

GRADE LEVEL: 9-12

SUBJECT: DRAWING I

DATE: 2018-2019

GRADING PERIOD: Quarter 1 or Quarter 3

MASTER 5-24-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Creating					
Standard 1: Generate and conceptualize artistic ideas and work <ul style="list-style-type: none"> Approaches Creative endeavors 	VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors.	<ul style="list-style-type: none"> Apply multiple approaches. Create artwork. 	<ul style="list-style-type: none"> Project 	<ul style="list-style-type: none"> Creativity Innovative thinking Shape Form Color Line Value Texture Emphasis Proportion Rhythm Balance Movement Unity Variety 	CRITICAL
<ul style="list-style-type: none"> Artistic ideas Creative work 	VA:Cr1.2.1a: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	<ul style="list-style-type: none"> Investigate present-day life. Create artwork through contemporary methods of artistic practices. 	<ul style="list-style-type: none"> Project 	<ul style="list-style-type: none"> Contemporary Investigate Medium 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Standard 2 Organize and develop artistic ideas and work. <ul style="list-style-type: none"> • Work of art • No preconceived plan 	VA:Cr2.1.1a: Engage in making a work of art or design without having a preconceived plan.	<ul style="list-style-type: none"> • Design an idea without a plan. • Construct a work of art or design. 	<ul style="list-style-type: none"> • Project 	<ul style="list-style-type: none"> • Inspiration • Sketchbook • Formal drawings • Emotional drawings • Imitational drawings 	IMPORTANT
<ul style="list-style-type: none"> • Impact of materials on human health • Material and tool safety 	VA:Cr2.2.1a: Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe-handling of materials, tools, and equipment.	<ul style="list-style-type: none"> • Explain traditional and nontraditional materials impact health and the environment. • Demonstrate safe handling of materials, tools, and equipment. 	<ul style="list-style-type: none"> • Quiz 	<ul style="list-style-type: none"> • Eye safety • Lung safety • Fumes • Masks • Heavy metals 	CRITICAL
Standard 3 Refine and complete artistic work. <ul style="list-style-type: none"> • Critique with peers • Works of art • Artistic vision 	VA:Cr3.1.1a: Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.	<ul style="list-style-type: none"> • Discuss artwork in response to personal artistic vision. • Examine and re-engage the work. • Revise and refine the artwork. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Critique • Artist statement • Refinement 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Presenting					
Standard 5 Develop and refine artistic techniques and work for presentations. <ul style="list-style-type: none"> • Presentation of exhibition 	VA:Pr5.1.la: Analyze and evaluate the ways an exhibition is presented.	<ul style="list-style-type: none"> • View exhibitions of art. • Analyze the ways art is exhibited. • Evaluate the reasons for presentation of the exhibition. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Exhibition • Submissions • Vanity galleries • Art openings • Art hanging standards • Personal ethics • Gallery Ethics 	IMPORTANT
Responding					
Standard 7 Perceive and analyze artistic work <ul style="list-style-type: none"> • Influential ways • Perception • Understanding • Human experiences 	VA:Re.7.1.la: Hypothesize ways in which art influences perception and understanding of human experiences.	<ul style="list-style-type: none"> • Analyze ways in which art influences perception and understanding of human experiences. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Advertising • Decorative Arts • Visual Noise • Psychological color theory • Nonobjective art 	IMPORTANT
Standard 8 Interpret intent and meaning in artistic work. <ul style="list-style-type: none"> • Art work or collection of works • Evidence • Contexts 	VA:Re8.1.la: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	<ul style="list-style-type: none"> • Interpret artwork. • Support interpretation using evidence found in artwork. 	<ul style="list-style-type: none"> • Class discussion • Written response 	<ul style="list-style-type: none"> • Objective • Nonobjective 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Connecting					
Standard 11 Relate artistic ideas and works with societal, cultural, and historic context to deepen understanding <ul style="list-style-type: none"> • Knowledge of culture, tradition and history • Personal responses to art 	VA:Cn11.1.1a: Describe how knowledge of culture, traditions, and history may influence personal responses to art.	<ul style="list-style-type: none"> • Identify culture, traditions, and history. • Connect to personal responses to art. • Elaborate knowledge influences personal responses. 	<ul style="list-style-type: none"> • Written work 	<ul style="list-style-type: none"> • Symbols • Emotionalism • Formalism 	IMPORTANT

LITERACY STANDARDS

STANDARD INDICATORS	LITERACY IN VISUAL ART
VA:Re8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	9-10.LST.7.1 & 11-12.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
VA:Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.	9-10.LST.7.3 & 11-12.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.

GRADE LEVEL: 9-12

SUBJECT: DRAWING I

DATE: 2018-2019

GRADING PERIOD: Quarter 2 or Quarter 4

MASTER 5-24-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Creating					
Standard 1: Generate and conceptualize artistic ideas and work <ul style="list-style-type: none"> Approaches Creative endeavors 	VA:Cr1.1.Ia: Use multiple approaches to begin creative endeavors.	<ul style="list-style-type: none"> Apply multiple approaches. Create artwork. 	<ul style="list-style-type: none"> Project 	<ul style="list-style-type: none"> Art elements Design elements 	CRITICAL
<ul style="list-style-type: none"> Artistic ideas Creative work 	VA:Cr1.2.IIa: Choose from a range of material and methods of traditional and contemporary artistic practices to plan works of art and design.	<ul style="list-style-type: none"> Plan works of art and design. Create artwork through traditional and contemporary methods of artistic practices. 	<ul style="list-style-type: none"> Project 	<ul style="list-style-type: none"> Graphite Charcoal Pastel Colored pencil Pen and ink 	IMPORTANT
Standard 2: Organize and develop artistic ideas and work. <ul style="list-style-type: none"> Impact of materials on human health Material and tool safety 	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.	<ul style="list-style-type: none"> Explain traditional and non-traditional materials impact health and the environment. Demonstrate safe handling of materials, tools, and equipment. 	<ul style="list-style-type: none"> Quiz 	<ul style="list-style-type: none"> Proper disposal Environment Safety 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Developed plan 	VA:Cr2.3.1a: Collaboratively develop a plan for an installation, artwork, art show, or space design that transforms the perception and experience of a particular place.	<ul style="list-style-type: none"> Develop and design a plan for an installation, artwork, art show, or space design plan. 	<ul style="list-style-type: none"> Models Written summary 	<ul style="list-style-type: none"> Installation Art exhibition Space design plan 	ADDITIONAL
Standard 3 Refine and complete artistic work. <ul style="list-style-type: none"> Critique with peers Works of art Artistic vision 	VA:Cr3.1.1a: Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.	<ul style="list-style-type: none"> Discuss artwork in response to personal artistic vision. Examine and re-engage the work. Revise and refine the artwork. 	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Subjective Artist statement 	CRITICAL
Presenting					
Standard 4 Select, analyze, and interpret artistic work for presentation. <ul style="list-style-type: none"> Personal artwork for collection or portfolio presentation 	VA:Pr4.1.1a: Analyze, select, and curate artifacts and/or artworks for presentation and preservation.	<ul style="list-style-type: none"> Analyze personal artwork to select for a portfolio or collection. Select/curate personal artwork. Preserve artwork 	<ul style="list-style-type: none"> Class discussion Project 	<ul style="list-style-type: none"> Body of work Portfolio 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Standard 6: Convey meaning through the presentation of artistic work. <ul style="list-style-type: none"> • Impact of exhibition • Personal awareness of social, cultural, and/or political beliefs and understanding 	VA:Pr6.1.la: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, and/or political beliefs and understandings.	<ul style="list-style-type: none"> • Describe an art show or collection. • Analyze an art show or collection to personal, social, cultural, and/or political beliefs. 	<ul style="list-style-type: none"> • Class discussion • Small-group activity 	<ul style="list-style-type: none"> • Description • Formal analysis • Cultural beliefs • Documentary • Exhibition • Impact • Personal awareness • Political beliefs • Social beliefs 	IMPORTANT
Responding					
Standard 7: Perceive and analyze artistic work <ul style="list-style-type: none"> • Visual imagery to understand one's world • Understanding of human experiences 	VA:Re.7.2.la: Analyze how one's understanding of the world is affected by experiencing visual imagery.	<ul style="list-style-type: none"> • Experience visual imagery to understand the world. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Point of view 	IMPORTANT
Standard 8 Interpret intent and meaning in artistic work. <ul style="list-style-type: none"> • Art work or collection of works • Evidence • Contexts 	VA:Re8.1.la: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	<ul style="list-style-type: none"> • Interpret artwork. • Support interpretation using evidence found in artwork. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Objective • Nonobjective 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Standard 9: Apply criteria to evaluate artistic work <ul style="list-style-type: none"> Criteria to evaluate art Artwork collection 	VA:Re9.1.1a: Establish relevant criteria in order to evaluate a work of art or collection of works.	<ul style="list-style-type: none"> List criteria for evaluation of a work of art (or collection of works) using established relevant criteria. 	<ul style="list-style-type: none"> Small-group activity Student discussion 	<ul style="list-style-type: none"> Criteria Composition Subject Evaluate 	IMPORTANT
Connecting					
Standard 10: Synthesize and relate knowledge and personal experiences to make art. <ul style="list-style-type: none"> Process stage of developing early ideas Process stage of developing elaborated ideas 	VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas.	<ul style="list-style-type: none"> Document the process of developing ideas from early stages to fully elaborated stages. 	<ul style="list-style-type: none"> Journal/ art sketchbook Student-teacher discussion 	<ul style="list-style-type: none"> Documentation Elaborate Sketchbook 	IMPORTANT

LITERACTY STANDARDS

STANDARD INDICATORS	LITERACY IN VISUAL ART
VA:Cr1.1.Ia: Use multiple approaches to begin creative endeavors.	9-10.LST.4.3: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
	11-12.LST.4.3: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.	9-10.LST.6.1 & 11-12.LST.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.