Document the process from planning to completion ● Explain their ideas and how their choices in the artwork communicate those ideas ● Demonstrate their level of skill in their chosen media ● Demonstrate their level of skill in composition ● Can select and combine media for a chosen effect ● Explain their artistic choices in their artwork and demonstrate synthesis of process, materials, and ideas in an artist statement 		
Unit Duration:		
Ongoing		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Illustration	Winged Canvas YouTube videos Art 21 PBS The Art Assignment PBS Crash Course Materials for artmaking i.e.	<ul style="list-style-type: none"> ● Create artwork based on a written prompt ● Demonstrate skills in a variety of media ● Learn good studio habits (i.e. working at a pace that will get the work completed on time, deciding what to work on first, second, third, etc.) 	<ul style="list-style-type: none"> ● Create drawings based on a written prompt <ul style="list-style-type: none"> ○ Example: Inkuary (like Inktober, but in January. Students respond to prompts in small drawings and bind them in a book) ○ Example: AI Artwork (use AI to create written prompts the students must illustrate) ○ Example: Listen to a short story (suggestion: Levar Burton Reads) and illustrate scenes from the story
	Figure Study	paper canvas acrylic watercolor oil pastel colored pencil graphite charcoal ink printmaking	<ul style="list-style-type: none"> ● Awareness of anatomy and proportion. ● Capturing dynamic movement ● To understand how light and shadow create depth and form. ● Understand how gesture and movement can communicate emotion and ideas ● Develop a personal artistic style while maintaining anatomical accuracy ● Understand and demonstrate how to represent the figure in a variety of poses and perspectives, including foreshortening. 	<ul style="list-style-type: none"> ● Create an artwork that displays the full figure with correct proportions and anatomy. <ul style="list-style-type: none"> ○ Example: Timed Gesture Drawings (simple drawings to capture movement & posture to increase skills) ○ Example: 6 foot life-size drawings of the figure in motion that communicates an idea or emotion ○ Example: Using dance as inspiration, create a drawn time-lapse image of a figure in motion (i.e. telling a story through movement)

	Aesthetics		<ul style="list-style-type: none"> ● Understand the philosophical branch of Aesthetics (i.e. how the visual world affects people, how the value of art is determined, what is beautiful? etc.) ● Understand the process of creating abstract artwork ● Gain a deeper understanding of the ideas and skills demonstrated in abstract artwork ● Identify, reflect on, and explain your personal aesthetics ● Learn how to stretch a canvas ● Continue to gain skills in mixing and applying paint 	<ul style="list-style-type: none"> ● Create an abstract artwork based on your personal aesthetics. <ul style="list-style-type: none"> ○ Example: Help students identify their own personal aesthetics by taking pictures of their surroundings and what visual elements of their environment they respond positively to. ○ Example: Teach how to create an abstract representation of an object. ○ Example: Combine images from pictures and use methods of abstraction to create an abstract painting that illustrates their personal aesthetic on canvas
	Printmaking		<ul style="list-style-type: none"> ● Learn the different methods of printmaking ● Learn about the many uses of printmaking throughout history and its impact on humanity ● Design and create a printing matrix using your own criteria ● Create an edition (collection) of prints 	<ul style="list-style-type: none"> ● Create an edition of prints using a printmaking process. <ul style="list-style-type: none"> ○ Example: Create a series of monoprints that tell a story or investigate a theme. ○ Example: After learning how to create a print, start with the prompt “This is important to me”. Use a variety of ink color, inking techniques, and surfaces to investigate the different facets of the answer to the prompt question in your edition of prints.
	Design your own project		<ul style="list-style-type: none"> ● Design and execute a project of your choosing ● Document the process from planning to completion ● Explain your ideas and how your choices in the artwork communicate those ideas ● Demonstrate your skill in your chosen media ● Demonstrate your skill in composition 	<ul style="list-style-type: none"> ● Create your own project (ex. Providing structure through requirements, i.e. researching artists or ideas, requiring a certain number of planning sketches, require explanation on media/surface choices, etc)

Proficiency Scales for Advanced Drawing and Painting

Grade Level/Course: Advanced Drawing and Painting	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 1B Domain: Create: Investigation
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Figure drawings ● Printmaking ● Abstract painting ● Illustrations ● Planning thumbnail sketches ● Gesture practice
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Can plan and document a variety of approaches to creating artwork (i.e. composition sketches, revisions, brainstorming) 	
2 In Progress	<ul style="list-style-type: none"> ● Understands and uses Art vocabulary: <ul style="list-style-type: none"> ○ The Principles of Art (Emphasis, Balance, Proportion, Pattern, Unity, Variety, Movement) ○ Discipline-specific terms for materials and processes (ex. Acrylic, tempera, hatching, H or B pencil, etc.) ○ Demonstrates increased skill in a wide variety of media and can select and combine media for intended outcome ○ Can consistently apply the Principles of Art to create an effective composition 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Generate an idea ● Demonstrates adequate skill with media used in Drawing and Painting ● Can demonstrate the basic of preparation for an artwork 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course:</p> <p>Advanced Drawing and Painting</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 2A, 2B, 2C, 3A <p>Domain: Create: Skill Acquisition</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Figure drawings ● Printmaking ● Abstract painting ● Illustrations ● Planning thumbnail sketches ● Gesture practice
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Demonstrates increased attention to detail and craftsmanship ● Demonstrates increasing proficiency with time and practice in the media used throughout the semester ● Documents practice in required skills to increase proficiency in sketchbook throughout the semester ● Can demonstrate skills in the following processes: <ul style="list-style-type: none"> ○ Figure drawing ○ Shading in a variety of media ○ Paint mixing and blending ○ Layering media ○ Printmaking 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Can demonstrate basic skills in the following media: <ul style="list-style-type: none"> ○ Pencil ○ Ink ○ Pastels ○ Watercolor paint ○ Acrylic and/or tempera paint 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Students use processes/media from Drawing and Painting adequately. 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course:</p> <p>Advanced Drawing and Painting</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Respond 7A, 7B, 8A, 9A <p>Domain: Responding</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Student critiques with classmates using prompts such as: <ul style="list-style-type: none"> ○ What did you like in the artwork? What are its strengths? ○ What revision would you suggest? OR Ask the artist a question about their artwork. ○ Give the artist a suggestion on what to do next.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Can create a unique artwork ● Can give meaningful feedback to classmates on their artwork ● Can interpret and analyze artwork by professional artists exploring its visual elements, context, and the artist's intent. 	
2 In Progress	To achieve a 2, the “getting started” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Can give apparent feedback on artwork (the elements of art) ● Can interpret artwork by professional artists.(exploring its visual elements, context, and the artist's intent) ● Artwork is not an exact copy, but it is derivative of other people’s artwork 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Artwork is highly derivative of or copied from another piece of artwork, media, or existing property. ● No planning or investigation used to create a piece of original and creative artwork ● Can express an opinion on the artwork of others 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course:</p> <p>Advanced Drawing and Painting</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Present 4A, 5A, 6A ○ Connect 10A, 11A <p>Domain: Connecting and Presenting</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Artist Statement
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Can explain their ideas and how they communicated those ideas through their artwork in a meaningful and personal way ● Can explain their choices in media and processes and how they help communicate the ideas in the artwork successfully 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Can connect ideas to their artwork ● Can identify media and processes used in the artwork 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Can describe their own artwork ● Can identify media in the artwork 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

World Art

Course Overview

Grade level(s): 9-12

Credits earned: .5

Prerequisite: Introduction to Art; course may NOT be taken concurrently with Introduction to Art

Course Description

This is a hands-on studio art course with a focus on Non-Western culture and art. It incorporates an appreciation for art history as well as an opportunity to learn how similar themes are present in artwork around the globe. Students will explore a variety of basic art media and techniques in both 2-D & 3D art forms. Art is how you can see history, and inform the future!

Transfer Goals/Big Ideas

- **Creative Problem-Solving:** Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality.
- **Visual Literacy:** Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts.
- **Cultural Awareness:** Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues.
- **Emotional Expression and Resilience:** Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts.
- **Interdisciplinary Connections:** Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards for Visual Arts](#) (*H.S. Proficient*)

- **Create:** Conceiving and developing new artistic ideas and work.
 1. Generate and conceptualize artistic ideas and work.
 - A - Use multiple approaches to begin creative endeavors.
 - B - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
 2. Organize and develop artistic ideas and work.
 - A - Engage in making a work of art or design with having a preconceived plan.
 - B - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
 - C - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place

3. Refine and complete artistic work.
 - A - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- **Present:** Realizing, interpreting and sharing artistic work.
 4. Select, Analyze, and interpret artistic work for presentation.
 - A - Analyze, select, and curate artifacts and/or artworks for presentation and preservation
 5. Develop and refine artistic techniques and work for presentation.
 - A - Analyze and evaluate the reasons and ways an exhibition is presented.
 6. Convey meaning through the presentation of artistic work.
 - A - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- **Respond:** Understanding and evaluating how the arts convey meaning.
 7. Perceive and analyze artistic work.
 - A - Hypothesize ways in which art influences perception and understanding of human experiences.
 - B - Analyze how one's understanding of the world is affected by experiencing visual imagery.
 8. Interpret intent and meaning in artistic work.
 - A - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 9. Apply criteria to evaluate artistic work.
 - A - Establish relevant criteria in order to evaluate a work of art or collection of works.
- **Connect:** Relating artistic ideas and work with personal meaning and external context.
 10. Synthesize and relate knowledge and personal experiences to make art.
 - A - Document the process of developing ideas from early stages to fully elaborated ideas.
 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
 - A - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit 1: Non-Western Art- Peoples of the Americas
Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2B, 3A ○ Respond 7A, 7B, 8A ○ Connect 10A,11A ○ Present 6A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The Americas consist of the entirety of two continents (North & South America) populated with Indigenous peoples who have their own distinct cultural identities, including languages, histories, worldviews, and traditional practices. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What is the role of Functional Art? ● How is the vast diversity of the style, and materials used across The Americas? ● How did trade, immigration, and colonialism affect style and tradition?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Investigate the art forms and cultural contexts of civilizations from North and South America ● Use acquired knowledge to plan, then create original functional works of art ● Connect the design of their artwork to personal values or beliefs 		
Unit Duration:		
First Half of Semester		

Unit 2: Ancient Civilizations

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create- 1A, 1B, 2B, 3A ○ Respond-7A, 7B, 8A, 9A ○ Connect- 10A,11A ○ Present- 6A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Art often reflected the religious beliefs and spiritual practices of ancient civilizations. ● Art could also reflect social structures and power dynamics, with rulers and deities often being depicted in a prominent way. ● Different civilizations had their own ideas about what constituted beauty, which are reflected in their art. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What is the role of Artists and Art in ancient societies? ● How Art was/is a means of communication? ● What do we know today, because of Ancient Art & Design?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Explore the artistic expressions of ancient civilizations across various regions, including North/South America, Ancient Europe, Asia and Africa. ● Participate in discussions about art and artefacts from ancient civilizations. ● Create artwork that communicates a message, belief, or feeling inspired by the work and techniques of ancient artisans. 		
Unit Duration:		
2nd Half of Semester		

Unit 3: Cultural Relevance

Desired Results

Standards	Enduring Understandings	Essential Questions
Missouri Learning Standards for Visual Arts <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create- 1A, 1B, 2B, 3A ○ Respond-7A, 7B, 8A, 9A ○ Connect- 10A,11A ○ Present- 6A 	<i>Students will understand that...</i> <ul style="list-style-type: none"> ● Different cultures create art. ● Art is rooted in traditions, geography, and cultures from all around the world and throughout history. 	<i>Students will consider...</i> <ul style="list-style-type: none"> ● How does culture influence artwork? ● How does artwork reflect heritage and traditions? ● How can I respect cultural and geographical differences?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Demonstrate understanding of different cultures and traditions ● Learn to interpret the meaning and significance of world art ● Compose works of art <u>inspired by</u> the techniques demonstrated ● Create written reflections/artist statements about their artwork 		
Unit Duration:		
Ongoing		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Weeks 1-9	Non-Western Art- Peoples of the Americas (Art of The Americas)	<ul style="list-style-type: none"> • Dine' Weaving • Dine' artwork • Parfleche • Parfleche Abstraction • Huichol Yarn Paintings 	<ul style="list-style-type: none"> • Investigate the art forms and cultural contexts of civilizations from North and South America • Use acquired knowledge to plan, then create original functional works of art • Connect the design of their artwork to personal values or beliefs 	<ul style="list-style-type: none"> • Dine' Weaving- Creating and warping a loom, planning design/pattern, weaving • Lakota Wokphan/Parfleche (possible bag) • Huichol Yarn Painting
Weeks 10-18	Art of Ancient Civilizations	<ul style="list-style-type: none"> • Tea Ceremony • African Storyteller Masks • Mask Examples • Mosaics 	<ul style="list-style-type: none"> • Explore the artistic expressions of ancient civilizations across various regions, including North/South America, Ancient Europe, Asia and Africa. • Participate in discussions about art and artefacts from ancient civilizations. • Create artwork that communicates a message, belief, or feeling inspired by the work and techniques of ancient artisans. 	<ul style="list-style-type: none"> • Tea Ceremony Set • Storyteller Mask • Roman Mosaics
Ongoing	Cultural Relevance	Cultural relevance resources are listed above in the respective units.	<ul style="list-style-type: none"> • Demonstrate understanding of different cultures and traditions • Learn to interpret the meaning and significance of world art • Compose works of art <u>inspired by</u> the techniques demonstrated • Create written reflections/artist statements about their artwork 	Cultural relevance will be woven into the projects in the units listed above.

Proficiency Scales for World Art

Grade Level/Course: 9-12 World Art	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 1B Domain: Create: Investigation
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	<ul style="list-style-type: none"> ● Sketches ● Inspiration Journal ● Planning worksheets ● Media Exploration
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Independently researches a focused aspect of world art (e.g., a movement, artist, or artifact). ● Uses a variety of reliable sources, including primary and secondary materials. ● Clearly explains how the artwork reflects the cultural, historical, and social context of its origin. 	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Selects and investigates a specific art form, culture, or artist with some independence. ● Can gather relevant information from multiple sources, though may lack depth. ● Begins to connect the art to its historical and cultural context with some accuracy. 	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. <ul style="list-style-type: none"> ● Identifies a world art tradition or culture with teacher guidance. ● Collects a few basic facts or images with limited sources. ● Shows minimal understanding of cultural or historical context. 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course: 9-12</p> <p>World Art</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 2A, 2B, 2C, 3A <p>Domain: Create: Skill Acquisition</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Dine’ Weaving ● Lakota Wokphan/Parfleche ● Huichol Yarn Painting ● Tea Ceremony Set ● Spirit/Ceremonial/Ancestor Mask ● Roman Mosaics
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Critically evaluates and contextualizes artworks within historical and cultural frameworks. ● Exhibits mastery over chosen media, producing polished and intentional artworks. ● Presents innovative concepts, demonstrating a unique artistic voice and perspective. ● Leads discussions, mentors peers, and contributes to the artistic community. 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Analyzes and interprets artworks from diverse cultures, identifying key elements and themes. ● Demonstrates improved control over materials and techniques, applying them effectively in projects. ● Develops original ideas, experimenting with composition, color, and form. ● Actively participates in critiques, offering constructive feedback and reflecting on personal work. 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Demonstrates a basic awareness of cultural contexts and artistic traditions. ● Begins to explore and experiment with new media and tools. ● Creates initial works with guidance, showing early signs of personal expression. ● Engages in class activities and discussions. 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: 9-12 World Art	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Respond 7A, 7B, 8A Domain: Responding
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Peer Critique (pair/share) ● Writing Artist Statement ● Creating Artist Posters
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Students can identify how culture and context influence perspectives on a work of art. ● Compare a work of art from different perspectives (e.g., historians, critics, artists) with personal criteria. 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Students can identify and label basic elements of art (e.g., color, shape, line) and describe artworks using simple vocabulary. ● Analyze how technical approaches, Analyze how technical approaches, and contextual information contribute to understanding the artist’s intent 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Students can express initial, personal/superficial reactions to an artwork. 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: 9-12 World Art	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Present 4A, 5A, 6A ○ Connect 10A, 11A Domain: Connecting and Presenting
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Written Artist Statement
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Can explain their ideas and how they communicated those ideas through their artwork in a meaningful and personal way ● Can explain their choices in media and processes and how they help communicate the ideas in the artwork successfully 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Can connect ideas to their artwork ● Can identify media <u>and</u> processes used in the artwork 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Can describe their own artwork ● Can identify media in the artwork 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Advanced Placement Art and Design

Course Overview

Grade level(s): 11-12	Credits earned: 1 or 2 Prerequisite: (per College Board) none, however, it is STRONGLY recommended that students have a minimum of 2 semesters of art with an A or A+ in order to be successful in this course.
Course Description	
<p>This is an intensive, college-level, year-long course preparing students to submit a portfolio for college credit. This is a highly student-directed course in which students plan, design, and complete artworks as part of an ongoing investigation into ideas, materials, and processes using practice, experimentation, and revision.</p> <p>Students may take this course more than once to complete the requirements of multiple AP exams (2-D, 3-D, and Drawing portfolios).</p>	
Transfer Goals	
<ul style="list-style-type: none"> ● Creative Problem-Solving: Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality. ● Visual Literacy: Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts. ● Cultural Awareness: Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues. ● Emotional Expression and Resilience: Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts. ● Interdisciplinary Connections: Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning. 	
Priority Missouri Learning Standards/National Standards	
<p>Missouri Learning Standards for Visual Arts (<i>H.S. Advanced</i>)</p> <ul style="list-style-type: none"> ● Create: Conceiving and developing new artistic ideas and work. <ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"> ■ A - Use multiple approaches to begin creative endeavors. ■ B - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. 2. Organize and develop artistic ideas and work. <ul style="list-style-type: none"> ■ A - Engage in making a work of art or design with a preconceived plan. 	

- B - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- C - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place
- 3. Refine and complete artistic work.
 - A - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- **Present:** Realizing, interpreting and sharing artistic work.
 - 4. Select, Analyze, and interpret artistic work for presentation.
 - A - Analyze, select, and curate artifacts and/or artworks for presentation and preservation
 - 5. Develop and refine artistic techniques and work for presentation.
 - A - Analyze and evaluate the reasons and ways an exhibition is presented.
 - 6. Convey meaning through the presentation of artistic work.
 - A - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- **Respond:** Understanding and evaluating how the arts convey meaning.
 - 7. Perceive and analyze artistic work.
 - A - Hypothesize ways in which art influences perception and understanding of human experiences.
 - B - Analyze how one's understanding of the world is affected by experiencing visual imagery.
 - 8. Interpret intent and meaning in artistic work.
 - A - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 - 9. Apply criteria to evaluate artistic work.
 - A - Establish relevant criteria in order to evaluate a work of art or collection of works.
- **Connect:** Relating artistic ideas and work with personal meaning and external context.
 - 10. Synthesize and relate knowledge and personal experiences to make art.
 - A - Document the process of developing ideas from early stages to fully elaborated ideas.
 - 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
 - A - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

[AP Art and Design](#)

- Course Skill 1: Inquiry and Investigation
- Course Skill 2: Making through Practice, Experimentation, and Revision
- Course Skill 3: Communication and Reflection



Unit 1: Summer PIE

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B ○ Present 5A, 6A ○ Respond 7B ○ Connect 10A, 11A <p>AP Art and Design</p> <ul style="list-style-type: none"> ● Course Skill 1: Inquiry and Investigation ● Course Skill 2: Making through Practice, Experimentation, and Revision ● Course Skill 3: Communication and Reflection 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists must practice skills in order to gain proficiency. ● Artists must investigate various aspects of art media, processes, history, etc. to find ideas or concepts to inspire artworks. ● Artists experiment to find the best solution for expressing their ideas through artwork. ● Artists must develop good studio habits, decision-making skills, and time management in order to be successful. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What skills do I want to improve? ● What processes do I want to improve or learn? ● Now that I can do any artwork I choose, how do I get started? ● How do I keep myself on-track so I can finish on time and with a successful artwork?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Practice their skills in a variety of media independently as a preparation for the skills required for an AP course. ● Investigate various aspects of art media, processes, history, etc. to find ideas or concepts that interest them. ● Experiment with a variety of processes and media to expand creativity and problem-solving. ● Work independently in order to establish good studio habits, decision-making skills, and time management in preparation for their student-driven AP course. 		
Unit Duration:		
Summer + 2-3 weeks		

Unit 2: Selected Works

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 3A ○ Present 4A, 5A, 6A ○ Respond 9A ○ Connect 10A <p>AP Art and Design</p> <ul style="list-style-type: none"> ● Course Skill 1: Inquiry and Investigation ● Course Skill 2: Making through Practice, Experimentation, and Revision ● Course Skill 3: Communication and Reflection 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists develop ideas, plan an artwork, and execute that artwork independently. ● Artists must evaluate and select their strongest artworks for display. ● Artists must be able to communicate ideas concisely in writing. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● Now that I don't have a teacher assigning projects, how do I decide what I want to create, plan it, and execute it? ● How do I evaluate which artworks are my strongest? ● How do I communicate my ideas effectively through artwork and in writing?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Complete 5 artworks demonstrating good to advanced skills and a synthesis of process, materials, and ideas. (per AP College Board) ● Evaluate the strengths of their portfolio, and select the 5 strongest pieces. ● Write 120 character statements synthesizing the process, materials, and ideas in the artworks. 		
Unit Duration:		
Ongoing		

Unit 3: Sustained Investigation
Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 3A ○ Present 4A, 5A, 6A ○ Respond 7A, 8A, 9A ○ Connect 10A, 11A <p>AP Art and Design</p> <ul style="list-style-type: none"> ● Course Skill 1: Inquiry and Investigation ● Course Skill 2: Making through Practice, Experimentation, and Revision ● Course Skill 3: Communication and Reflection 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists create a series of artworks investigating a question or idea. ● Artists must research, develop, and execute artworks using their own ideas as prompts. ● Artists must document their process as they develop artwork. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What am I interested in or curious about? ● How do I formulate a question that I want to investigate? ● How does one idea lead to another idea and another idea? ● What are the best decisions in process, materials, and ideas I can make to communicate my ideas?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify a question that the student will investigate throughout the year. ● Research, develop, and execute a series of artworks investigating their question. ● Document ideas, processes, and development of artworks. ● Artworks must demonstrate good skills and a synthesis of process, materials, and ideas. ● Produce a 15-image portfolio demonstrating the year-long investigation into the student’s question. 		
Unit Duration:		
Ongoing		

Unit 4: Critiques

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 3A ○ Present 4A ○ Respond 7A, 8A, 9A ○ Connect 10A, 11A <p>AP Art and Design</p> <ul style="list-style-type: none"> ● Course Skill 3: Communication and Reflection 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● It is valuable to hear an outside perspective about your artwork and see if it's communicating what you intend. ● A community of artists can give meaningful feedback, and help each other learn and grow. ● Artists must be able to communicate about their artwork effectively. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● Is my artwork being perceived by others the way I intend it to? ● How can my community of artists help me to be a better artist and how can I help them become better artists? ● How do I effectively communicate about my artwork?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Participate in regular critiques in which students explain their ideas and decisions demonstrated in their artwork. ● Give meaningful feedback to classmates to help give insights and improve each other's artwork. ● Write regular reflections on artwork explaining ideas and choices. 		
Unit Duration:		
Ongoing		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Early	Practice, Investigation, Experimentation	College Board AP Art and Design resources https://apcentral.collegeboard.org/courses/about-ap-art-and-design Student- selected art materials	<ul style="list-style-type: none"> ● Practice their skills in a variety of media independently as a preparation for the skills required for an AP course. ● Investigate various aspects of art media, processes, history, etc. to find ideas or concepts that interest them. ● Experiment with a variety of processes and media to expand creativity and problem-solving. ● Work independently in order to establish good studio habits, decision-making skills, and time management in preparation for their student-driven AP course. 	<ul style="list-style-type: none"> ● Summer PIE (Practice, Investigation, Experimentation) assignment given to students in May of the previous year so they can work over the summer. Approximately 2 weeks will also be given to students at the beginning of the year to complete their summer PIE assignment.
ongoing	Selected Works		<ul style="list-style-type: none"> ● Complete 5 artworks demonstrating good skills and a synthesis of process, materials, and ideas. 	<ul style="list-style-type: none"> ● Create 5 selected works
ongoing	Sustained Investigation		<ul style="list-style-type: none"> ● Identify a question that the student will investigate throughout the year. ● Research, develop, and execute a series of artworks investigating their question. ● Document ideas, processes, and development of artworks. ● Artworks must demonstrate good skills and a synthesis of process, materials, and ideas. ● Produce a 15-image portfolio demonstrating the year-long investigation into the student’s question. 	<ul style="list-style-type: none"> ● Create a portfolio of artwork investigating the initial question ● Write a statement explaining ideas and decisions in the artwork as part of the portfolio.
ongoing	Critiques		<ul style="list-style-type: none"> ● Participate in regular critiques in which students explain their ideas and decisions demonstrated in their artwork. ● Give meaningful feedback to classmates to help give insights and improve each other’s artwork. ● Write regular reflections on artwork explaining ideas and choices. 	<ul style="list-style-type: none"> ● Group critiques

Proficiency Scales for AP Art and Design

Grade Level/Course: AP Art and Design	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 1B ● AP Art and Design <ul style="list-style-type: none"> ○ Course Skill 1: Inquiry and Investigation Domain: Create: Investigation
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Portfolio artworks ● Sketchbook documentation
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Can choose effective media and process for the intended outcome ● Investigates ideas, processes, and materials through research and experimentation ● Experiments with a wide variety of materials and processes ● Plans composition with a variety of sketches and brainstorming ● Revises artwork to accommodate new ideas and feedback 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Investigates processes and materials through practice ● Experiments with traditional materials and processes ● Does some sketching ahead of starting projects 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Can choose a medium and process to create an artwork 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course:</p> <p>AP Art and Design</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 2A, 2B, 2C, 3A ● AP Art and Design <ul style="list-style-type: none"> ○ Course Skill 2: Making through Practice, Experimentation, and Revision <p>Domain: Create: Skill Acquisition</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Portfolio artworks ● Sketchbook documentation
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Demonstrates moderate to good skill in a wide variety of media and processes. ● Practices independently to increase skills in chosen media and processes. ● Learns new skills and processes as part of investigation and experimentation. ● Can create a series of unique artworks with strong ideas 	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Demonstrates rudimentary and moderate skill in a variety of media and processes. ● Does in-class practice to increase skills. ● Can create artwork with superficial ideas 	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> ● Demonstrates rudimentary skill in a variety of media and processes. ● Demonstrates a variety of media and processes. ● Artwork is highly derivative of or copied from another piece of artwork, media, or existing property. ● Very little effort to create a piece of original and creative artwork 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course:</p> <p>AP Art and Design</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Respond 7A, 7B, 8A, 9A ● AP Art and Design <ul style="list-style-type: none"> ○ Course Skill 3: Communication and Reflection <p>Domain: Responding</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Student critiques with classmates using prompts -- For example: <ul style="list-style-type: none"> ○ Explaining ideas <ul style="list-style-type: none"> ■ What was your idea? ■ How do your media and process help communicate those ideas? ■ How does this further your sustained investigation? ○ Giving feedback <ul style="list-style-type: none"> ■ What did you like in the artwork? What are its strengths? ■ What revision would you suggest? OR Ask the artist a question about their artwork. ■ Give the artist a suggestion on what to do next.
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Written evidence of practice, experimentations, and revision demonstrates development of ideas (i.e. Sustained Investigation) ● Can give meaningful feedback to classmates on their artwork <ul style="list-style-type: none"> ○ Feedback has depth beyond what is visually evident, student can give helpful suggestions, students can utilized art-specific vocabulary 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Written evidence of practice, experimentation, and revision relates to artworks and ideas (i.e. Sustained Investigation) ● Can give superficial feedback on artwork <ul style="list-style-type: none"> ○ Describes surface-level features such as color or subject matter, without deeper analysis 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Written evidence of practice, experimentation or revision relates to some artworks. ● Can express an opinion on the artwork of others 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course:</p> <p>AP Art and Design</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Present 4A, 5A, 6A ○ Connect 10A, 11A ● AP Art and Design: <ul style="list-style-type: none"> ○ Course Skill 3: Communication and Reflection ● Domain: Connecting and Presenting
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	<p>To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.</p> <ul style="list-style-type: none"> ● Visual relationships among materials, processes, and ideas are evident and demonstrate synthesis. 	<ul style="list-style-type: none"> ● Artist Statements and reflections ● Critiques
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Visual relationships among materials, processes, and ideas are evident. ● Visual evidence of practice, experimentations, and revision demonstrates development of ideas (i.e. Sustained Investigation) 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Visual relationships among materials, processes, and ideas are evident but may be unclear or inconsistently demonstrated. ● Visual evidence of practice, experimentation, and revision relates to artworks and ideas (i.e. Sustained Investigation) 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Little to no evidence of visual relationships among materials, processes, and ideas. ● Visual evidence of practice, experimentation or revision 	
LND	<p>The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.</p>	

Photography

Course Overview

Grade level(s): 11-12	Credits earned: .5 Prerequisite: none
Course Rationale	Course Description
Students will study digital photography as an art form. They will learn the technical skills necessary to successfully use DSLR cameras. Students will learn to produce photos that have proper exposure and composition.	
Transfer Goals	
<ul style="list-style-type: none"> ● Creative Problem-Solving: Students will apply creative thinking skills to generate innovative solutions to problems in art and other disciplines, fostering an ability to approach challenges with flexibility and originality. ● Visual Literacy: Students will develop the ability to interpret and analyze visual information, enabling them to understand and critique imagery in media, literature, and social contexts. ● Cultural Awareness: Students will explore and appreciate diverse cultural perspectives through art, translating this understanding into empathy and awareness in social studies and global issues. ● Emotional Expression and Resilience: Students will use art as a medium for emotional expression, helping them develop resilience and emotional intelligence that are applicable in social-emotional learning contexts. ● Interdisciplinary Connections: Students will explore how art intersects with history, science, and literature, promoting a holistic understanding of knowledge and encouraging interdisciplinary approaches to learning. 	
Priority Missouri Learning Standards/National Standards	
<p>Missouri Learning Standards for Visual Arts (<i>H.S. Proficient</i>)</p> <ul style="list-style-type: none"> ● Create: Conceiving and developing new artistic ideas and work. <ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"> ■ A - Use multiple approaches to begin creative endeavors. ■ B - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. 2. Organize and develop artistic ideas and work. <ul style="list-style-type: none"> ■ A - Engage in making a work of art or design without having a preconceived plan. ■ B - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment. ■ C - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place 3. Refine and complete artistic work. 	

- A - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- **Present:** Realizing, interpreting and sharing artistic work.
 4. Select, Analyze, and interpret artistic work for presentation.
 - A - Analyze, select, and curate artifacts and/or artworks for presentation and preservation
 5. Develop and refine artistic techniques and work for presentation.
 - A - Analyze and evaluate the reasons and ways an exhibition is presented.
 6. Convey meaning through the presentation of artistic work.
 - A - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- **Respond:** Understanding and evaluating how the arts convey meaning.
 7. Perceive and analyze artistic work.
 - A - Hypothesize ways in which art influences perception and understanding of human experiences.
 - B - Analyze how one's understanding of the world is affected by experiencing visual imagery.
 8. Interpret intent and meaning in artistic work.
 - A - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 9. Apply criteria to evaluate artistic work.
 - A - Establish relevant criteria in order to evaluate a work of art or collection of works.
- **Connect:** Relating artistic ideas and work with personal meaning and external context.
 10. Synthesize and relate knowledge and personal experiences to make art.
 - A - Document the process of developing ideas from early stages to fully elaborated ideas.
 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
 - A - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit 1: Camera Functions

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 2A, 2B ○ Present 5A 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● The functions of a DSLR camera ● Manual settings on a DSLR camera ● Control exposure on a DSLR camera ● File management of photography 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do you adjust the exposure settings on a DSLR camera? ● How do you access the battery and memory card on a DSLR camera? ● How do you switch lenses on a DSLR camera?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Analyze and evaluate the manual functions of the camera and how they will be used in photography. <ul style="list-style-type: none"> ○ Adjust a DSLR camera to create quality photographs in any environment. ○ Explain how the different settings and functions of the cameras affect the photos they are taking. ○ Take out and insert the battery and SD card ○ Hold a camera correctly 		
Unit Duration:		
Ongoing		

Unit 2: Exposure
Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 2A, 2B ○ Present 5A 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● Shutter speed as an exposure technique in photography ● Aperture as an exposure and focus technique ● ISO and how it affects the camera captures and displays light. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do shutter speed, aperture and ISO each individually affect the light coming into the camera? ● How does changing one exposure setting (shutter speed, aperture or ISO) affect the others? ● How do I use exposure settings to achieve a specific look in my photos?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Analyze and evaluate how shutter speed, aperture and ISO settings each affect how the camera captures and displays light. <ul style="list-style-type: none"> ○ Create photographs with proper exposure. ○ Understand and adjust shutter speed. ○ Understand and adjust aperture. ○ Understand and adjust ISO. 		
Unit Duration:		
Ongoing		

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 3A ○ Respond 9A ○ Connect 10A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Photographers use visual rules of composition ● Photographers use effective communication through their photographs. ● Good verses improper composition techniques 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What are visual rules of composition? ● How do I effectively use visual rules of composition in my photographs? ● How do the rules of composition improve my photographs?

Learning Targets

- Students will...*
- Establish relevant criteria about the visual rules of composition to effectively communicate and evaluate the rules of composition through their photographs
 - Create photographs that effectively use different rules of composition.
 - Identify rules of composition used in non-photo artworks.
 - Identify rules of composition used in the photos of famous photographers.
 - Intentionally use rules of composition to achieve certain effects in photos.

Unit Duration:

Ongoing

Unit 4: Elements of Design

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 3A ○ Respond 9A ○ Connect 10A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Line, shape, value, color, texture, space, and form are the elements of design. ● The elements of design can be used within photos. ● Photographers use different elements of design to effectively communicate through their photographs. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What are the elements of design? ● How do I effectively use the elements of design in my photographs? ● How do the elements of design improve my artwork?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Synthesize and develop knowledge related to the elements of design within their photos by documenting their processes throughout their photography <ul style="list-style-type: none"> ○ Create photographs that effectively use different elements of design ○ Identify elements of design used in non-photo artworks. ○ Identify elements of design used in the photos of famous photographers. ○ Intentionally use elements of design to achieve certain effects in photos. 		
Unit Duration:		
2-3 weeks		

Unit 5: Principles of Design
Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 3A ○ Respond 9A ○ Connect 10A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Emphasis, contrast, variety, unity, pattern, balance, proportion, rhythm and movement are all principles of design. ● Photographers use different principles of design to effectively communicate through their photographs. ● The principles of design add artist qualities to photographs. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What are the principles of design? ● How do I effectively use the principles of design in my photographs? ● How can the principles of design affect my artwork?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Synthesize and develop knowledge related to the principles of design within their photos by documenting their processes throughout their photography <ul style="list-style-type: none"> ○ Create photographs that effectively use different principles of design ○ Identify principles of design using non-photo artworks. ○ Identify principles of design used in the photos of famous photographers. ○ Intentionally use principles of design to achieve certain effects in photos. 		
Unit Duration:		
2-3 weeks		

Unit 6: Photo Editing

Desired Results

Standards	Enduring Understandings	Essential Questions
<p>Missouri Learning Standards for Visual Arts</p> <ul style="list-style-type: none"> ● Priority Standards <ul style="list-style-type: none"> ○ Create 1A, 2A, 2B ○ Present 5A 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Photographers use photo editing software programs ● Correct exposure improve artistic quality ● Imperfections in photos to improve artistic quality 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do I use photo editing software? ● What tools in photo editing software do I use to correct exposure? ● What tools in editing software do I use to fix imperfections?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Analyze and select appropriate editing software and techniques to enhance the artistic quality of their photos. <ul style="list-style-type: none"> ○ Use photo editing software to correct exposure in photos. ○ Use photo editing software to correct imperfections in portraits. ○ Use photo editing software to create works with selective color and cut outs. 		
Unit Duration:		
Ongoing		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing throughout the semester	Camera Functions	DSLR Camera	<ul style="list-style-type: none"> ● Analyze and evaluate the manual functions of the camera and how they will be used in photography. <ul style="list-style-type: none"> ○ Adjust a DSLR camera to create quality photographs in any environment. ○ Explain how the different settings and functions of the cameras affect the photos they are taking. ○ Take out and insert the battery and SD card ○ Hold a camera correctly 	<ul style="list-style-type: none"> ● Hands on Camera Functions test
Ongoing throughout the semester	Exposure	DSLR Camera	<ul style="list-style-type: none"> ● Analyze and evaluate how shutter speed, aperture and ISO settings each affect how the camera captures and displays light. <ul style="list-style-type: none"> ○ Create photographs with proper exposure. ○ Understand and adjust shutter speed. ○ Understand and adjust aperture. ○ Understand and adjust ISO. 	<ul style="list-style-type: none"> ● Exposure test ● Specific assignments over Shutter Priority and Aperture Priority mode ● Ongoing with projects throughout the semester
Ongoing throughout the semester	Rules of Composition	DSLR Camera	<ul style="list-style-type: none"> ● Establish relevant criteria about the visual rules of composition to effectively communicate and evaluate the rules of composition through their photographs <ul style="list-style-type: none"> ○ Create photographs that effectively use different rules of composition. ○ Identify rules of composition used in non-photo artworks. ○ Identify rules of composition used in the photos of famous photographers. ○ Intentionally use rules of composition to achieve certain effects in photos. 	<ul style="list-style-type: none"> ● Rules of Composition Project ● Ongoing with projects throughout the semester
Ongoing throughout the semester	Elements of Design	DSLR Camera	<ul style="list-style-type: none"> ● Synthesize and develop knowledge related to the elements of design within their photos by documenting their processes throughout their photography 	<ul style="list-style-type: none"> ● Elements of Design Project ● Ongoing with projects throughout the semester

Photography

			<ul style="list-style-type: none"> ○ Create photographs that effectively use different elements of design ○ Identify elements of design used in non-photo artworks. ○ Identify elements of design used in the photos of famous photographers. ○ Intentionally use elements of design to achieve certain effects in photos. 	
Ongoing throughout the semester	Principles of Design	DSLR Camera	<ul style="list-style-type: none"> ● Synthesize and develop knowledge related to the principles of design within their photos by documenting their processes throughout their photography <ul style="list-style-type: none"> ○ Create photographs that effectively use different principles of design ○ Identify principles of design using non-photo artworks. ○ Identify principles of design used in the photos of famous photographers. ○ Intentionally use principles of design to achieve certain effects in photos. 	<ul style="list-style-type: none"> ● Principles of Design Project ● Ongoing with projects throughout the semester
Ongoing throughout the semester	Photo Editing	DSLR Camera	<ul style="list-style-type: none"> ● Analyze and select appropriate editing software and techniques to enhance the artistic quality of their photos. <ul style="list-style-type: none"> ○ Use photo editing software to correct exposure in photos. ○ Use photo editing software to correct imperfections in portraits. ○ Use photo editing software to create works with selective color and cut outs. 	<ul style="list-style-type: none"> ● Ongoing use within different projects throughout the semester

Proficiency Scales for Photography

Grade Level/Course: Photography	Standard(s): <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 2A, 2B ○ Present 5A Domain: Camera Functions
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	<ul style="list-style-type: none"> ● Hands on Camera Functions test
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> ● Analyze and evaluate the manual functions of the camera and how they will be used in photography. <ul style="list-style-type: none"> ○ Adjust a DSLR camera to create quality photographs in any environment. ○ Explain how the different settings and functions of the cameras affect the photos they are taking. ○ Take out and insert the battery and SD card ○ Hold a camera correctly 	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. <ul style="list-style-type: none"> ● Evaluate the functions on the DSLR camera 	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. <ul style="list-style-type: none"> ● Can take a photo 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course:</p> <p>Photography</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 2A, 2B ○ Present 5A <p>Domain: Exposure</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Exposure test ● Specific assignments over Shutter Priority and Aperture Priority mode ● Ongoing with projects throughout the semester
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Analyze and evaluate how shutter speed, aperture and ISO settings each affect how the camera captures and displays light. <ul style="list-style-type: none"> ○ Create photographs with proper exposure. ○ Understand and adjust shutter speed. ○ Understand and adjust aperture. ○ Understand and adjust ISO. 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Evaluate exposure settings 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Can take a photo 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course:</p> <p>Photography</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 3A ○ Respond 9A ○ Connect 10A <p>Domain: Rules of Composition</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Rules of Composition Project ● Ongoing with projects throughout the semester
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Establish relevant criteria about the visual rules of composition to effectively communicate and evaluate the rules of composition through their photographs <ul style="list-style-type: none"> ○ Create photographs that effectively use different rules of composition. ○ Identify rules of composition used in non-photo artworks. ○ Identify rules of composition used in the photos of famous photographers. ○ Intentionally use rules of composition to achieve certain effects in photos. 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Students can document the ideas about rules of composition within their artwork or artwork of another artist. 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Can take a photo 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course:</p> <p>Photography</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 3A ○ Respond 9A ○ Connect 10A <p>Domain: Elements of Design</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Elements of Design Project ● Ongoing with projects throughout the semester
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Synthesize and develop knowledge related to the elements of design within their photos by documenting their processes throughout their photography <ul style="list-style-type: none"> ○ Create photographs that effectively use different elements of design ○ Identify elements of design used in non-photo artworks. ○ Identify elements of design used in the photos of famous photographers. ○ Intentionally use elements of design to achieve certain effects in photos. 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Describe the elements of design within photography 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Can take a photo 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course:</p> <p>Photography</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 1B, 2A, 3A ○ Respond 9A ○ Connect 10A <p>Domain: Principles of Design</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Principles of Design Project ● Ongoing with projects throughout the semester
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Synthesize and develop knowledge related to the principles of design within their photos by documenting their processes throughout their photography <ul style="list-style-type: none"> ○ Create photographs that effectively use different principles of design ○ Identify principles of design using non-photo artworks. ○ Identify principles of design used in the photos of famous photographers. ○ Intentionally use principles of design to achieve certain effects in photos. 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Describe the principles of design in photography 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Can take a photo 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

<p>Grade Level/Course:</p> <p>Photography</p>	<p>Standard(s):</p> <ul style="list-style-type: none"> ● MO Visual Arts Standards: <ul style="list-style-type: none"> ○ Create 1A, 2A, 2B ○ Present 5A <p>Domain: Photo Editing</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<ul style="list-style-type: none"> ● Ongoing use within different projects throughout the semester
3 On Target	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> ● Analyze and select appropriate editing software and techniques to enhance the artistic quality of their photos. <ul style="list-style-type: none"> ○ Use photo editing software to correct exposure in photos. ○ Use photo editing software to correct imperfections in portraits. ○ Use photo editing software to create works with selective color and cut outs. 	
2 In Progress	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> ● Analyze photo editing techniques 	
1 Getting Started	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> ● Describe different photo editing techniques 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	