

**Northwestern High School  
ART ASSESSMENT MAP**

**Course: Two-Dimensional Design**

| ESSENTIAL INDICATORS                                 |  | SUPPORTING INDICATORS  |  |
|--|--|--|--|
| DRAWING  |  |  |  |
| Tools, Media, & Skills<br>CEC                        | 1. CEC Demonstrate perceptual skill when drawing from direct observation.  | Revision of Artwork Process<br>CEC   | 5. CEC Develop criteria for assessing the quality of their artworks.   |
| Knowledge of Art Elements<br>CEC                     | 2. CEC Explain their artistic processes from conceiving an idea to completing a work of art.   | Evaluate (based on criteria)   | 5. AR Analyze and describe the visual aspects of their own artworks and the work of others.  |
| Creative Process                                     | 3. CEC Make informal choices in the selection of materials, subject matter, and techniques to achieve certain visual effects in the creation of artworks.        | Historical Periods   | 5. HCS Explain the relationship of a selected work of art to the time period in which it was created.  |
| Analyze Form/Style                                   | 3. AR Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). | Making Connections Between Visual Art and Disciplines Outside the Arts.<br>CRA | 3. CRA Research and provide examples that show the relationship of visual art to other subjects in the curriculum (e.g., English language arts, mathematics, social studies, and science). |
| Describe (vocabulary) elements of art and principles | 2. AR Use appropriate vocabulary to define and describe techniques, materials, and methods that artists use to create works of art.                              | Making Connections Between Visual Art and                                      | 2. CRA Research and compare how visual art is used in a musical, theatre or dance production.  |

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| of design<br>AR                    |  | Other Arts<br>CRA   |  |
| Historical<br>HCS                  | 6. HCS Explain how art history interrelates with the study of aesthetics, criticism, and art making.                                 | Careers and Career-Related Skills<br>CRA                                      | 6. CRA Investigate opportunities for lifelong involvement in eh arts and arts-related careers.                 |
| Knowledge of Art Elements<br>10    | 2. CEC Trace the origin of symbolism, imagery, and metaphor in art and demonstrate the use of these visual devices in their artworks | Careers and Career-Related Skills<br>10                                       | 5. CRA Identify ways to provide active support to the arts locally and nationally.                             |
| Tools, Media, & Skills<br>10       | 1. CEC Demonstrate perceptual skill when drawing from direct observation.  | Making Connections Between Visual Art and Disciplines Outside the Arts.<br>10 | 3. CRA Explain commonalities between visual art and other disciplines.   |
| Historical Periods<br>10           | 4. HCS Explain how art historians, curators, anthropologists, and philosophers contribute to our understanding of art history.       | Revision of Artwork Process<br>10   | 5. CEC Use criteria to revise works in progress and describe changes made and what was learned in the process. |
| Evaluate (based on criteria)<br>10 | 4. AR Develop and use criteria to select works for their portfolios that reflect artistic growth and achievement.                    |   |  |

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| Reflection<br>10   | 1. VA Articulate how individual beliefs, cultural traditions, and current social contexts influence response to the meanings in works of art. |                              |  |
| Design of Art<br>10  | 2. AR Understand how the structure and composition of an art form relate to its purpose.  |                              |  |
| Describe<br>(vocabulary)<br>elements of art<br>and principles<br>of design<br>10 | 1. AR Apply methods of art criticism in writing and speaking about works of art.  |                              |  |
|  |   |                              |  |

| <b>PAINTING</b>    |   |   |   |
|--------------------|---|---|---|
| Reflection<br>VAAR | 1. VAAR Distinguish the aesthetic qualities in works of art and determine how the artist achieved the effect.                           | Analyze<br>form/style<br>artwork(s)<br>AR | 4. AR Research and describe the work of an artist on the basis of how the artist's choice of media and style contribute to the meaning of the work. |
| Derive Meaning     | 2. VAAR Demonstrate logical reasoning when arguing the merit of a selected work of art and discuss the arguments put forward by others. | Historical<br>Periods                     | 4. HCS Compare and contrast the stylistic characteristics of visual art from one historical period with those of the previous time period.          |

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| Making Connections b/+ VA                | 1. CRA Survey various art theories or movements and make a presentation (e.g., oral, written, visual or multimedia) to explain one of them.                   | Career and Career Related                               | 5. CRA Research and report on careers in the visual arts and identify the experience, education, and training needed for each one.          |
| Knowledge of Elements 10                 | 3. CEC Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work.                                  | Making Informed Judgments VAAR                          | 4. VAAR Identify various sources for published reviews of artworks and use them to analyze and understand different aesthetic perspectives. |
| Artistic Styles from Various Cultures 10 | 2. HCS Investigate the recurrence of a particular style or technique (e.g., pointillism and realism) in a contemporary art movement.                          | Artistic Styles 10                                      | 3. HCS Compare the artistic styles and subject matter in artworks by contemporary artists of different cultures                             |
| Derive Meaning 10                        | 3. VA Develop aesthetic criteria for selecting a body of work for their portfolios that demonstrates accomplishment, knowledge, and skill in the visual arts. | Derive Meaning 10                                       | 4. VA Develop and apply criteria that address the aesthetic characteristics in works of art (e.g., expressive or contextual.                |
| Reflection 10                            | 2. VA Formulate generalizations about the value of art from their experiences making and responding to art.   | Making Connections Between Visual Art and Other Arts 10 | 2. CRA Explain how the creative process is used in similar and different ways in the various arts.  |
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| PRINTMAKING   |   |  |  |
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| Art Forms   | 1. HCS Discuss the roles of visual art forms within social contexts.  | Identifying Specific Artists/Works<br>HCS                  | 7. HCS Observe how artists historically gather ideas for their art through their experiences.  |
| Understanding Influences – Art & Society (social, cultural, political)<br>HCS | 8. HCS Analyze major changes to selected artistic styles in art history and determine the historical, social, political or artistic factors that influenced the change. | Derive Meaning<br>VAAR                                     | 3. VAAR Research and explain various aesthetic theories in visual art.   |
| Artistic Styles from Various Cultures<br>HCS                                  | 3. HCS Research and describe the cultural values in various traditions that influence contemporary art media.   | Art Forms<br>HCS   | 2. HCS Connect a variety of contemporary art forms, media, and styles to their cultural historical and social origin.  |
| Relationships Between Visual Art and Culture<br>10                            | 4 CRA Identify the philosophical beliefs, social systems and movements that influence the function and role of art in people’s lives.                                   | Making Connections Between Visual Art and Other Arts<br>10 | 1. CRA Compare the media; materials and processes (e.g., perceiving, responding, creating and communicating) used in visual art with those used in other arts disciplines. |
|   |   | Making   | 5. VA Justify the merits of specific works of art  |

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|                             |  | Informed Judgements<br>10  | using theories that may be different from their own conceptions of art.  |
|                             |  | Understanding Influences – Art & Society (social, cultural, political)<br>10 | 6. HCS Describe various sources (e.g., personal experience, imagination, interests, every day events and social issues) visual artists use to generate ideas for artworks. |
|                             |  | Identifying Specific Artists/Works<br>10                                     | 5. HCS Explain the circumstances and events that influence artists to create monuments and site-specific works.  |
|                             |  | Art Forms<br>10  | 1. HCS Make a presentation, using words and images, to show how visual art affects changes in styles, trends, content, form, and expressions over time.                    |
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| DIGITAL PHOTOGRAPHY  |  |   |  |
|--|--|---|--|
| Creative Process<br>CEC  | 4. CEC Use available technology (e.g. digital imagery, video and computer graphics) as a tool to explore art techniques and to express ideas.            | Analyze form/style artwork(s)<br>10<br>AR           | 3. AR Analyze the way media, technique compositional elements and subject matter work together to create meaning in selected artworks. |
| Describe (vocabulary) elements of art and principles of design | 1. AR Explain how form and media influence artistic decisions.   | Relationships Between Visual Art and Culture<br>CRA | 4. CRA List various aspects of culture and how those aspects affect art.   |
| Creative Process<br>10   | 4. CEC Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style. |   |  |