MISSOULA COUNTY PUBLIC SCHOOLS

Forward Thinking, High Achieving.

Fine Arts: Visual Arts Curriculum

Draft September 2017

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Visual Arts Curriculum Review Committee 2016-17

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Philosophical foundations and lifelong goals

The philosophical foundations and lifelong goals establish the basis for the new standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines. For a full explanation of artistic literacy, please see the Conceptual Framework.

Philosophical Foundation	**Lifelong Goals**
The Arts as Communication	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
The Arts as Creative Personal Realization	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
The Arts as Culture, History, and Connectors	
Throughout history, the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
Arts as Means to Wellbeing	
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
The Arts as Community Engagement	
The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

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MISSION

To ensure every student achieves his or her full potential, regardless of circumstance and ability.

VISION

We communicate; we collaborate; we think critically; and we create. We are Missoula County Public Schools - educational leaders in a global society - fostering uncompromising excellence and empowering all learners.

CORE BELIEFS

1) EVERY CHILD deserves to be challenged, equipped, and prepared for life beyond school.
2) INNOVATIVE, COMMITTED TALENT – leadership, teachers, and staff – drive success in the classroom and beyond.
3) LEARNING ENVIRONMENTS must continually evolve to be engaging, safe and up-to-date.
4) STRONG COMMUNITIES start with a strong, public school system.

GOALS

1) RESTRUCTURE ORGANIZATION & FACILITIES: Restructure the facilities and organization to become more efficient and effective in support of 21st century learning.
2) STUDENT ACHIEVEMENT FOR ALL: Achievement and graduation for all students regardless of their circumstances and abilities.
3) QUALITY PROFESSIONAL DEVELOPMENT: Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff. Refine and implement a quality evaluation and supervision program for all staff.
4) CULTIVATE INVOLVEMENT: Cultivate and enhance staff, student, parent, business and community involvement.

MEETING DIVERSE STUDENT NEEDS

Students with diverse needs--those with unique abilities and/or disabilities--will have differentiated opportunities to achieve targets, benchmarks, and standards at rates and in manners consistent with their needs. Accommodations and modifications will be implemented to ensure that all students have the opportunity to meet established learning goals and to gain full access to the curriculum.

The needs of struggling learners will be met in a variety of ways in the classroom both through informal intervention and formally prescribed intervention, as necessary.

Gifted students and students of high ability require, at times, differentiated instruction and additional challenge beyond what the standard curriculum can provide. These provisions can include but are not limited to: more challenging content or assignments, critical and higher level thinking skills, instructional grouping, extension activities, and independent research.

TECHNOLOGY

The integration of curriculum and technology is essential to prepare today's students for participation in a viable democratic society. Therefore, the MCPS Fine Arts Curriculum Committee views technology as integral to the Fine Arts curriculum.

LIBRARY MEDIA

Teacher librarians play an essential role in curriculum implementation. They are important instructional partners and consultants in supporting and expanding existing curricula. As information specialists, teacher librarians work collaboratively with students, teachers, administrators, and parents to:

- Provide knowledge of availability and suitability of information resources to support the implementation of Montana and MCPS Standards. This is particularly relevant with the Indian Education for All Law.
- Partner in educating students, developing curricula, and integrating resources into teaching and learning.
- Serve as experts in organizing, synthesizing, and communicating information. Acquisition, organization, and dissemination of resources to support the curricular areas through the library media center are cost-effective methods for the entire school district.
- Teach and integrate literature and information skills into the curriculum. They plan and teach collaboratively based on the needs of the student.

(Adapted from ALA statements, and School Libraries Work!, Scholastic Library Publishing, c2008.)

INDIAN EDUCATION FOR ALL

Missoula County Public Schools is committed to developing for all students an understanding of American and Montana Indian people and their histories, fostering respect for their cultures. In view of the unique role of the American Indian peoples in the development of the United States and the experience of Montana tribes in particular, their history and culture will be integrated wherever appropriate in the instruction of MCPS students, in accordance with the state constitution, statues, and curriculum standards.

ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS

1. There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

2. There is great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and this is unique to each individual. There is no generic American Indian.

3. The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has their own oral history beginning with their genesis that is a valid as written histories. These histories pre-date the "discovery" of North America.

4. Reservations are land that have been reserved by the tribes for their own use through treaties and was not "given" to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
    a. That both parties to treaties were sovereign powers.
    b. Those Indian tribes had some form of transferable title to the land.
    c. That acquisition of Indian lands was solely a government matter not to be left to individual colonists.

5. There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods.

6. History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.

7. Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

Missoula County Public Schools

INSTRUCTION 2450

Recognition of American Indian Peoples' Culture and Heritage in the Curriculum Process

The Board fully supports Article X of the Montana Constitution and is actively committed to develop for all students an understanding of American and Montana Indian people and their histories, as well as foster respect for their respective cultures.

Because of the unique position and place in American history, the American Indian peoples' role in the development of the United States, with emphasis on the experience of the Montana Tribes, shall be included wherever appropriate in the instruction of Missoula County Public School students, in accordance with the state Constitution and state standards. Instructions concerning the historic and current roles of Indian people shall be delivered in a respectful, informative, and sensitive manner. When the social studies curriculum and other curricula are updated according to the District's curriculum cycle, the written curriculum shall reflect this policy. Staff development will be provided pertinent to curriculum implementation.

NOTE: The District has nondiscriminatory policies in effect, which may be referenced.

Legal Reference: Art. X, Sec. 1(2), Montana Constitution §§ 20-1-501, et seq., MCA Recognition of American Indian cultural heritage - legislative intent

10.55.603 ARM	Curriculum Development and Assessment
10.55.701 ARM	Board of Trustees
10.55.803 ARM	Learner Access

Policy History:
History of Previous File 2121:
Presented to PN&P Committee for first reading, 3/30/00
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Revised at C&I Committee, 5/2/00
Adopted on: October 10, 2000
Adopted on: January 14, 2003 (Policy recodified in Series 2000 adoption)

TEACHING ABOUT CONTROVERSIAL ISSUES

Missoula County Public Schools

INSTRUCTION 2330

Academic Freedom

The Board recognizes and supports Academic Freedom as necessary for an environment conducive to the free exchange of ideas and learning.

Academic Freedom is the view that if teachers are to promote the growth of knowledge, they require the freedom to teach and conduct inquiry without fear of sanction or reprisals should they present an unpopular or controversial idea.

Teachers shall help students learn to objectively and respectfully examine differences of opinion, analyze and evaluate facts and their sources, and form their own reasoned judgments about the relative value of competing perspectives.

The Board directs the teaching staff to:

- Refrain from using one's classroom position to promote one's own ideology or any partisan point of view.
- Ensure that issues presented pertain to course objectives.
- Provide students opportunities to develop critical thinking: that is the ability to detect propaganda and to distinguish between fact, opinion and misinformation.
- Respect each student's right to form, choose, hold and/or change an opinion or belief.
- Create an environment in which students are free to form judgments independently.

Any person may file complaints pursuant to this policy through Board Policy 4310P, the uniform grievance procedure.

This policy may not be used to challenge educational materials themselves. Please see:
BP 2313 Dealing with Challenged Educational Resources
BP 2313P Procedure for Dealing with Challenged Educational Resources

Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees
§ 20-3-324 (16) and (17), MCA Powers and duties

Policy History:

Adopted on: January 14, 2003
Revision presented to PN&P Committee on March 25, 2009
Approved on first reading: May 12, 2009
Posted for public comment until: July 22, 2009
Adopted on second reading: August 11, 2009

Visual Arts
Kindergarten

CREATING:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.Ka Engage in exploration and imaginative play with materials.

- I can come up with more than one way to make an art project.
- I can listen to others ideas and share my own.
- I can explore creating with a variety of art materials.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem.

- I can tell the difference between a variety of art materials.
- I can choose the best materials to show my ideas.
- I can come up with more than one way to make an art project.
- I can work with others to solve art-making problems through trial and error.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question(s):** 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?

VA:Cr2.1.Ka Through experimentation, build skills in various media and approaches to art-making.

- I can draw shapes and lines in a variety of sizes.
- I can name primary colors and secondary colors.
- I can hold a paintbrush the right way, control where my paint goes, and create purposeful shapes.
- I can cut out shapes with scissors and glue shapes with the right amount of glue.
- I can recognize repeated shapes and make prints through repeated motions.
- I can manipulate clay to make a form.
- I can identify and create patterns in a piece of artwork.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question(s):** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.Ka Identify safe and non-toxic art materials, tools, and equipment.

- I can perform art activities while keeping myself and classmates safe.
- I can follow the teacher's instructions on the right way to use and clean up art materials.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** 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?

VA:Cr2.3.Ka Create art that represents natural and constructed environments.

- I can create art based on my surroundings.
- I can create art from my imagination.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question(s):** 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?

VA:Cr3.1.Ka Explain the process of making art while creating.

- I can describe shapes found in artwork.
- I can recognize the primary and secondary colors.
- I can recognize and draw straight, zig-zag, and curvy lines.
- I can discuss choices I made in my art.

PRESENTING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question(s):** 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?

VA:Pr4.1.Ka Select art objects for personal portfolio and display, explaining why they were chosen.

- I can choose a piece of artwork that I am proud of and explain why.
- I can share a piece of artwork that represents my ideas.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question(s):** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.Ka Explain the purpose of a portfolio or collection.

- I can discuss how artwork can be displayed.
- I can recognize how my art has improved.
- I can select a piece of work based on a theme.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question(s):** 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?

VA:Pr6.1.Ka Explain what an art museum is and distinguish how an art museum is different from other buildings.

- I can recognize the purpose of an art museum.
- I can identify places in my community that I see artwork.
- I can discuss the importance of art.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.
- **Essential Question(s):** 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?

VA:Re.7.1.Ka Identify uses of art within one's personal environment.

- I can identify a variety of textures within my environment.
- I can recognize line, color, and shape in my environment.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question(s):** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.Ka Describe what an image represents.
  - I can identify the subject in a piece of art.
  - I can explain how a work of art makes me feel.

Anchor Standard 8: Interpret intent and meaning in artistic work.
- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question(s):** 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?

VA:Re.8.1.Ka Interpret art by identifying subject matter and describing relevant details.
  - I can be part of a discussion about various artworks.
  - I can begin to understand what the artist was thinking when making his/her artwork.
  - I can find details to help me identify the subject.

Anchor Standard 9: Apply criteria to evaluate artistic work.
- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question(s):** 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?

VA:Re9.1.Ka Explain reasons for selecting a preferred artwork.
  - I can explain strengths in my own artwork.
  - I can express my opinion of an art piece and defend it with examples.
  - I can use art vocabulary to share what I like about another student's artwork.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question(s):** 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?

VA:Cn10.1.Ka Create art that tells a story about a life experience.
  - I can use images and symbols to show my ideas.
  - I can create art around a theme.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

- **Essential Question(s):** 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?

VA:Cn11.1.Ka Identify a purpose of an artwork.
    - I can think about where a piece of art came from.
    - I can think about what an artist was thinking when creating his/her artwork.

Visual Arts
1st Grade

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.

- I can work with others to create and share ideas.
- I can explore a variety of new processes and materials when creating.
- I can use my imagination when creating.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.

- I can choose my subject by seeing examples of artwork and watching teacher demonstrations.
- I can identify the subject in a piece of artwork.
- I can come up with more than one way to make an art project.
- I can identify and create circles, squares, rectangles, ovals, and triangles.
- I can identify and create texture and patterns in a piece of artwork.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question(s):** 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?

VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.

- I can hold a paintbrush the right way, control where my paint goes, and create purposeful shapes.
- I can use images and symbols to show my ideas.
- I can cut out shapes with scissors and glue shapes with the correct amount of glue.
- I can carve a foam plate to make a print, or make a print using repeated motions.

- I can make a clay form using the pinch-pot or slab technique.
- I can tell the difference between art materials.
- I can choose the best art material to show my ideas.
- I can draw shapes and lines in a variety of sizes.
- I can name primary colors and mix secondary colors.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question(s):** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

- I can perform art activities while keeping myself and classmates safe.
- I can follow the teacher's instructions on the right way to use art materials.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** 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 designs that effectively communicate?

VA:Cr2.3.1a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

- I can identify circles, squares, rectangles, ovals, and triangles in my surroundings and apply them to art making.
- I can identify texture in my surroundings and make texture in my artwork.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question(s):** 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?

VA:Cr3.1.1a Use art vocabulary to describe choices while creating art.

- I can experiment and decide which idea is best and why, using art vocabulary.
- I can name primary colors and mix secondary colors.
- I can identify and create circles, squares, rectangles, ovals, and triangles.

PRESENTING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation
- **Essential Question(s):** 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?

VA:Pr4.1.1a Explain why some objects, artifacts, and artwork are valued over others.

- I can explain why I am proud of my work.
- I can describe qualities of objects made by hand.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question(s):** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.1a Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.

- I can select art to be presented.
- I can describe steps for preparing work to be presented.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question(s):** 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?

VA:Pr6.1.1a Identify the roles and responsibilities of people who work in and visit museums and other art venues.

- I can describe the role of a curator in a museum.
- I can identify a variety of reasons for visiting a museum.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.

- **Essential Question(s):** 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?

VA:Re.7.1.1a Select and describe works of art that illustrate daily life experiences of one's self and others.

- I can identify content and mood in a piece of art.
- I can find connections between others artwork and my life.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question(s):** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.1a Compare images that represent the same subject.

- I can compare and contrast symbolic images.
- I can describe how different styles of art making change an image.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question(s):** 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?

VA.Re8.1.1a Interpret art by categorizing subject matter and identifying the characteristics of form.

- I can think about what a piece of art means by looking at it.
- I can describe where my eye goes first in a piece of art.
- I can explain contrast in a piece of art.
- I can begin to understand what the artist was thinking when making his/her artwork.
- I can look for clues about an artist's background by what their artwork looks like.
- I can define the three dimensions: length, width, and depth.
- I know that sculpture can be made with a variety of materials including clay, paper, wood, metal, or paper mache.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question(s):** 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?

VA:Re9.1.1a Classify artwork based on different reasons for preferences.

- I can take part in a discussion and critique of various artworks.
- I can recognize strengths in my own artwork and in the artworks of others.
- I can express my opinion of an art piece and defend it with examples.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question(s):** 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?

VA:Cn10.1.1a Identify times, places, and reasons by which students make art outside of school.

- I can discuss places where I make art outside of school.
- I can describe and connect a variety personal art making experiences.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question(s):** 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?

VA:Cn11.1.1a Understand that people from different places and times have made art for a variety of reasons.

- I can be respectful of other people and their culture.
- I can start to think about where a piece of art came from.
- I can recognize notable artists and their styles.
- I can recognize artists make artwork for many reasons.
- I can look for clues about an artist's background by what their artwork looks like.
- I can recognize that an artist creates in a variety of ways including music, theater, and through dance.

Visual Arts
2nd Grade

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem.

- I can share my ideas and listen to ideas of others.
- I can come up with multiple ideas and select one to develop.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

- I can tell the difference between different art materials.
- I can choose the best materials to show my ideas.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question(s):** 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?

VA:Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.

- I can show mood in a piece of artwork through color.
- I understand how the size of one shape relates to another and use overlap to show space.
- I can cut out complicated shapes with scissors and glue shapes with the correct amount of glue.
- I know how to slip and score to join two pieces of clay together.
- I can understand the process of printmaking to create multiple images.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question(s):** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.2a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

- I can perform art activities while keeping myself and classmates safe.
- I can follow the teacher's instructions on the right way to use and clean up art materials.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question(s)** 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?

VA:Cr2.3.2a Repurpose objects to make something new.

- I can recognize objects to be reused in art.
- I can use a variety of materials to make art.
- I can use materials in a new or unconventional way.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question(s):** 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?

VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.

- I can share ideas and observations with my peers.
- I can explain choices made in my own artwork.
- I can use ideas from peers to make changes to my artwork.

PRESENTING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question(s):** 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?

VA:Pr4.1.2a Categorize artwork based on a theme or concept for an exhibit.

- I can recognize and classify work with similar themes.
- I can describe connections between different works of art.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question(s):** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.2a Distinguish between different materials or artistic techniques for preparing artwork for presentation.

- I can select art to be presented.
- I can describe methods of preparing work to be presented.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question(s):** 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?

VA:Pr6.1.2a Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.

- I can identify art in my community.
- I can explain how a specific artwork positively affects my community.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Re.7.1.2a Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

- I can identify and create shapes in my artwork and surroundings.
- I can describe and make texture in my artwork.

- I can recognize when objects in a picture look close to me and far away.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.2a Categorize images based on expressive properties.
- I can use images and symbols to show my ideas.
- I can describe where my eye goes first in a piece of art and why.
- I can explain contrast in a piece of art.

Anchor Standard 8: Interpret intent and meaning in artistic work.
- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** 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?

VA.Re8.1.2a Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.
- I can identify mood based on subject and use of color.
- I can identify a focal point and how my eye moves through a work of art.

Anchor Standard 9: Apply criteria to evaluate artistic work.
- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** 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?

VA:Re9.1.2a Use learned vocabulary to express preferences about artwork.
- I can describe the elements of art in an artwork.
- I can explain what is happening in a piece of artwork.
- I can use art vocabulary to describe my opinion.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** 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?

VA:Cn10.1.2a Create works of art about events in home, school, or community life.
- I can tell a story through art.
- I can create a work of art about myself.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to

deepen understanding.

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** 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?

VA:Cn11.1.2a Compare and contrast cultural uses of artwork from different times and places.

- I can be respectful of other people and their culture.
- I can think about where a piece of art came from.
- I can begin to understand what the artist was thinking when making his/her artwork.
- I can recognize notable artists and their styles.

Visual Arts
3rd Grade

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.3a Elaborate on an imaginative idea**.**

- I can come up with more than one way to make an art project.
- I can decide which idea is best and why.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.3a Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

- I can tell the difference between many art materials.
- I can choose the best materials to express my thoughts and ideas.
- I can use images and symbols to show my ideas.
- I can use technology to support my ideas.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question(s):** 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?

VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.

- I can draw shapes and lines to make other objects.
- I can explain how the size of one shape relates to another.
- I can recognize primary colors and mix secondary colors.
- I can properly hold a paintbrush, control where my paint goes, and create purposeful shapes.
- I can use the process of printmaking to make multiple images.
- I can use clay processes to create a 3-dimensional form.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.3a Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

- I can perform art activities while keeping myself and classmates safe.
- I can follow the teacher's instructions on the right way to use art materials.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question(s):** 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?

VA:Cr2.3.3a Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

- I can create a work of art that communicates an idea about my everyday life.
- I can collaborate with others to create art that shares a message.
- I can use materials in a new or unconventional way.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question(s):** 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?

VA:Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning.

- I can share my ideas and observations with my peers.
- I can use ideas from my peers to make changes in my artwork.
- I can use details to expand my ideas.

PRESENTING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question(s):** 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?

VA:Pr4.1.3a Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

- I can select a work of art for presentation in a certain space.
- I can choose a piece of art that fits a theme.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question(s):** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.3a Identify exhibit space and prepare works of art including artists' statements, for presentation.

- I can select art to be presented for a certain venue.
- I can write a statement about how and why a piece of art was made.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question(s):** 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?

VA:Pr6.1.3a Identify and explain how and where different cultures record and illustrate stories and history of life through art.

- I can explain different ways time and culture has influenced art.
- I can identify a piece of artwork that was created in a different time or culture

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.
- **Essential Question(s):** 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?

VA:Re.7.1.3a Speculate about processes an artist uses to create a work of art.

- I understand that artists can make artwork in a variety of different ways including musically, theatrically, and through dance.

- I can share something I have learned about an artist after viewing their work.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question(s):** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.3a Determine messages communicated by an image.
- I can identify the subject and mood or theme in a piece of artwork.
- I can begin to think about what a piece of art means.

Anchor Standard 8: Interpret intent and meaning in artistic work.
- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question(s):** 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?

VA.Re8.1.3a Interpret art by analyzing use of media to create subject matter, characteristics or form, and mood.
- I can think about where a piece of art came from.
- I can begin to understand what the artist may have been thinking when creating his/her artwork.
- I can begin to recognize different styles of art.

Anchor Standard 9: Apply criteria to evaluate artistic work.
- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question(s):** 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?

VA:Re9.1.3a Evaluate an artwork based on given criteria.
- I can see strengths in my own artwork and in other students' artwork.
- I can express my opinion of an art piece and defend it with examples.
- I can think about my opinions on a piece of artwork and compare them with other students' ideas.

CONNECTING
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question(s):** How does engaging in creating art enrich people's lives? How does making art attune people to their surrounding? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cn10.1.3a Develop a work of art based on observations of surroundings.
- I can create a work of art based on my environment.
- I can make a work of art about my personal experiences.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question(s):** 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?

VA:Cn11.1.3a Recognize that responses to art change depending on knowledge of the time and place in which it was made.

- I can look for clues about an artist's background by what their artwork looks like.
- I can think about where a piece of art came from.
- I can think about what an artist may have been thinking when creating his/her artwork.

Visual Arts
4th Grade

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.

- I can come up with more than one way to make an art piece.
- I can decide which idea is the best and why.
- I can solve art-making problems through trial and error.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

- I can create art that shares a message.
- I can consider other students opinions while developing a piece of art.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question(s):** 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?

VA:Cr2.1.4a Explore and invent art-making techniques and approaches.

- I can draw a portrait that shows my understanding of facial proportion.
- I can paint purposeful shapes as well as thin and thick lines with a paintbrush.
- I can cut out complicated shapes with scissors and layer shapes to create a collage.
- I can make a clay form using the pinch-pot coil and/or slab technique.
- I can make a slip and score to join two pieces of clay together.
- I understand how the size of one shape relates to another (basic proportion).
- I can identify and utilize various printmaking techniques.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

- **Essential Question(s):** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

- I can perform art activities while keeping myself and classmates safe.
- I can follow the teacher's instructions on the right way to use art materials.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question(s):** 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?

VA:Cr2.3.4a Document, describe, and represent regional constructed environments.

- I can create a work of art based on my surroundings.
- I can describe artwork found in my community.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question(s):** 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?

VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.

- I can make changes based on the advice of others.
- I can evaluate my own work and the work of my peers.
- I can explain choices made in my own artwork.

PRESENTING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question(s):** 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?

VA:Pr4.1.4a Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

- I can use technology in the creative process.
- I can understand how technology has informed artmaking.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question(s):** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.4a 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.

- I can mat and sign artwork for presentation.
- I can identify locations for presenting my art to protect it.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question(s):** 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?

VA:Pr6.1.4a Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

- I can explain why art is presented in a certain location.
- I can identify the different settings for presenting artwork.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.
- **Essential Question(s):** 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?

VA:Re.7.1.4a Compare responses to a work of art before and after working in similar media.

- I can recognize strengths in my own artwork and in the artwork of others.
- I can express my opinion of an art piece and defend it with examples.

VA:Re.7.2.4a Analyze components in visual imagery that convey messages.

- I can describe how different expressive features in a work of art cause different responses.

- I can use visual structures and functions of art to communicate my ideas.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question(s):** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Anchor Standard 8: Interpret intent and meaning in artistic work.
- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question(s):** 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?

VA.Re8.1.4a Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
- I can explain how history, culture, and the visual arts can influence each other in making and studying works of art, including Montana American Indian art.
- I can identify the subject in a piece of artwork.
- I can begin to determine meaning in a piece of art.
- I can recognize notable artists and their styles.
- I can differentiate historical and contemporary artwork.

Anchor Standard 9: Apply criteria to evaluate artistic work.
- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question(s):** 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?

VA:Re9.1.4a Apply one set of criteria to evaluate more than one work of art.
- I can engage in a discussion and critique of various artworks.
- I can critically discuss my art and the art of my peers.

CONNECTING
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question(s):** 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?

VA:Cn10.1.4a Create works of art that reflect community cultural traditions.
- I can use environment to influence my creative process.
- I can think about why an artist would have made their artwork the way they did.
- I can recognize cultural influences in a piece of art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to

deepen understanding.

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question(s):** 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?

VA:Cn11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.

- I can show respect of other people and their culture.
- I can think about where a piece of art came from.
- I know that artists make artwork for many different reasons.
- I can look for clues about an artist's background by what their artwork looks like.

Visual Arts
5th Grade

CREATING:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making.

- I can collaborate with others to create new ideas.
- I can choose my subject by viewing examples of artwork and watching teacher demonstrations.
- I can come up with more than one way to make an art project.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

- I can analyze ideas to determine the best solution in a creative process.
- I can tell the difference between various art media and choose the best materials to express my thoughts and ideas.
- I can use images and symbols to show my ideas.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question(s):** 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?

VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.

- I can make a painting with a clear foreground, middle ground, and background.
- I can cut out complicated shapes with scissors and layer shapes to create a collage.
- I can solve art-making problems through trial and error.

- I can combine multiple clay hand-building techniques to create demonstrating craftsmanship.
- I can apply ink to make a recognizable print.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question(s):** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

- I can follow my teacher's instructions for the right way to use art materials.
- I can perform art activities while keeping myself and classmates safe.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question(s):** 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?

VA:Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.

- I can choose a significant place in my environment to recreate in my artwork.
- I can communicate my ideas through my artwork.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question(s):** 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?

VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art-making.

- I can use ideas and critique of my peers to revise a piece of art.
- I can write about the process of creating a work of art using art vocabulary.

PRESENTING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

- **Essential Question(s):** 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?

VA:Pr4.1.5a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

- I can think about and discuss the best way to display a work of art.
- I can select a work of art based on a theme.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question(s):** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.5a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

- I can refine a work of art to prepare for presentation.
- I can explain why some art materials would be more successful than others for presentation.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question(s):** 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?

VA:Pr6.1.5a Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

- I can begin to explain what an artist may have been thinking when creating a work of art.
- I can look at the artwork of others and make meaning.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.

- **Essential Question(s):** 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?

VA:Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.
    - I can engage in a discussion and critique of various artworks.
    - I can recognize strengths in my own artwork and in the artwork of others.
    - I can express my opinion of an art piece and defend it with examples.
- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question(s):** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.5a Identify and analyze cultural associations suggested by visual imagery.
    - I can begin to understand what the artist may have been thinking when creating his/her artwork.
    - I can look for clues about an artist's background by what their artwork looks like.

Anchor Standard 8: Interpret intent and meaning in artistic work.
- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question(s):** 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?

VA.Re8.1.5a 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.
    - I can think about what artwork means based on what I see.
    - I can describe how a work of art makes me feel.

Anchor Standard 9: Apply criteria to evaluate artistic work.
- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question(s):** 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?

VA:Re9.1.5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
    - I can draw comparisons between notable artists and their styles.
    - I can think about how a piece of art was influenced by time and place.

CONNECTING
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

- **Essential Question(s):** 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?

VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

- I can explain and identify elements of art in my surroundings.
- I can recognize and explain similarities and differences between my artwork and the artwork of my peers.
- I can use vocabulary to explain the process of creating a work of art.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question(s):** 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?

VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

- I can create a work of art to spread a message.
- I can recognize how art can influence society.

VISUAL ARTS
6th Grade

Course Overview:
In 6th grade art, students are engaged in 2-D and 3-D studio art experiences that explore a wide range of media. Both the elements and principles of design will be used to help students express artistic ideas and concepts. Individuality and imagination will be an n essential part of the students' artistic output. Students also learn about aspects of art history and art from many cultures around the world. Through this course, students also gain knowledge of art and its role in society and how art can benefit an enriched future of lifelong learning.

Vocabulary:
Abstract, Additive, Analogous, Art Criticism, Asymmetry, Background, Balance, Collage, Color, Color Relationships, Composition, Contemporary Art, Contour Line Drawings, Contrast, Cool Colors, Design, Distortion, Elements of Art, Emphasis, Expressive Content, Figurative, Foreground, Focal Point, Form, Function, Geometric, Hue, Installation Art, Intensity, Line, Linear Perspective, Media, Middle Ground, Mixed Media, Monochromatic, Motif, Movement, Negative Space, Neutral Colors, One-point Perspective, Organic, Pattern, Point of View, Portfolio, Positive Space, Printmaking, Primary Colors, Principles of Design, Proportion, Reflection, Rhythm, Rubric, Scale, Secondary Colors, Shade, Shape, Space, Still Life, Structure, Style, Subtractive, Symmetry, Texture, Three-dimensional, Tint, Traditional Art, Two-dimensional, Two-point Perspective, Unity, Value, Variety, Visual Metaphor, Volume, Warm Colors.

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.

- I can devise multiple solutions to any given art problem.
- I can use improvisation/experimentation to determine solutions.
- I can collaborate with others to generate ideas for a work of art.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.6a Formulate an artistic investigation of personally relevant content for creating art.

- I can apply original ideas to various drawings, paintings, printmaking and sculpture.
- I can demonstrate the use of various symbols to create meaning in a work of art.
- I can select a course of action using two-dimensional processes to create a work of art.
- I can select a course of action using three-dimensional processes to create a work of art.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question(s):** 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?

VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

- I can apply the elements of art and principles of design to an original work of art.
- I can exhibit craftsmanship when creating various types of drawings, paintings, printmaking and sculpture.
- I can formulate art products with my peers.
- I can use various forms of technology and processes to convey meanings in art.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question(s):** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.6a Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.

- I can demonstrate responsible behavior regarding clean-up and care of art supplies.
- I can exhibit safety with tools and materials in the art room.
- I can demonstrate respectful behavior regarding the protection of personal belongings and those of others.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question(s):** 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?

VA:Cr2.3.6a Design or redesign objects, places, or systems that meet the identified needs of diverse users.

- I can use art materials, techniques, technologies, and processes to create specific responses.
- I can experiment and practice with a variety of media to achieve clarity of expression.
- I can create an artwork based on a specific set of design requirements.
- I can explore and examine possible audience responses to a collection of artwork.
- I can apply the rules of one point perspective to create the illusion of 3-D space.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question(s):** 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?

VA:Cr3.1.6a Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

- I can explain my ideas that are expressed in an original artwork.
- I can evaluate the quality and effectiveness of my own artwork.
- I can apply criticism to my own artwork.
- I can predict and evaluate potential responses to my own artwork.

PRESENTING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question(s):** 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?

VA:Pr4.1.6a Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.

- I can explain the how experiencing an artwork in person might differ from experiencing the same artwork as a reproduction.
- I can explain why an artist might choose to work with certain media and processes over others.
- I can analyze a variety of possible presentation options presented by specific media and techniques.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question(s):** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.6a Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.

- I can explain how viewers interact with the artwork in different exhibit spaces within our school.
- I can exhibit craftsmanship and completion as I prepare and revise works for presentation.
- I can exhibit my artwork that demonstrates my understanding of art concepts.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question(s):** 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?

VA:Pr6.1.6a Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

- I can identify multiple venues in which a viewer might experience visual art.
- I identify and compare collections of artworks in various eras and cultures including American Indian art.
- I can demonstrate appropriate audience behavior for the context and style of art presented.
- I can identify and classify examples of cultural, political, expressive, commercial, and environmental visual arts.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.
- **Essential Question(s):** 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?

VA:Re.7.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value.

- I can compare various reasons for creating works of art.
- I can describe artistic choices in the work of others.
- I can identify and compare stylistic approaches in a variety of artworks.
- I can differentiate a variety of art objects in historical and cultural contexts.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question(s):** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.6a Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

- I can describe how emotion and expression are implicit in creating art.
- I can describe a variety of individual responses to works of art.
- I can analyze how artworks communicate meaning using problem solving, personal decisions and expression.
- I can interpret contemporary and historical meaning in specific art works through critical and aesthetic inquiry process.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question(s):** 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?

VA.Re8.1.6a 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.

- I can recognize and classify the elements of art and principles of design in a work of art.
- I can differentiate components of various subject matter in art.
- I can compare multiple purposes for creating works of art.
- I can analyze artistic choices in my own artwork and the artwork of others.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question(s):** 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?

VA:Re9.1.6a Develop and apply relevant criteria to evaluate a work of art.

- I can describe artistic choices in my own artwork and the artwork of others.

- I can describe the influence of personal experience on the interpretation of works of art.
- I can differentiate a variety of art objects in historical and cultural contexts.
- I can develop and apply criteria to evaluate the quality and effectiveness of the work of others.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question(s):** 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?

VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

- I can help build a collection of artwork that reflects a range/variety of experiences.
- I can explain how a body of artwork reflects the personal experiences of an artist.
- I can propose a body of artwork that reflects a personal investigation of a theme.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question(s):** 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?

VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses.

- I can explain how works of art reflect the environment in which they are created.
- I can explain how history/culture and the Arts influence each other.
- I can analyze characteristics of works of art as belonging to particular cultures, times, and places in the context in which they were created.
- I can determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.

VISUAL ARTS
7th Grade

Course Overview:
In 7th grade art, students continue to develop artistic processes that use a wide range of media involving the elements and principles of design. Both 2-D and 3-D art works that promote imagination and individuality are created. Students continue to explore art from many nations, cultures, and time periods. Students also learn how art plays an important part in society and an enriched future of lifelong learning.

Vocabulary:
Abstract, Acrylics, Additive, Analogous, Art Criticism, Asymmetry, Background, Balance, Collage, Color, Color Relationships, Composition, Contemporary Art, Content, Contour Line Drawings, Contrast, Cool Colors, Design, Distortion, Elements of Art, Emphasis, Expressive Content, Figurative, Foreground, Focal Point, Form, Function, Hue, Installation Art, Intensity, Line, Linear Perspective, Media, Middle Ground, Mixed Media, Monochromatic, Motif, Movement, Negative Space, Neutral Colors, One-point Perspective, Organic, Pattern, Point of View, Portfolio, Positive Space, Printmaking, Primary Colors, Principles of Design, Proportion, Reflection, Rhythm, Rubric, Scale, Secondary Colors, Shade, Shape, Space, Still Life, Structure, Style, Subtractive, Symmetry, Texture, Three-dimensional, Tint, Tone, Traditional Art, Two-dimensional, Two-point Perspective, Unity, Value, Variety, Visual Metaphor, Volume, Warm Colors.

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.7a Apply methods to overcome creative blocks.

- I can devise multiple solutions to any given art problem.
- I can use improvisation/experimentation to determine solutions.
- I can collaborate with others to generate ideas for a work of art.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.7a Develop criteria to guide making a work of art or design to meet an identified goal.

- I can explore multiple ways to express my ideas as I plan a work of art.

- I can create an artwork from original ideas based on identified themes, symbols, events, and personal experiences.
- I can choose a course of action using two-dimensional processes to create a work of art.
- I can choose a course of action using three-dimensional processes to create a work of art.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question(s):** 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?

VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

- I can apply the elements of art and principles of design to an original work of art.
- I can select appropriate materials and sources to demonstrate various types of drawings, painting printmaking, graphic arts and sculpture.
- I can achieve clarity of expression by experimenting and practicing with a variety of media.
- I can build a collection of artwork that represents a range/variety of experiences.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question(s):** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.7a Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.

- I can demonstrate responsible behavior regarding my safety and the safety of others when online.
- I can convey intended meaning using various forms of technology and processes.
- I can explore and examine possible viewer responses presented by various images, media and techniques.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question(s):** 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?

VA:Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

- I can demonstrate understanding of the elements of art and principles of design in a variety of media.
- I can use art materials, techniques, technologies and processes to create specific responses.
- I can create an original artwork based on personal ideas, experiences, themes, symbols and events.
- I can demonstrate my ability to use conceptual ideas.
- I can apply the rules of 2-point perspective to create the illusion of 3-D space.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question(s):** 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?

VA:Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.

- I can describe how my ideas relate to various subject matter, symbols or media in an original work of art.
- I can evaluate the quality and effectiveness of my own artwork.
- I can apply criticism to my own artwork.
- I can predict and evaluate potential responses to my own artwork.

PRESENTING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question(s):** 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?

VA:Pr4.1.7a Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

- I can explain the how experiencing an artwork in person might differ from experiencing the same artwork as a reproduction.
- I can explain why an artist might choose to work with certain media and processes over others.
- I can compare and contrast examples of cultural, political, communication, expressive, commercial, and environmental visual arts.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question(s):** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.7a Based on criteria, analyze and evaluate methods for preparing and presenting art.

- I can exhibit craftsmanship and completion as I prepare and revise works for presentation.
- I can exhibit my artwork that demonstrates my understanding of art concepts.
- I can explain my choices in completing and individualizing my artwork for presentation.
- I can organize works for presentation based on common visual and conceptual themes.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question(s):** 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?

VA:Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues.

- I can compare and contrast various types of art viewing experiences in galleries, public spaces, museums or places of worship.
- I can compare and contrast examples of historical, contemporary, and traditional arts, including American Indian art.
- I can demonstrate appropriate audience behavior for the context and style of art being presented.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.

- **Essential Question(s):** 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?

VA:Re.7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

- I can compare and contrast multiple venues in which a viewer might experience works of art.
- I can determine and describe how a work of art shows connection to societal, cultural change or preservation, including American Indian culture and art.
- I can interpret contemporary meaning in specific art works through critical and aesthetic inquiry process.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question(s):** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.7a Analyze multiple ways that images influence specific audiences.

- I can describe how emotion and expression are implicit in creating art.
- I can describe and compare a variety of individual responses to works of art.
- I can describe the influence of personal experience on the interpretation of works of art.
- I can analyze contemporary and historical meanings in specific artworks through critical and aesthetic inquiry process.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Questions):** 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?

VA.Re8.1.7a 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.

- I can analyze artistic choices in my own artwork and the artwork of others.
- I can recognize and classify the elements of art and principles of design in a work of art.
- I can interpret the purpose of art objects in historical and cultural contexts.
- I can compare various reasons for creating works of art.
- I can analyze how artworks communicate meaning using problem solving, personal decisions and expression.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question(s):** 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?

VA:Re9.1.7a Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

- I can evaluate the quality and effectiveness of my artwork and the work of others.
- I can analyze historical meanings in specific artworks through critical and aesthetic inquiry process.
- I can develop and apply criteria for evaluating quality and effectiveness of a work of art.
- I can explain how specific criteria are appropriate to analyze a given style of an artwork.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question(s):** 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?

VA:Cn10.1.7a Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

- I can help build a collection of artwork that reflects a range/variety of experiences.
- I can explain how works of art reflect the environment in which they were created.
- I can compare similar art-making traditions across different times, places and cultures.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question(s):** 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?

VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

- I can explain how works of art reflect the environment in which they are created.
- I can explain how history/culture and the Arts influence each other.
- I can analyze characteristics of works of art in relation to particular cultures, times, and places in the context in which they were created.

- I can determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.

VISUAL ARTS
8th Grade

Course Overview:
In 8th grade art, students engage in many 2-D and 3-D studio art experiences that continue to explore the elements and principles of design using a wide range of media. Through the development of individuality and imagination, students create artistic products that express unique concepts. The study of art history and art styles from many cultures and nations continues. Students gain awareness of how art is a part of many different career options, society, and their future.

Vocabulary:
Abstract, Additive, Analogous, Art Criticism, Asymmetry, Background, Balance, Collage, Color, Color Relationships, Composition, Contemporary Art, Contour Line Drawings, Contrast, Cool Colors, Design, Distortion, elements of Art, Emphasis, Expressive Content, Figurative, Foreground, Focal Point, Form, Function, Geometric, Hue, Installation Art, Intensity, Line, Linear Perspective, Media, Middle Ground, Mixed Media, Monochromatic, Motif, Movement, Negative Space, Neutral Colors, One-point Perspective, Organic, Pattern, Point of View, Portfolio, Positive Space, Printmaking, Primary Colors, Principles of Design, Proportion, Reflection, Rhythm, Rubric, Scale, Secondary Colors, Shade, Shape, Space, Still Life, Structure, Style, Subtractive, Symmetry, Texture, Three-dimensional, Tint, Traditional Art, Two-dimensional, Three-point Perspective, Unity, Value, Variety, Visual Metaphor, Volume, Warm Colors.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.

- I can devise multiple solutions to any given art problem.
- I can use improvisation/experimentation to determine solutions.
- I can demonstrate my ability to generate conceptual ideas.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.

- I can explore multiple ways to express my ideas as I plan a work of art.
- I can collaborate with others to make artistic choices.
- I can choose a course of action using two-dimensional processes to create a work of art.
- I can choose a course of action using three-dimensional processes to create a work of art.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question(s):** 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?

VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

- I can apply the elements of art and principles of design to an original work of art.
- I can select appropriate materials and sources to demonstrate various types of drawings, paintings, printmaking and sculpture.
- I can achieve clarity of expression by experimenting and practicing with a variety of media.
- I can demonstrate my ability to use conceptual ideas in an original work of art.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question(s):** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.8a Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

- I can demonstrate responsible behavior regarding image appropriation and re-use.
- I can use various forms of technology and processes to convey intended meanings in art.
- I can examine the breadth and depth of possible responses presented by media and media techniques.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question(s):** 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?

VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.

- I can demonstrate the elements of art and principles of design in a variety of media.
- I can use art materials and techniques, technologies, and processes to create specific responses.
- I can create an original artwork based on personal ideas, experiences, themes, symbols and events.
- I can communicate conceptual ideas or meaning based on my own ideas and other sources.
- I can apply the rules of three-point perspective to create the illusion of 3-D space.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question(s):** 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?

VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

- I can describe how my ideas relate to various subject matter, symbols or media in an original work of art.
- I can analyze artistic choices in my art and revise for clarity of expression.
- I can apply criticism to my own artwork.
- I can predict and evaluate potential responses to my own artwork.

PRESENTING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question(s):** 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?

VA:Pr4.1.8a Develop and apply criteria for evaluating a collection of artwork for presentation.

- I can explain how emotion and expression are implicit in creating art.
- I can describe a similar theme, concept or mood in a collection of artwork.
- I can compare and contrast examples of cultural, political, communication, expressive, commercial, and environmental visual arts.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question(s):** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.8a Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

- I can explore and examine possible responses presented by various media and media techniques.
- I can contribute original ideas and concepts from other sources to support a theme in a collaborative artwork.
- I can exhibit craftsmanship and completion as I prepare and revise group works for presentation.
- I can contribute to the development of a narrative that clearly communicates the intended meaning of an art exhibition.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question(s):** 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?

VA:Pr6.1.8a Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

- I can compare and contrast collections of historical, contemporary, and traditional arts, including American Indian art.
- I can compare and contrast examples of cultural, political, expressive, commercial, and environmental arts.
- I can demonstrate appropriate audience behavior for the context and style of art presented.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

- **Enduring Understanding:** 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.

- **Essential Question(s):** 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?

VA:Re.7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

- I can compare various reasons for creating works of art.
- I can describe and analyze artistic choices in my own artwork and the artwork of others.
- I can describe the influence of personal experience on the interpretation of works of art.
- I can interpret contemporary meaning in specific art works through critical and aesthetic inquiry process.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question(s):** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

- I can describe how people's emotions and experiences influence the development of specific art works.
- I can describe and compare a variety of individual responses to works of art.
- I can examine the breadth and depth of possible viewer responses presented by media and media techniques.
- I can analyze contemporary and historical meanings in specific artworks through critical and aesthetic inquiry process.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question(s):** 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?

VA.Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

- I can recognize and classify the elements of art and principles of design in a work of art.
- I can interpret the purpose of art objects in historical and cultural contexts.
- I can compare various reasons for creating works of art.
- I can analyze how artworks communicate meaning using problem solving, personal decisions and expression.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question(s):** 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?

VA:Re9.1.8a Create a convincing and logical argument to support an evaluation of art.

- I can evaluate the quality and effectiveness of my artwork and the work of others.
- I can offer suggestions for improvement that reflect specific criteria appropriate to the style of work.
- I can develop and apply criteria for evaluating quality and effectiveness of the work of art.
- I can explain how specific criteria are appropriate to analyze a given style of an artwork.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question(s):** 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?

VA:Cn10.1.8a Make art collaboratively to reflect on and reinforce positive aspects of group identity.

- I can help build a collection of artwork that reflects a range/variety of experiences.
- I can collaborate with others to create various theme-based drawings, paintings, printmaking and sculpture.
- I can combine multiple perspectives to create a singular work of art that reinforces group identity.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question(s):** 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?

VA:Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

- I can explain how works of art reflect the environment in which they are created.
- I can explain how history/culture and the Arts influence each other.

- I can analyze characteristics of works of art in relation to particular cultures, times, and places in the context in which they were created.
- I can determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.

INTRODUCTION TO ART
Grades 9, 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: First semester is a prerequisite for second semester.

Course Overview:
Introduction to Art is designed to acquaint the student with the basic techniques and methods of art. Students recognize and use the Elements of Art, Principles of Design, media exploration, development of a portfolio, history of art and contemporary art. Students receive sequential yearlong instruction in various media applications.

Units of Study:
- Ceramics
- Color theory
- Composition theory
- Computer-assisted technology
- Drawing
- Elements of Art
- History/criticism
- Materials and tools
- Mixed media
- Painting
- Photography
- Principles of Design
- Printmaking
- Production techniques
- Sculpture

Vocabulary:
Aesthetics, Balance, Chroma, Color, Depth, Elements of Art, Emphasis, Form, Hue, Intensity, Line, Pattern, Post Modern Principles, Principles of Design, Rhythm, Shape, Space, Texture, Value.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.
  - I can demonstrate an understanding of the Elements of Art and the Principles of Design.

- I can brainstorm an idea for a project and either develop a plan to complete it or ask for help in developing a plan.
- I can make a visual product and justify its intention.
- I can collaborate with others in the creative process.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.Ia Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

- I can identify the various societal, cultural, and historical uses of art.
- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can make an image that makes a social statement.
- I can demonstrate an awareness of careers in the visual arts.
- I can use aesthetics to describe art and product.
- I can make real world connections related to visual art.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.

- I can identify various media and supports required for different artistic techniques.
- I can use media with a desired outcome in mind.
- I can organize, store, and care for artistic media in order to maintain and extend product life.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.Ia Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

- I can identify the various societal, cultural, and historical uses of art.
- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can make an image that makes a social statement.

- I can demonstrate an awareness of careers in the visual arts.
- I can use aesthetics to describe art and product.
- I can make real world connections related to the visual arts.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning or designing objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Cr2.3.Ia Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

- I can envision how my visual art can exist in an exhibition space.
- I can prepare visual art for specific dimensions and exhibition spaces.
- I can communicate solutions to exhibition challenges presented during art show preparation.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** 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?

VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

- I can demonstrate the use of appropriate terms relating to art.
- I can collaborate with others in the creative process.
- I can demonstrate an understanding of the Elements of Art and the Principles of Design.
- I can demonstrate the ability to analyze how art communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions.
- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can work within the traditions of art in order to produce a body of work
- I can work within a studio environment ensuring the safety of myself and others.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** 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?

VA:Pr4.1.Ia Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

- I can explain how a piece of art is constructed.
- I can identify artists and how they use their work to influence culture.
- I can identify the various societal, cultural, and historical uses of art.
- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can make an image that makes a social statement.
- I can prepare, exhibit and identify quality in presentation related to art.
- I can explain how a piece of art is constructed.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.Ia Analyze and evaluate the reasons and ways an exhibition is presented.

- I can prepare, exhibit and identify quality in presentation related to art.
- I can explain how a piece of art is constructed.
- I can articulate preservation, exhibition and archival measures.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Pr6.1.Ia Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

- I can identify artists and how they use their work to influence culture.
- I can identify the various societal, cultural, and historical uses of art.
- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can make an image that makes a social statement.
- I can prepare, exhibit and identify quality in presentation related to art.
- I can explain how a piece of art is constructed.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.

- I can use the language specific to the visual arts in conversation and constructive criticism.
- I can work with the concepts of visual arts to make art.
- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can make an image that makes a social statement.
- I can prepare, exhibit and identify quality in presentation related to art.
- I can explain how a piece of art is constructed.
- I can use the language specific to the visual arts in conversation and constructive criticism.
- I can work with the concepts of visual arts to make art.

- Understand how visual imagery is a tool of communication.
- How does visual imagery create visual rhetoric?
- How does visual imagery/visual rhetoric communicate and influence our viewpoints?
- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.

- I can identify and analyze exemplary historic and contemporary artwork through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.
- I can identify the various societal, cultural, and historical uses of art.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** 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?

VA.Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

- I can speculate and articulate how context influences the content of visual art under consideration.
- I can identify and analyze exemplary historic and contemporary artwork through a critical and aesthetic inquiry process.

- I can identify artists and how they use their work to influence culture.
- I can identify the various societal, cultural, and historical uses of art.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** 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?

VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.

- I can use aesthetic principles, Elements of Art and Principles of Design in order to arrive at artistic judgements.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** 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?

VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.

- I can use constructive criticism in order to articulate my aesthetic sensibilities.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** 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?

VA:Cn11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.

- I can identify and analyze exemplary historic and contemporary artworks through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.
- I can identify the various societal, cultural, and historical uses of art.
- I can speculate and articulate how context influences the content of visual art under consideration.

CERAMICS 1
Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:
Ceramics is designed to introduce clay methods and techniques to students through the use of hand-building, wheel-throwing and surface treatment. Students produce a variety of ceramic pieces. Students receive an historical, cultural and contemporary overview of ceramics.

Units of Study:
- Alternative Surface Treatment
- Clays
- Firing Methods
- Glazing
- Hand-building
- Sculpture
- Wheel-throwing

Vocabulary:
Aesthetics, Bone Dry, Ceramics, Clay, Color, Cone Value, Critique, Depth, Elements of Art, Form, Glaze, Hue, Intensity, Leather Hard, Line, Mature, Principles of Design, Shape, Slip, Slurry, Space, Texture, Value, Vitrification.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.
- I can collaborate with others in the creative process.
- I can make a visual product.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

- I can use different techniques to create utilitarian and sculptural works out of clay.
- I can use glaze techniques that function with the finished clay piece.
- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can demonstrate an understanding of the elements of art and the principles of design related to ceramics.
- I can use form and surface together to create a ceramic work of art.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can demonstrate understanding of the traditions of ceramics in order to produce a body of work.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.

- I can work responsibly within a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

- **Essential Question:** 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?

VA:Cr2.3.IIa Redesign an object, system, place, or design in response to contemporary issues.

- I can make real world connections related to ceramics.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** 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?

VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

- I can use aesthetics to describe ceramic processes and finished products.
- I can demonstrate the ability to conceive, plan and complete an artwork.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** 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?

VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.

- I can prepare, exhibit and identify quality in presentation related to ceramics.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

- I can prepare, exhibit and identify quality in presentation related to ceramics.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Pr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

- I can identify and analyze exemplary historic and contemporary ceramic works through a critical and aesthetic inquiry process.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, other, the natural world, and constructed environments.
- **Essential Question:** 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?

VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

- I can make real world connections related to ceramics.

- Understand how visual imagery is a tool of communication.
- How does visual imagery create visual rhetoric?
- How does visual imagery/visual rhetoric communicate and influence our viewpoints?
- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

- I can make real world connections related to ceramics.

- I can make an image that makes a social statement.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** 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?

VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

- I can use constructive criticism in order to articulate my aesthetic sensibilities.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** 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?

VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

- I can identify and analyze exemplary historic and contemporary ceramic works through a critical and aesthetic inquiry process.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** 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?

VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

- I can demonstrate the ability to analyze how ceramics communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

- **Essential Question:** 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?

VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

- I can identify various societal, cultural, and historical references at work in my ceramics.
- I can demonstrate an awareness of careers in ceramics and other visual arts.

CERAMICS 2
Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art and Ceramics 1

Course Overview:
Ceramics 2 is designed to continue students' exploration of clay methods and techniques at advanced levels. Through the use of hand-building, slabs, wheel-throwing and surface treatments, students produce a variety of ceramic ware. Students receive an historical, cultural and contemporary overview of ceramics.

Units of Study:
- Alternative Surface Treatment
- Casting
- Clays
- Form vs. Function
- Glazes
- Hand-building
- Historical and Cultural Background of ceramics
- Sculpture
- Surface Treatment
- Wheel-throwing

Vocabulary:
Bone Dry, Candle Fire, Cast, Cone Values, Elements of Art, Green, Leather Hard, Mold, Principles of Design, Pyrometric Cone, Raku, Salt-Fire, Slip Casting, Slip & Scoring, Underglaze/Overglaze, Wedging, Wood-Fire.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
- I can collaborate with others in the creative process.
- I can make a visual product. I can use different techniques to create utilitarian and sculptural works out of clay.

- I can use glaze techniques that function with the finished clay piece.
- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can demonstrate an understanding of the elements of art and the principles of design related to ceramics.
- I can use form and surface together to create a ceramic work of art.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

- I can use different techniques to create utilitarian and sculptural works out of clay.
- I can use glaze techniques that function with the finished clay piece.
- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can demonstrate an understanding of the elements of art and the principles of design related to ceramics.
- I can use form and surface together to create a ceramic work of art.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can demonstrate regard to the traditions of ceramics in order to produce a body of work

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation

of creative work.

- I can seek and use examples of art, artist's work and historical information in order to envision and create works of art.
- I can identify, explore and employ tools, media and supplies respecting the artistic objectives at hand.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** 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?

VA:Cr2.3.IIIa Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

- I can seek and use examples of art, artist's work and historical information in order to envision and create works of art.
- I can respond to instruction, critique, and exemplification with effort and thought in my mission to nurture confidence in myself and my peers.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** 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?

VA:Cr3.1.IIIa Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

- I can work within a studio environment ensuring the safety of myself and others.
- I can use aesthetics to describe ceramic form and produce.
- I use my studio-time wisely by questioning, collaborating, and making works of art.
- I can use constructive criticism in order to articulate my aesthetic sensibilities and modify my work.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** 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?

VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

- I can prepare, exhibit and identify quality in presentation related to ceramics.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.IIIa Investigate, compare, and contrast methods for preserving and protecting art.

- I can respond to instruction, critique, and exemplification with effort and thought in my mission to nurture confidence in myself and my peers.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Pr6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

- I can create, display and prepare ceramic art considering the demands of, place, environment, space, and time.
- I can identify materials and methods that will support the relative durability of my artwork.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, other, the natural world, and constructed environments.
- **Essential Question:** 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?

VA:Re.7.1.IIIa Analyze how responses to art develop over time based on knowledge of and

experience with art and life.

- I can make real world connections related to ceramics.
- I can seek and use examples of art, artist's work and historical information in order to envision and create works of art.

- Understand how visual imagery is a tool of communication.
- How does visual imagery create visual rhetoric?
- How does visual imagery/visual rhetoric communicate and influence our viewpoints?
- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** 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?

VA.Re8.1.IIIa Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

- I can seek and use examples of art, artist's work and historical information in order to envision and create works of art.
- I can use aesthetics to describe and produce ceramic artworks.
- I can use constructive criticism in order to articulate my aesthetic sensibilities.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** 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?

VA:Re9.1.IIIa Construct evaluations of a work of art or collection of works based on differing sets of criteria.

- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can use aesthetics to describe and produce a body of work.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** How does engaging in creating art enrich people's lives? How does making art attune people to their surrounding? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

- I can make an image that makes a social statement.
- I can demonstrate an awareness of careers in ceramics and other visual arts.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** 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?

VA:Cn11.1.IIIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

- I can identify how various societal, cultural, and historical uses prevail in ceramics.

DRAWING 1
Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:
Drawing is an advanced art class that continues to develop skills and concepts introduced in Introduction to Art. Students receive an historical, cultural, and contemporary overview of drawing techniques, media and the study of art masters and movements.

Units of Study:
- Advanced Grid Work
- Advanced Perspective
- Aerial perspective (through the use of value, size relationships, placement, and emphasis relating to the picture plane.
- Contour
- Figure drawing
- Gesture
- Historical, cultural, and contemporary overview
- Self-expression
- Still life

Vocabulary:
Aesthetics, Chroma, Color, Critique, Depth, Elements of Art, Form, Hue, Intensity, Line, Principles of Design, Shape, Space, Texture, Value.

CREATING:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.
  - I can collaborate with others in the creative process.
  - I can make a visual product**.**

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can demonstrate an understanding of the Elements of Art and the Principles of Design related to drawing.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can demonstrate regard to the traditions of drawing in order to produce a body of work.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.

- I can work within a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning or designing objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Cr2.3.IIa Redesign an object, system, place, or design in response to contemporary issues.

- I can make real world connections related to drawing.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** 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?

VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

- I can use aesthetics to describe drawing and product.
- I can demonstrate the ability to conceive, plan and complete an artwork.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** 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?

VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.

- I can prepare, exhibit and identify quality in presentation related to drawing.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

- I can prepare, exhibit and identify quality in presentation related to drawing.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Pr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

- I can identify and analyze exemplary historic and contemporary drawings through a critical and aesthetic inquiry process.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

- I can make real world connections related to drawing.

- Understand how visual imagery is a tool of communication.
- How does visual imagery create visual rhetoric?
- How does visual imagery/visual rhetoric communicate and influence our viewpoints?
- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

- I can make real world connections related to drawing.
- I can make an image that makes a social statement.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** 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?

VA.Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

- I can use constructive criticism in order to articulate my aesthetic sensibilities.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** 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?

VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

- I can identify and analyze exemplary historic and contemporary drawings through a critical and aesthetic inquiry process.
- I can utilize drawing terminology, elements, and principles of art vocabulary to critically analyze artwork using objective observations and subjective determinations on purpose and meaning.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** 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?

VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

- I can demonstrate the ability to analyze how drawing communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** 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?

VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

- I can identify various societal, cultural, and historical references at work in my drawing.
- I can demonstrate an awareness of careers in drawing and that utilize drawing skills and those of other visual arts.

DRAWING 2
Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art, Drawing 1

Course Overview:
Drawing is an advanced art class that continues to develop skills and concepts introduced in Introduction to Art and Drawing 1. Students receive an historical, cultural, and contemporary overview of drawing techniques and the study of art masters and movements.

Units of Study:
- Advanced grid work
- Advanced perspective
- Aerial perspective (through the use of value, size relationships, placement, and emphasis relating to the picture plane)
- Contour
- Figure drawing
- Gesture
- Historical, cultural, and contemporary overview
- Self-expression
- Still life

Vocabulary:
Aesthetics, Color, Critique, Depth, Elements of Art, Form, Hue, Intensity, Line, Principles of Design, Shape, Space, Texture, Value.

CREATING:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change
  - I can collaborate with others in the creative process.
  - I can demonstrate an understanding of the elements of art and the principles of design related to drawing.
  - I can make a visual product.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can demonstrate an understanding of the elements of art and the principles of design related to drawing.
- I can work within the traditions of drawing in order to produce a body of work.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can work within the traditions of drawing in order to produce a body of work.
- I can demonstrate the use of appropriate terms relating to drawing.
- I can collaborate with others in the creative process.
- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can work within the traditions of drawing in order to produce a body of work.
- I can work within a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

- I can work within a studio environment ensuring the safety of myself and others.
- I can collaborate with others in the creative process.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

- **Essential Question:** How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning or designing objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Cr2.3.IIIa Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives

- I can make real world connections related to drawing.

Anchor Standard 3: Refine and complete artistic work

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** 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?

VA:Cr3.1.IIIa Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision

- I can use aesthetics to describe drawing and product.
- I can demonstrate the ability to conceive, plan and complete an artwork.

PERFORMING:

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** 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?

VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

- I can prepare, exhibit and identify quality in presentation related to drawing.
- I can articulate preservation, exhibition and archival measures.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.IIIa Investigate, compare, and contrast methods for preserving and protecting art.

- I can make real world connections related to drawing.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Pr6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

- I can prepare, exhibit and identify quality in presentation related to drawing.
- I can demonstrate the ability to analyze how drawing communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions
- I can identify and analyze exemplary historic and contemporary drawings through a critical and aesthetic inquiry process.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Re.7.1.IIIa Analyze how responses to art develop over time based on knowledge of and experience with art and life

- I can make real world connections related to drawing.
- I can make an image that makes a social statement.
- I can demonstrate the ability to analyze how drawing communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture..

- I can use aesthetics to describe drawing and product.
- I can make real world connections related to drawing.
- I can work with the concepts of visual arts to produce drawings.

- I can speculate and articulate how context influences the content of visual art under consideration.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** 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?

VA.Re8.1.IIIa Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can demonstrate the ability to analyze how drawing communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** 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?

VA:Re9.1.IIIa Construct evaluations of a work of art or collection of works based on differing sets of criteria.

- I can identify and analyze exemplary historic and contemporary drawings through a critical and aesthetic inquiry process.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** 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?

VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

- I can demonstrate the ability to analyze how drawing communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

- **Essential Question:** 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?

VA:Cn11.1.IIIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

- I can identify various societal, cultural, and historical references at work in my drawing.
- I can demonstrate an awareness of careers in drawing and other visual arts.
- I can make real world connections related to drawing.
- I can demonstrate the ability to analyze how drawing communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions

GRAPHIC ILLUSTRATION
Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:
In Graphic Illustration, students explore the techniques, history, and concepts of Graphic Illustration. Learning how the power of visual expression interacts with facets of society widens the occupational perspective of students. Students constrained by the requirements of commercial means often generate unique solutions to specific visual problems. Students apply the Elements of Art and Principles of Design and multi-media techniques to assignments that include the use of graphic tools for personal and commercial applications.

Units of Study:
- Adobe Illustrator
- Conceptual Development
- Graphic design techniques
- Historical and Cultural Connections
- Illustration techniques
- InDesign
- Photoshop

Vocabulary:
Elements of Art and Principles of Design, Full Bleed, Software terms, 4-color process.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.
  - I can collaborate with others in the creative process.
  - I can demonstrate an understanding of the Elements of Art and the Principles of Design related to Graphic Illustration.
  - I can make a visual product both digitally and non-digitally.
  - I can demonstrate the ability to analyze how Graphic Illustration communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can identify how designers work to influence culture.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA: Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

- I can work within the traditions of Graphic Illustration in order to produce a body of work.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.

- I can work within a studio environment ensuring the safety of myself and others.
- I can recognize the social implications of my work.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** 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?

VA:Cr2.3.IIa Redesign an object, system, place, or design in response to contemporary issues.

- I can demonstrate the ability to analyze how Graphic Illustration communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions.
- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can demonstrate regard to or understanding of the traditions of Graphic Illustration in order to produce a body of work

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** 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?

VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

- I can make real world connections related to Graphic Illustration.
- I can utilize the vocabulary of art and design to constructively critique work in order to refine it.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** 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?

VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.

- I can articulate preservation, exhibition and archival measures.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

- I can prepare, exhibit and identify quality in presentation related to Graphic Illustration.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Pr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

- I can identify and analyze exemplary historic and contemporary illustration and design through a critical and aesthetic inquiry process.
- I can identify how designers work to influence culture.
- I can identify the various societal, cultural, and historical uses at work in Graphic Illustration.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

- I can use aesthetics to describe Graphic Illustration and product.
- I can use research designers, illustrator and their work.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

- I can make real world connections related to Graphic Illustration.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** 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?

VA.Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

- I can speculate and articulate how context influences the content of Graphic Illustration under consideration.
- I can use aesthetic principles, Elements of Art and Principles of Design in order to arrive at artistic judgements.

Anchor Standard 9: Apply criteria to evaluate artistic work**.**

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** 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?

VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

- I can use aesthetic principles, Elements of Art and Principles of Design in order to arrive at artistic judgements.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** 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?

VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

- I can speculate and articulate how context influences the content of Graphic Illustration under consideration.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** 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?

VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.

JEWELRY
Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:
Jewelry presents the opportunity for students to work with a variety of materials and techniques. Students receive an historical, cultural and contemporary overview of jewelry. Students are exposed to methods and processes that have stood the test of time, and are encouraged to improvise.

Units of Study:
- Beading
- Connections & Findings
- Jewelry Materials
- Jewelry Techniques
- Sheet Metal
- Wire

Vocabulary:
Aesthetics, Anneal, Color, Depth, Design, Elements of Art, Form, Function, Hue, Intensity, Line, Principles of Design, Shape, Space, Texture, Value, Wearable, Wire Wrapping, Work Hardening.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.
  - I can demonstrate the use of appropriate terms relating to jewelry.
  - I can collaborate with others in the creative process.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

- I can demonstrate the ability to conceive, plan and complete a piece of jewelry.
- I can work within the traditions of jewelry in order to produce a body of work.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

- I can work within a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.

- I can work within a studio environment ensuring the safety of myself and others.
- I can demonstrate the ability to conceive, plan and complete an artwork.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** 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?

VA:Cr2.3.IIa Redesign an object, system, place, or design in response to contemporary issues.

- I can identify and analyze exemplary historic and contemporary items of jewelry through a critical and aesthetic inquiry process.
- I can identify jewelers and how they use their work to influence culture.
- I can identify various societal, cultural, and historical references are at work in my chosen media.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** 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?

VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

- I can demonstrate the use of appropriate terms relating to jewelry making.
- I can collaborate with others in the creative process.
- I can demonstrate an understanding of the Elements of Art and the Principles of Design related to jewelry.
- I can demonstrate the ability to conceive, plan and complete an artwork.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** 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?

VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.

- I can demonstrate the ability to analyze how jewelry communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

- I can make real world connections related to jewelry.
- I can articulate preservation, exhibition and archival measures.
- I can explain how a piece of jewelry is constructed.

- I can prepare, exhibit and identify quality in presentation related to jewelry.
- I can use research tools to find artists and their work.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Pr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

- I can demonstrate an awareness of careers in jewelry and other visual arts.
- I can articulate preservation, exhibition and archival measures.
- I can explain how a piece of jewelry is constructed.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, other, the natural world, and constructed environments.
- **Essential Question:** 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?

VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can identify work that makes a social statement.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

- I can identify artists and how they use their work to influence culture.
- I can identify various societal, cultural, and historical references are at work in my chosen media.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** 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?

VA.Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

- I can speculate and articulate how context influences the content of the piece of jewelry under consideration
- I can use aesthetic principles, Elements of Art and Principles of Design in order to arrive at artistic judgements.
- I can use aesthetics to describe jewelry and product.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** 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?

VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

- I can use aesthetic principles, Elements of Art and Principles of Design in order to arrive at artistic judgements.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** 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?

VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

- I can demonstrate the ability to analyze how jewelry communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions.
- I can make real world connections related to jewelry.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

- **Essential Question:** 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?

VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

- I can demonstrate the ability to analyze how jewelry communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions.
- I can identify and analyze exemplary historic and contemporary works of jewelry through a critical and aesthetic inquiry process.

PAINTING
Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:
Painting is an advanced art class designed to develop student's techniques using oil, tempera, acrylic, and mixed media painting. Through the use of color theory, tools, and mixing techniques students paint in a variety of styles & media. Students receive an overview of contemporary and historical art masters and movements.

Units of Study:
- Acrylics
- Aesthetics
- Alla Prima
- Color theory
- Compositional theory
- Contemporary and historical overview
- Gouache
- Grisaille
- Impasto
- Oil
- Painting techniques
- Tempera

Vocabulary:
Acrylic, Aesthetics, Alla Prima, Color, Depth, Elements of Art, Form, Glaze, Hue, Intensity, Line, Medium, Non Objective, Oil, Principles of Design, Representational, Shape, Space, Texture, Value, Watercolor.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.

- I can collaborate with others in the creative process.
- I can make a visual product.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can demonstrate an understanding of the elements of art and the principles of design related to painting.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can work within the traditions of painting in order to produce a body of work.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.

- I can work responsibly within a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** 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?

VA:Cr2.3.IIa Redesign an object, system, place, or design in response to contemporary issues.
- I can make real world connections related to painting.

Anchor Standard 3: Refine and complete artistic work.
- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** What role does persistence play in revising, refining, and developing work? How do artist grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.
- I can use aesthetics to describe painting and product.
- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can compare and contrast visual components between arts.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** 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?

VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- I can prepare, exhibit and identify quality in presentation related to painting.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
- **Enduring Understanding:** 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.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- I can prepare, exhibit and identify quality in presentation related to painting.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Pr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

- I can identify and analyze exemplary historic and contemporary paintings through a critical and aesthetic inquiry process.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

- I can make real world connections related to painting.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

- I can make real world connections related to painting.
- I can make an image that makes a social statement.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** 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?

VA.Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can define and practice empathy through the process.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** 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?

VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

- I can identify and analyze exemplary historic and contemporary paintings through a critical and aesthetic inquiry process.
- I can formulate judgements about visual art using the subjective terms and concepts inherent in aesthetics.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** 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?

VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

- I can demonstrate the ability to analyze how painting communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** 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?

VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

- I can identify various societal, cultural, and historical use painting.
- I can demonstrate an awareness of careers in painting and other visual arts.

- I can identify specific paintings that transcend the process of making and speak to the context of when, where and how the work was created.

PRINTMAKING
Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:
Printmaking class is an advanced art class designed to develop student artwork using intaglio, relief, and serigraph printmaking applications. Students receive an historical, cultural, and contemporary overview of printmaking. They create a body of work using a variety of styles and printmaking techniques.

Units of Study:
- Collagraph
- Etching
- Intaglio
- Monotype
- Relief
- Serigraph

Vocabulary:
Aesthetics, Barren, Brayer, Collagraph, Color, Depth, Dry Point, Edition, Elements of Art, Etching, Form, Hue, Intensity, Line, Monoprinting, Post Modern Principles, Press, Principles of Design, Print, Reduction Relief, Relief, Shape, Silk Screen, Space, Stencil, Texture, Value, Xerography.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.
  - I can collaborate with others in the creative process.
  - I can make a visual product.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can demonstrate an understanding of the Elements of Art and the Principles of Design related to printmaking.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can work within the traditions of printmaking in order to produce a body of work.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.

- I can work responsibly within a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** 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?

VA:Cr2.3.IIa Redesign an object, system, place, or design in response to contemporary issues.

- I can make real world connections related to printmaking.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** What role does persistence play in revising, refining, and developing work? How do artist grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

- I can use aesthetics to describe printmaking and product.
- I can demonstrate the ability to conceive, plan and complete an artwork.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** 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?

VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.

- I can prepare, exhibit and identify quality in presentation related to printmaking.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

- I can prepare, exhibit and identify quality in presentation related to printmaking.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Pr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

- I can identify and analyze exemplary historic and contemporary prints through a critical and aesthetic inquiry process.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

- I can make real world connections related to printmaking.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

- I can make real world connections related to printmaking.
- I can make an image that makes a social statement.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** 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?

VA.Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

- I can use constructive criticism in order to articulate my aesthetic sensibilities.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.

- **Essential Question:** 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?

VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

- I can identify and analyze exemplary historic and contemporary prints through a critical and aesthetic inquiry process.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** 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?

VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

- I can demonstrate the ability to analyze how printmaking communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions**.**

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** 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?

VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

- I can identify societal, cultural, and historical references at work in printing.
- I can demonstrate an awareness of careers in printmaking and other visual arts.

SCULPTURE
Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:
Sculpture presents advanced opportunities for students to work with a variety of sculptural techniques and materials. Students will receive a historical and cultural overview of sculpture.

Units of Study:
- Additive media (clay, found object, plaster, wire, wood etc.)
- Art history
- Exhibiting artwork
- Mixed media (assemblage, etc.)
- Subtractive media (soap stone, clay, etc.)
- Visiting places in community associated with art

Vocabulary:
Aesthetics, Armature, Depth, Elements of Art & Principles of Design, Hue, Intensity, In the Round, Relief.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.
  - I can collaborate with others in the creative process.
  - I can formulate a design for a visual product.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can demonstrate an understanding of the elements of art and the principles of design related to sculpture.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can work within the traditions of sculpture in order to produce a body of work.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.

- I can work responsibly within a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** 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?

VA:Cr2.3.IIa Redesign an object, system, place, or design in response to contemporary issues.

- I can make real world connections related to sculpture.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

- **Essential Question:** 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?

VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

- I can use aesthetics to describe sculpting and product.
- I can demonstrate the ability to conceive, plan and complete an artwork.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** 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?

VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.

- I can prepare, exhibit and identify quality in presentation related to sculpture.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

- I can prepare, exhibit and identify quality in presentation related to sculpture.
- I can make real world connections related to sculpture.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Pr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

- I can identify and analyze exemplary historic and contemporary sculpture through a critical and aesthetic inquiry process.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

- I can make real world connections related to sculpture.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

- I can make real world connections related to sculpture.
- I can make a sculpture that makes a social statement.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** 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?

VA.Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

- I can use constructive criticism in order to articulate my aesthetic sensibilities.

Anchor Standard 9: Apply criteria to evaluate artistic work**.**

- **Enduring Understanding:** People evaluate art based on various criteria.

- **Essential Question:** 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?

VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

- I can identify and analyze exemplary historic and contemporary sculpture through a critical and aesthetic inquiry process.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** How does engaging in creating art enrich people's lives? How does making art attune people to their surrounding? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

- I can demonstrate the ability to analyze how sculpture communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** 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?

VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

- I can identify societal, cultural, and historical references at work in sculpture.
- I can demonstrate an awareness of careers in sculpture and other visual arts.

WATERCOLOR
Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:
Watercolor is designed to present watercolor methods and techniques to students at various levels. Students receive an overview of the history of watercolor.

Units of Study:
- Color theory
- Compositional theory
- History overview
- Materials and tools
- Sketchbooks and field journals
- Techniques

Vocabulary: Binder, Cold Pressed, Dry Brush, Elements of Art, Glazing, Gum of Arabic, Hot Pressed, Layering, Masking, Opacity, Principles of Design, Rough, Transparency, Wash, Wet on Dry, Wet on Wet.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.
  - I can demonstrate the use of appropriate terms relating to watercolor.
  - I can demonstrate the ability to conceive, plan and complete an artwork.
  - I can demonstrate or understand the traditions of watercolor in order to produce a body of work.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

- I can work with regard to the traditions of watercolor in order to produce a body of work.
- I can work with the concepts of visual arts to make art.
- I can speculate and articulate how context influences the content of visual art under consideration.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

- I can work with regard to the traditions of watercolor in order to produce a body of work.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.

- I can work within a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** 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?

VA:Cr2.3.IIa Redesign an object, system, place, or design in response to contemporary issues.

- I can demonstrate the ability to analyze how watercolor communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** 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?

VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can effectively use the art vocabulary to constructively critique my work and the work of others in order to refine further work.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** 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?

VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.

- I can prepare, exhibit and identify quality in presentation related to watercolor.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

- I can explain how a piece of art is constructed.
- I can articulate preservation, exhibition and archival measures.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Pr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

- I can make an image that makes a social statement.
- I can demonstrate an awareness of watercolor, painting, and other visual arts in various mediums.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, other, the natural world, and constructed environments.
- **Essential Question:** 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?

VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

- I can use aesthetic principles, elements of art and principles of design in order to arrive at artistic judgements.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

- I can use the language specific to the visual arts in conversation and constructive criticism.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.

- **Essential Question:** 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?

VA.Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

- I can speculate and articulate how context influences the content of visual art under consideration.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** 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?

VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

- I can learn to critically analyze the opinions of others.
- I can learn to determine whether the criteria for artistic evaluation by others is relevant to a particular work.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** 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?

VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

- I can use aesthetic principles, elements of art and principles of design in order to arrive at artistic judgements.
- I can use the language specific to the visual arts in conversation and constructive criticism.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** 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?

VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.
- I can identify the various societal, cultural, and historical uses of watercolor painting.

CONCEPTUAL MIXED MEDIA
Grades 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art and one other upper level art class.

Course Overview:
Conceptual Mixed Media class is an advanced art class designed to develop student artwork using mixed medias of whatever they can come up with to represent the concept of the piece. Students receive an historical, cultural, and contemporary overview of mixed media. They create a body of work using a variety of styles and mixed media techniques.

Units of Study:
- Concepts
- Deconstruction
- Exploratory Ideologies
- 2D Mixed Media
- 3D Mixed Media

Vocabulary:
Aesthetics, Color, Depth, Drawing Media, Elements of Art, Form, Found Object, Hue, Image Transfer, Intensity, Layering, Line, Mixed Media, Paint, Paper, Performance Art, Post Modern Principles, Principles of Design, Printmaking, Shape, Space, Texture, Value, Watercolor.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.
  - I can demonstrate the use of appropriate terms relating to printmaking.
  - I can demonstrate the ability to conceive, plan and complete an artwork.
  - I can work within the traditions of mixed media in order to produce a body of work.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

- I can work within the traditions of mixed media in order to produce a body of work.
- I can work with the concepts of visual arts to make art.
- I can speculate and articulate how context influences the content of visual art under consideration.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

- I can work within the traditions of mixed media in order to produce a body of work.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.

- I can work within a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** 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?

VA:Cr2.3.IIa Redesign an object, system, place, or design in response to contemporary issues.

- I can demonstrate the ability to analyze how mixed media communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** 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?

VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** 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?

VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.

- I can prepare, exhibit and identify quality in presentation related to mixed media.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

- I can explain how a piece of art is constructed.
- I can articulate preservation, exhibition and archival measures.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.

- **Essential Question:** 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?

VA:Pr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

- I can make an image that makes a social statement.
- I can demonstrate an awareness of careers in mixed media and other visual arts.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

- I can use aesthetic principles, elements of art and principles of design in order to arrive at artistic judgements.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

- I can use the language specific to the visual arts in conversation and constructive criticism.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** 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?

VA.Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

- I can speculate and articulate how context influences the content of visual art under consideration.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** 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?

VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

- I can learn to critically analyze the opinions of others.
- I can learn to determine whether the criteria for artistic evaluation by others is relevant to a particular work.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** How does engaging in creating art enrich people's lives? How does making art attune people to their surrounding? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

- I can use aesthetic principles, elements of art and principles of design in order to arrive at artistic judgements.
- I can use the language specific to the visual arts in conversation and constructive criticism.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** 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?

VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.
- I can identify the various societal, cultural, and historical uses of watercolor painting.

SENIOR STUDIO
Grades 11, 12

Unit of Credit: Semester/Full Year – (Year-long at discretion of Art Department) (Elective)

Prerequisite: Introduction to Art and Two Additional Art Classes (consent of instructor if minimum requirements not met)

Course Overview:
Senior Studio is designed to provide serious art students with an opportunity to pursue in-depth studies in different types of artistic problem-solving using a variety of media, research, documentation, assessment, and evaluation. Students will work in advanced and maximum levels through the progression of this course.

Units of Study:
- Exhibiting artwork
- In-depth examination of a specific style in art
- Organizing a professional portfolio for post-secondary opportunities
- Strengthening weak areas in visual art
- Student-selected media
- Studying the history of art
- Visiting places in the community associated with art
- Writing an artist statement

Vocabulary:
Aesthetics, Artist Statement, Breadth, Concentration, Chroma, Color, Conceptual Art, Critique, Depth, Form, Hue, Intensity, Line, Objectivity, Portfolio Review, Principles of Design, Quality, Shape, Space, Subjectivity, Texture, Value.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
- I can collaborate with others in the creative process.
- I can demonstrate an understanding of the Elements of Art and the Principles of Design related to my chosen media.

- I can work within the traditions of my chosen media in order to produce a body of work.
- I can work within a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

- I can demonstrate the ability to conceive, plan, and complete an artwork.
- I can use research tools to find and cite artists and their work.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

- I can work within the traditions of my chosen media in order to produce a body of work.
- I can work within a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** 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?

VA:Cr2.3.IIIa Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.
- I can identify the various societal, cultural, and historical uses of my chosen media.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** 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?

VA:Cr3.1.IIIa Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

- I can speculate and articulate how context influences the content of visual art under consideration.
- I can use aesthetic principles, Elements of Art and Principles of Design in order to arrive at artistic judgements.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** 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?

VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

- I can prepare, exhibit and identify quality in presentation related to my chosen media.
- I can use research tools to find and cite artists and their work.
- I can demonstrate an awareness of careers in the visual arts.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.IIIa Investigate, compare, and contrast methods for preserving and protecting art.

- I can make real world connections related to my chosen media.
- I can articulate preservation, exhibition, and archival measures.
- I can explain how a piece of art is constructed.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Pr6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

- I can work with the concepts of visual arts to make art.
- I can speculate and articulate how context influences the content of visual art under consideration.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Re.7.1.IIIa Analyze how responses to art develop over time based on knowledge of and experience with art and life.

- I can identify artists and how they use their work to influence culture.
- I can identify societal, cultural, and historical references at work in my chosen media.

- I can speculate and articulate how context influences the content of visual art under consideration.

- Understand how visual imagery is a tool of communication.
- How does visual imagery create visual rhetoric?
- How does visual imagery communicate and influence our viewpoints?
- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

- I can use research tools to find artists and cite their work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** 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?

VA.Re8.1.IIIa Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

- I can identify artists and how they use their work to influence culture.
- I can identify how various societal, cultural, and historical use my chosen media.
- I can speculate and articulate how context influences the content of visual art under consideration.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** 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?

VA:Re9.1.IIIa Construct evaluations of a work of art or collection of works based on differing sets of criteria.

- I can use aesthetic principles, Elements of Art, and Principles of Design in order to arrive at artistic judgements.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

- **Essential Question:** 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?

VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

- I can identify artists and how they use their work to influence culture.
- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can use aesthetic principles, Elements of Art, and Principles of Design in order to arrive at artistic judgements.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** 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?

VA:Cn11.1.IIIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

- I can identify how various societal, cultural, and historical use the visual arts.
- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.

ADVANCED PLACEMENT: STUDIO ART
Grades 11, 12 (9-10 with instructor approval)

Unit of Credit: Full Year

Prerequisite: Introduction to Art or the consent of instructor. Suggested: Watercolor & Painting

Course Overview:
AP Studio Art provides serious art students with the opportunity to earn college credit. Students are expected to work at advanced levels throughout the progression of this course. Credit is earned through a three-part digital portfolio submission. There are three portfolio options: Drawing, 2D Design, or 3D Design. Students may only submit one for each portfolio. Students will create a Breadth, Concentration, and Quality section of artwork.

Units of Study:
- Applying in-depth knowledge of a variety of styles in art
- Documenting artwork
- Editing digital files: Photoshop, Pixlar3, Gimp
- Exhibiting artwork
- Organization of a professional portfolio for digital submission and post-secondary opportunities
- Showing growth and verve through exploration of media, techniques, and processes
- Visiting places in the community associated with art
- 12 or more Breadth assignments, teacher generated assignments
- 12 concentration artworks, student generated area of study

Vocabulary:
Aesthetics, Breadth, Color, Concentration Statement, Conceptual Art, Critique, Depth, Digital Portfolio, Form, Hue, Intensity, Line, Objectivity, Plagiarism, Portfolio Review, Post-modern Principles of Art, Principles of Design, Quality, Shape, Significant Alteration, Space, Subjectivity, Texture, Value.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

- I can manipulate the Elements of Art and the Principles of Design related to my chosen media and breadth assignments.
- I can generate a plan for individual artworks and my body of work.
- I can explore and refine my chosen media in order to produce a body of work.
- I can maintain a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

- I can demonstrate the ability to conceive, plan, and complete an artwork.
- I can independently research and find artists and their work that relate to mine.
- I can document my progress through written statements.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can identify artists and how their work influences my own.
- I can refine and create artwork to explore my chosen concentration topic.
- I can show growth, experimentation, and verve.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

- I can explore and refine techniques in my chosen media in order to produce a body of work.
- I can maintain a studio environment ensuring the safety of myself and others.
- I can show my understanding of plagiarism and agree to significantly alter the references that inspire my own.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** 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?

VA:Cr2.3.IIIa Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

- I can identify and analyze exemplary historic and contemporary art through the lens of my concentration.
- I can identify artists and how they use their work to influence culture in relation to my own work.
- I can identify the various societal, cultural, and historical uses of my chosen media.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** 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?

VA:Cr3.1.IIIa Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

- I can speculate and articulate how context influences the content of visual art under consideration.
- I can use aesthetic principles, Elements of Art and Principles of Design in order to arrive at artistic judgements.
- I can revise my artwork based on AP criteria and my own artistic goals.
- I can rework breadth assignments to show my skill and range with a variety of materials.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

- **Essential Question:** 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?

VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

- I can prepare, exhibit, and identify quality in presenting artwork in my chosen media.
- I can independently research to find and cite artists and their work.
- I can demonstrate an awareness of careers in the visual arts.
- I can defend my composition, technical, and contextual choices based on criteria and the elements and principles of design.
- I can choose and defend 12 breadth, 12 concentration, and 5 quality artworks for my digital submissions.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.IIIa Investigate, compare, and contrast methods for preserving and protecting art.

- I can make real world connections related to my chosen media.
- I can apply preservation, exhibition, and archival measures.
- I can explain how a piece of art is constructed.
- I can manage and store my artwork in a physical and digital portfolio.
- I can document my work through digital images and edit the images with a variety of programs.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Pr6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

- I can work with the concepts of visual arts to make art.

- I can speculate and articulate how context influences the content of visual art under consideration.
- I can create, maintain, and refine my digital portfolio.
- I can document and edit images to record my artistic growth.

RESPONDING
Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Re.7.1.IIIa Analyze how responses to art develop over time based on knowledge of and experience with art and life.

- I can identify artists and how they use their work to influence culture.
- I can identify societal, cultural, and historical references at work in my chosen media.
- I can articulate and share through critique and the creation of artwork, how context influences the content of visual art works.

- Understand how visual imagery is a tool of communication.
- How does visual imagery create visual rhetoric?
- How does visual imagery communicate and influence our viewpoints?
- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

- I can use research tools to find artists and cite their work.
- I can view and discuss my body of work in relation to my concentration statement, historical, and cultural influences.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** 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?

VA.Re8.1.IIIa Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

- I can identify how various societal, cultural, and historical use my chosen media.
- I can articulate how context influences the content of visual art under consideration.
- I can engage in group and individual critiques to identify and describe the content and historical influences in my work and the work of classmates.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** 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?

VA:Re9.1.IIIa Construct evaluations of a work of art or collection of works based on differing sets of criteria.

- I can use aesthetic principles, Elements of Art, and Principles of Design in order to arrive at artistic judgements.
- I can apply AP studio art scoring guidelines as I evaluate my own work.
- I can evaluate and refine my work to meet criteria.
- I can choose artworks to include in my body of work based on artistic and aesthetic criteria.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** 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?

VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

- I can identify artists and how they use their work to influence culture.
- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can use aesthetic principles, Elements of Art, and Principles of Design in order to arrive at artistic judgements.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** 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?

VA:Cn11.1.IIIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

- I can identify how various societal, cultural, and historical use the visual arts.
- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.

IB ART Year 1 and Year 2 (SL, HL)
Grades 11, 12

Unit of Credit: 4 Semesters Higher Level, 2 Semesters Standard Level

Prerequisite: Introduction to Art. Consent of the instructor.

Course Overview:
IB Art lets students be thinking and practicing artists. It is an academically rigorous course that is designed for students interested in matriculating to a university. IB Art may be taken in a single year (standard level) or as a two-year course (higher level). Students will exhibit their work, explain their process, and place that work in cultural, historical, and critical context. The first year will concentrate on developing skills, context, and theory; the second year will concentrate on the development of a portfolio, the process and breadth of the discipline, and the student's ability to communicate ideas visually. Students will comply with the guidelines expressed in the IB Guidebook for the Visual Arts as well as the district requirements listed within,

Units of Study:
- Becoming informed and critical observers and makers of visual culture and media
- Becoming informed, reflective, and critical practitioners in the arts
- Developing perceptual and analytical skills
- Developing skills, techniques, and processes in order to communicate concepts and ideas
- Enjoying lifelong engagement with the arts
- Exploring and value the diversity of the arts across time, place, and cultures
- Expressing ideas with confidence and competence
- Making artwork that is influenced by personal and cultural contexts
- Understanding the dynamic and changing nature of the arts

Vocabulary:
Aesthetics, Artist Statement, Color, Conceptual Art, Critique, Depth, Form, Hue, Intensity, Line, Objectivity, Portfolio Review, Principles of Design, Shape, Space, Subjectivity, Texture, Value.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
    - I can collaborate with others in the creative process.

- I can demonstrate an understanding of the Elements of Art and the Principles of Design related to my chosen media.
- I can work within the traditions of my chosen media in order to produce a body of work.
- I can work within a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- **Essential Question(s):** 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 and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

- I can demonstrate the ability to conceive, plan, and complete an artwork.
- I can use research tools to find artists and their work.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

- I can work within the traditions of my chosen media in order to produce a body of work.
- I can work within a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** 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?

VA:Cr2.3.IIIa Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.
- I can identify the various societal, cultural, and historical uses of my chosen media.

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** 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?

VA:Cr3.1.IIIa Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

- I can speculate and articulate how context influences the content of visual art under consideration.
- I can use aesthetic principles, Elements of Art, and Principles of Design in order to arrive at artistic judgements.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** 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?

VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

- I can prepare, exhibit, and identify quality in presentation related to my chosen media.
- I can use research tools to find artists and their work.
- I can demonstrate an awareness of careers in the visual arts.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.IIIa Investigate, compare, and contrast methods for preserving and protecting art.
- I can make real world connections related to my chosen media.
- I can articulate preservation, exhibition, and archival measures.
- I can explain how a piece of art is constructed.

Anchor Standard 6: Convey meaning through the presentation of artistic work.
- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Pr6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.
- I can work with the concepts of visual arts to make art.
- I can speculate and articulate how context influences the content of visual art under consideration.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.
- **Enduring Understanding:** 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.
- **Essential Question:** 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?

VA:Re.7.1.IIIa Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- I can identify artists and how they use their work to influence culture.
- I can identify societal, cultural, and historical references at work in my chosen media.
- I can speculate and articulate how context influences the content of visual art under consideration.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

- I can use research tools to find artists and their work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** 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?

VA.Re8.1.IIIa Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

- I can identify artists and how they use their work to influence culture.
- I can identify how various societal, cultural, and historical use my chosen media.
- I can speculate and articulate how context influences the content of visual art under consideration.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** 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?

VA:Re9.1.IIIa Construct evaluations of a work of art or collection of works based on differing sets of criteria.

- I can use aesthetic principles, Elements of Art, and Principles of Design in order to arrive at artistic judgements.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** 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?

VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

- I can identify artists and how they use their work to influence culture.
- I can use constructive criticism in order to articulate my aesthetic sensibilities.

- I can use aesthetic principles, Elements of Art, and Principles of Design in order to arrive at artistic judgements.

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

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** 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?

VA:Cn11.1.IIIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

- I can identify how various societal, cultural, and historical use the visual arts.
- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.

►APPENDICES◄

APPENDIX I Adopted Visual Arts Materials, K-12

APPENDIX I

ADOPTED VISUAL ARTS MATERIALS

Middle/High School Art	Discovering Drawing	Davis Publications	2000	0871922819
Middle/High School Art	Drawing Assessment Program (Teacher's Guide + 5 Charts)	Davis Publications	2005	0871927098
Introduction to Art	Discovering Art History, 4th Ed.	Davis Publications	2007	0871927195
Printmaking	Experience Printmaking, 1st Ed.	Davis Publications	2010	
Printmaking	The Visual Experience, 3rd Ed.	Davis Publications	2004	087192627X

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