

School District of Holmen

ART Curriculum



2013-14

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Executive Summary

*T*he Art educators have worked to develop a curriculum that provides a framework for Art education and student learning in the School District of Holmen. This document is a road map for teachers, administrators, parents and students. It includes district and content specific information. It is a guide that focuses on student learning by defining a vision and curriculum aligned to the state standards and includes vocabulary and strategies essential for understanding. The result is a dynamic document that supports student achievement in the District.

*T*he main part of the curriculum is divided by content area and grade level. The curriculum for each course outlines what the student should know or be able to do. It is student-focused, defining competencies, embedding standards, and outlining assessment expectations.

- Competencies are the broadest skills, knowledge or attitudes that tell students what primary intended outcomes they will learn. These competencies are developed from state standards, test objectives, textbooks, curriculum guides, and other professional sources. They are student centered, observable, and measurable.
- Assessment expectations establish the acceptable level of performance based on district criteria by grade level or discipline.

*T*he former State Superintendent of Public Instruction, John Benson, stated that “fundamental to every child’s success in school is a clear set of expectations for academic accomplishment. It should be no mystery to parents and community members what educators expect students to know and be able to do.” If we are successful at defining curriculum, using a variety of instructional strategies, and evaluating students through on-going assessments, no children should be left behind and all students should succeed.

From Instructional Services

District Information

Approved 10/28/13

SCHOOL BOARD ADMINISTRATIVE RULE
School District of Holmen
Holmen, WI 54636

FILE: 110
FOUNDATIONS & BASIC COMMITMENTS

EDUCATIONAL PHILOSOPHY STATEMENT

Philosophical Foundation:

The School District of Holmen exists for the purpose of providing the best possible educational programming with available resources for the youth of the District and for the community. The District will operate under democratic principles, with decisions made in a democratic manner by a representative board elected by the people of the District.

Administrative Rule Provisions:

The Board is aware of its commitment to the State of Wisconsin in carrying out the mandates and expectations in the area of education, recognizing that education is a state as well as a local responsibility. To that end, the Board shall strive to represent the State of Wisconsin as well as the School District of Holmen in making decisions regarding the educational program. The wishes and expectations of the community shall be continuously assessed by citizen input and informal contacts with the citizens of the School District. Channels of information shall be kept open to make sure that citizens' voices may be heard.

The District exists for all the youth of the community. In its planning, the Board, administration, and faculty shall be aware of the needs of all children and shall strive to establish goals and programs that meet such needs to the greatest extent possible. The District does not exist for any special interest groups or individuals and the Board, administration, and faculty shall strive to make sure that decisions and programs reflect the main consensus of community wishes and are based on research based best practices.

Each individual student is seen as a unique person with great potential and possessing talents and abilities which he/she should be encouraged to develop as much as possible. The District shall provide programming with as much breadth as possible to foster such development. The District through the Board, administration, faculty and all other staff shall attempt to provide quality schools where good moral standards, patriotism, respect of all people, respect for scholarship and achievement prevail, not only in the example set by the workers in the schools, but also in the expectations placed upon the students.

Cross Ref: Administrative Goals, 210
 Equal Education & Employment Opportunity, 411

Approved: March 1984
Revision Approved: November 25, 2002
Revised: October 20, 2008
Approved: October 27, 2008
Revised: October 9, 2013
Approved: October 28, 2013

District Vision Statement

Educating Every Student to Achieve Global Success

District Mission Statement

Educate and inspire students today and prepare them for tomorrow by:

- ▶ **Ensuring that all students learn at high levels.**
- ▶ **Developing the following 21st Century Skills:** innovation, creativity, collaboration, communication, initiative, problem-solving, critical thinking, leadership, self-direction, responsibility, interpersonal skills, cross-cultural skills, and computer and media literacy.
- ▶ **Achieving a deeply held partnership with the entire community.**
- ▶ **Operating and acting in a fiscally responsible manner while ensuring well-rounded educational experiences.**

Strategic Objectives

Student Learning: The School District of Holmen will provide a rigorous, relevant curriculum and high quality instruction to prepare all students for the future.

Fiscal Sustainability: The School District of Holmen will provide and sustain the highest level of student learning in a fiscally responsible manner.

Performance Excellence: The School District of Holmen will have a district-wide, research-based, systematic and aligned approach to improvement.

Communication: The School District of Holmen will communicate with students, parents, staff and community utilizing accurate, meaningful and timely methods.

LEARNER GOALS

The School District of Holmen is a system that empowers the community. This is accomplished through continuous improvement, enhancement of self-worth, and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance, and preparation in life skills. Therefore, in the Holmen School District, **THE LEARNER WILL:**

1. Build a substantial knowledge base.

Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, foreign language, health, language arts, mathematics, physical education, reading, science, social studies, and vocational education.

2. Develop thinking and communication processes.

Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.

3. Apply knowledge and processes.

Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences.

4. Acquire the capacity and motivation for life-long learning.

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

5. Develop physical and emotional wellness.

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy life style.

6. Develop character.

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

7. Be a responsible citizen.

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship. Students will make a commitment to the basic values of our government including a reverence and respect for the history of the American flag, the Declaration of Independence, the U.S. Constitution and the constitution and laws of this state, and acquire a knowledge of state, national, and world history.

8. Be prepared for productive work.

Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy, and prepare them for the transition from school to work.

9. Respect cultural diversity and pluralism.

Students will demonstrate the knowledge and attitudes necessary to understand and respect individuals and multi-cultural diversity, and to work cooperatively with all people.

10. Develop aesthetic awareness.

Students will become aware and be able to generate those forms of experience that have artistic and aesthetic meaning.

WISCONSIN TEACHER STANDARDS & LICENSURE
Wisconsin's 10 Standards for Teacher Development and Licensure

These standards become the basis of teacher licensing after August 31, 2004. The entire document, which includes knowledge, skills and dispositions under these standards, can be found on DPI's website -<http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf>

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. **Teachers know how children grow.** The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social and personal development.
3. **Teachers understand the children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and **can adapt instruction to meet the diverse needs** of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.** The teacher understands and **uses a variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. **Teachers know how to manage a classroom.** The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. **Teachers communicate well.** The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.** The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, and the community and curriculum goals.
8. **Teachers know how to test for student progress.** The teacher understands and **uses formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
9. **Teachers are able to evaluate themselves.** The teacher is a **reflective practitioner** who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.** The teacher **fosters relationships** with school colleagues, parents and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

School District of Holmen

2013-14

SCHOOL BOARD OF EDUCATION MEMBERS (as of 2/2014)

Cheryl Hancock – President
Anita Jagodzinski – Vice President
Kate Mayer – Clerk
Gary Dunlap – Treasurer
Liza Collins
Tom Kruse
Tim Medinger
Alex Aakre, Student Representative



ADMINISTRATION

Dr. Dale Carlson, District Administrator
Wendy Savaske, Director of Instructional Services
Julie Krackow, Director of Pupil Services
Jay Clark, Associate District Administrator
Joanne Stephens, Evergreen Elementary Principal
Patrice Tronstad, Prairie View Elementary Principal
Brian Oberweiser, Sand Lake Elementary Principal
Bonnie Striegel, Viking Elementary Principal
Ryan Vogler, Middle School Principal
Keri Holter, Middle School Associate Principal
Bob Baer, High School Principal
Darcy Lindquist, High School Associate Principal
Nick Weber, High School Associate Principal
Sue Eitland, EC/4K Associate Principal
Mark Englerth, Activities / Athletic Director

School District of Holmen Board of Education Action Regarding State Standards

Action was taken by the School Board of Holmen School Board on Monday, May 18, 1998, to adopt the following:

Adoption of the Wisconsin State Standards (CI98-017)

The Holmen curriculum process includes the steps of aligning the curriculum to the Wisconsin State standards, the WSAS testing criteria, as well as what should be included locally. Therefore, the State Standards would be adopted by the District as part of a process to meet the students' needs.

BE IT RESOLVED that the Board of Education approve the adoption of the Wisconsin State Standards as part of a process to meet the students' needs as recommended.
Motion by D. Berg. Second by G. Dunlap. Motion carried 6/0.





School District of Holmen

Department Vision Statement

Enriching a child's education through a comprehensive visual arts experience

Mission Statement

In order to achieve the vision, our Department will:

In order to achieve our vision, our Department will:

- Provide a continuous and sequential study of various aspects of the art field.
- Provide students with various opportunities to learn and experience the various media, techniques, subjects, and processes of art production.
- Teach art history through exposing students to various artists, cultures, styles, and vocabulary related to art.
- Develop students' art criticism and critical, analytical, and creative thinking skills through teaching them to reflect, analyze, and understand the meanings and influences of art.
- Encourage aesthetic valuing and good craftsmanship to help students reach their potential.
- Assist students in developing individual expression in their art and provide opportunities for the communication of their own work and work of others.
- Create community partnerships which enhance and support art education, and make connections between visual arts and other disciplines.
- Create life-long interest and appreciation of art, which enriches life.

School District of Holmen
Art Staff

Art Department Teachers

John Boland – Viking Elementary

Jen Grass – Evergreen Elementary

Amanda Kerrigan – Middle School

Matthew Langreck – Middle School

Christine Michels – High School

Liz Schank – High School

Jennie Staige – Sand Lake Elementary

Marcie Tauscher – Travel All Elementary Schools

Amy Wink – Prairie View Elementary

Administrator & Instructional Services Liaison:

Wendy Savaske Instruction Services Director

Timeline for Art Curriculum Writing

| | |
|-----------------------------------|---|
| August 2012 – May 2013 | All Levels-Self-study written and presented |
| August 13th, 2013 | All Levels-Arrange schedule and create timeline for curriculum writing 6-8 for the 2013-2014 school year |
| August 19 th , 2013 | Elementary Work Day |
| September 10 th , 2013 | Elementary Work Day |
| September 11 th , 2013 | Early Release Elementary Work Day |
| October 9 th , 2013 | All Levels-Revised old Art Curriculum and generated list and possible titles for new ELO's grades 6-8 |
| November 4 th , 2013 | Inservice Elementary Work Day |
| November 13th, 2013 | Early Release Elementary Work Day |
| December 11 th , 2013 | Early Release Elementary Work Day |
| January 8 th , 2014 | Early Release Elementary Work Day |
| January 8 th , 2014 | MS-Begin 6 th grade curriculum writing. Inputting into the curriculum template. |
| January 16 th , 2014 | MS-Curriculum Writing 6-8. Completing ELO's. Adding Common Core Standards into each unit. Adding rubrics and assessment forms. Reviewing what forms and pages still need to be completed for 6-8 Art Curriculum final book. |
| January 24 th , 2014 | Inservice Elementary Work Day |
| February 11 th , 2014 | MS-Developed timeline to date. Created introduction to Middle School part of curriculum. |
| February 12 th , 2014 | Early Release Elementary Work Day |
| February 12 th , 2014 | MS-Revised introduction to Middle school curriculum, Worked on Instructional Strategies and Assessments Page |
| March 12 th , 2014 | Early Release Elementary Work Day |

Art Department Staff Recommendations

Overall Planning for Improvement

From the results of external evaluations, survey results, site visits, and advisory committee meeting the art department staff has identified the following recommendations:

| STRATEGIC OBJECTIVE 1: Student Achievement & Learning | |
|--|---|
| Recommendations | <p>ELEM: Offer consistent delivery of curriculum in all elementary buildings.</p> <p>MS: More quality scope and sequence to the 6-8 evaluation process.</p> <p>HS: Create a foundations level class at the high school and a graphic design, animation, photography course taught by an art teacher</p> |
| Timeline for Implementation | <p>ELEM: 2013-2014</p> <p>MS: 2013-2014</p> <p>HS: 2014-2015</p> |
| Shared Involvement for Implementation | <p>ELEM: Elementary art teachers</p> <p>MS: Middle School art teachers</p> <p>HS: High School art teachers, Wendy Savaske, Administration, Curriculum Council, School Board</p> |
| Action Taken To Date | <p>ELEM: Majority of units are completed this way, but we are striving for 100% consistency</p> <p>MS: Discussion started to improve the evaluation process.</p> <p>HS: Discussion amongst the art committee and inquiry has begun</p> |

| STRATEGIC OBJECTIVE 2 - COMMUNICATION | |
|--|--|
| Recommendations | <p>ELEM: Monthly newsletter created by each art teacher communicating the happenings in the art room</p> <p>MS: Update the art department website monthly. Get web address to parents and staff via newsletter and email.</p> <p>HS: Update the art department website monthly. Get web address to parents and staff via newsletter and email.</p> |

| | |
|--|---|
| Timeline for Implementation | <p>ELEM: 2013-2014 school year</p> <p>MS: 2013-2014 school year</p> <p>HS: 2013-2014 school year</p> |
| Shared Involvement for Implementation | <p>ELEM: Art teachers, School secretaries</p> <p>MS: Art teachers, Tech department</p> <p>HS: Art teachers, Tech department</p> |
| Action Taken To Date | <p>ELEM: Some art teachers do the newsletter but goal is to have all art teachers creating a monthly newsletter</p> <p>MS: Web site has been started, but the updating has not been completed to date</p> <p>HS: Web site has been started, but the updating has not been completed to date</p> |

| STRATEGIC OBJECTIVE 3 – Fiscal Sustainability | |
|--|--|
| Recommendations | <p>ELEM: To provide each building a budget that is equal per student. Fundraiser should not be factored into the overall budget number.</p> <p>MS: Increase the amount per student budget to provide quality supplies and match the growth in student population.</p> <p>HS: Maintain and increase, if possible, the budget per student</p> <p>ALL: Provide needed technology to all art teachers to meet the needs of each individual room, teacher and building (computers, laptops, smartboards, cameras, projectors/screens)</p> |
| Timeline for Implementation | <p>ELEM: 2013-2014 school year</p> <p>MS: 2013-2014 school year</p> <p>HS: 2013-2014 school year</p> <p>ALL: 2013-2014 (gather needs) 2014-2015 (implement)</p> |
| Shared Involvement for implementation | <p>ELEM: Art teachers, Administration</p> <p>MS: Art teachers, Administration</p> <p>HS: Art teachers, Administration</p> <p>ALL: Art teachers, Administration, Jan Wee</p> |

| | |
|-----------------------------|--|
| Action Taken To Date | <p>ELEM: Only been recommended</p> <p>MS: Only been recommended</p> <p>HS: Only been recommended</p> <p>ALL: Only been recommended</p> |
|-----------------------------|--|

| STRATEGIC OBJECTIVE 4: Performance Excellence | |
|--|--|
| Recommendations | ALL: All Art Staff provided financial support to become a member of the Wisconsin Art Education Association and to attend the State and National Art Education Conference (when it is in the area) |
| Timeline for Implementation | ALL: 2013-2014 school year |
| Shared Involvement for Implementation | ALL: Art teachers, Administration, Wendy Savaske |
| Action Taken To Date | ALL: Only been recommended due to lack of financial support. |

Elementary School Curriculum

The students will have many opportunities to learn about various subjects, media, techniques and processes of art production. They will be provided with experiences to help them develop knowledge of various artists, cultures, styles, careers and vocabulary related to art. This document is a framework for our students, as 21st century learners.



Holmen Elementary Schools

Art

Current Program Description

Kindergarten – 5th Grad Art is allotted 90 minute of instruction in a six day cycle. It is designed to be an age appropriate progression in the area of art production, art history, art criticism, and aesthetics. Instruction will include introduction to and review of the 14 elements and principles of design as appropriate per grade level. Focus will be on learning about new media and improving art production skills. Subjects of art will stem from memory, observation skills and imagination. Students will be introduced to several artists, cultures, styles of art, careers of artists, and vocabulary related to areas of study. Self-expression, communication, and reflection become an increasing part of the student's art experience as they progress through each grade level.



| COURSE NAME: KINDERGARTEN K.1 | | | |
|---|---|---|---|
| Developers: Elementary Art Teachers | Development Date: 2014 | Instructional Level: Kindergarten Art | Unit: Elements and Principles of Design |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A2 C1,2,4 H1,3,4 K3 L2 <u>Common Core Standards (ELA)</u> RI.K.7 W.K.3 SL.K.2 SL. K.3 SL. K.5 SL. K.6 L. K.6 | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Begin to identify and incorporate the elements and principles of designs in Art. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand... <ul style="list-style-type: none">Line-Varieties of LINES exist and are used to create shapesShape-Is a flat enclosed areaColor-Art is made using primary and secondary COLORSForm-Describes objects that are 3-D (having length, width and height)Space-Is used to show depth (near, far and overlapping)Texture-Describes the feel of actual and implied surfacesPattern-Are made of repeated elements | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do all artists use the elements and principles of design in their work? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">LINES in Art (Straight, Curvy, Zig-Zag, etc.)Basic geometric & organic SHAPESThe primary and secondary COLORSSPACE can be depicted in Art (near, far and overlapping)Actual and Implied TEXTUREThe difference between 2-D SHAPES and 3-D FORMSRepeated or random PATTERNS in Art | Students will be skilled at (DO) ... <ul style="list-style-type: none">Demonstrating various lines in their artCreating basic geometric & organic SHAPESMixing the secondary COLORS from the primary COLORSDepicting SPACE in their art (near, far and overlapping)Exploring and creating TEXTUREIdentifying and creating 2-D SHAPES and 3-D FORMSUsing PATTERNS in their Art | |

Stage 2 - Evidence

*How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?*

| Evaluative Criteria | Assessment Evidence |
|----------------------------|--|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Visible use of elements of design in final art products <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Mondrian Painting Leaf Rubbings Shape and Line Painting/Drawing Pinch Pots/Clay Handprint Collage Near/Far Drawings Landscape Portrait Drawing Architecture Collage |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> Discussion, sharing, questioning, teacher observation |

COURSE NAME: KINDERGARTEN K.2

| | | | |
|---|-------------------------------|---|----------------------|
| <i>Developers:</i> Elementary Art Teachers | <i>Development Date:</i> 2014 | <i>Instructional Level:</i> Kindergarten Art | <i>Unit:</i> 2-D Art |
|---|-------------------------------|---|----------------------|

Stage 1 Desired Results

| | | |
|--|--|---|
| ESTABLISHED GOALS A2 C1,2,4,6-8 D5 E1 F6.7 G1-4 H1-3 I1-3 J2 | Transfer | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Begin working with various 2D art media, techniques and processes. | |
| | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Various 2D media, techniques, and processes exist to create art Technology can be used as a resource and to create art | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do all artists use various 2D media in their work? |

| Acquisition | |
|--|--|
| K1-3 L1-2 <u>Common Core Standards</u> RI. K.7 W. K.3 SL. K.2 SL. K.3 SL. K.5 SL. K.6 L. K.6 | <div> <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • Drawing- (pencil, crayon, markers, chalk, colored pencils, and oil pastels) • Painting- (fingerpaint, tempera and watercolors) • Collage- (paper, fibers, etc.) • Printmaking- (gadget, monoprint) • Technology- (resource to enhance and inspire art) </div> <div> <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Developing drawing skills using various drawing media, techniques and processes • Exploring painting using various painting, media, techniques and processes • Creating a collage using various media • Demonstrating various printmaking techniques • Using technology as a visual resource and inspiration </div> |
| Stage 2 - Evidence How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning? | |
| Evaluative Criteria | Assessment Evidence |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Demonstrates appropriate use of the various 2D media, techniques and processes in their final art products <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ▪ Self-portraits / Families ▪ Landscapes ▪ Wildlife (animals, insects, birds, sea life, etc.) ▪ Architecture (homes, castles, cities, etc.) ▪ Abstract Designs ▪ Collage (paper, fibers, mixed media, etc.) ▪ Printmaking (monoprints, gadget printing, stamping) ▪ Technology (i-pads, SMART Board, projector, computers, doc cam, etc.) |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> • Discussion, sharing, questioning, teacher observation |

COURSE NAME: KINDERGARTEN K.3

| | | | |
|--|------------------------|--|---------------|
| Developers: Elementary Art Teachers | Development Date: 2014 | Instructional Level: Kindergarten Art | Unit: 3-D Art |
|--|------------------------|--|---------------|

| Stage 1 Desired Results | | |
|--|---|---|
| ESTABLISHED GOALS A2 C1,2,4,6-8 D5 E1 H1,3,4 I1-3 J2 K1,3 L1-2 <u>Common Core Standards</u> RI. K.7 W. K.3 SL. K.2 SL. K.3 SL. K.5 SL. K.6 L. K.6 | Transfer | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Begin working with various 3D art media, techniques and processes. | |
| | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Various 3D media, techniques, and processes exist to create art Technology can be used as a resource to create art | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do all artists use various 3D media in their work? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> Clay-Can be used to create a 3D work of art Sculpture-Is a 3D work of art (using paper, fibers, and other mixed media) | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Creating a hand built clay form (such as a pinch pot) using various hand building techniques Exploring a variety of ways to create 3D forms using paper and other mixed media |
| Stage 2 - Evidence | | |
| <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Demonstrates appropriate use of the various 3D media, techniques and processes in their final art products <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Pinch Pots Jewelry (beads and pendants) Mixed media sculpture (turkey headband, hats, paper masks, turkey sculpture, etc.) | |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> Discussion, sharing, questioning, teacher observation | |

| COURSE NAME: KINDERGARTEN K.4 | | | |
|--|--|--|--|
| Developers: Elementary Art Teachers | Development Date: 2014 | Instructional Level: Kindergarten Art | Unit: Vocabulary, Artist, Styles, Cultures, Careers |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A1-6 B1-4 D2,5 E1 F1,6 G1-4 I5-7 J9-10 K1 L5-6 <u>Common Core Standards</u> RI.K.7 W.K.3 SL.K.2 SL.K.3 SL.K.5 SL.K.6 L.K.6 | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Demonstrate basic knowledge and awareness of artists, styles, cultures and careers. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">There is specific art vocabulary related to elements and principles, media and processes, tools being taught and art history conceptsThere are well known artists in history, and their artwork can be used as inspiration for student artworkThere are different styles of artDifferent types of Art are created from cultures around the worldThere are many careers in Art | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How can knowledge of art vocabulary help you communicate in Art?Can you identify two famous artists?Can you identify two styles of art?What cultures have we learned about this year?What are some different careers in art? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">Vocabulary-The proper vocabulary related to elements and principles, media and processes, tools being taught and art history conceptsArtists-Different artists are well known in historyStyles-Different styles of Art existCultures-Different cultures produce different types of ArtCareers-Various careers in Art | Students will be skilled at (DO)... <ul style="list-style-type: none">Understanding vocabulary in order to communicate and create ArtCreating Art in the style of famous artistsCreating Art using different stylesMaking Art influenced by various culturesRecognizing various careers in Art | |

Stage 2 - Evidence

*How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?*

| Evaluative Criteria | Assessment Evidence |
|----------------------|---|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Final art products are inspired by vocabulary learned, artists, styles, cultures and careers <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Art project based on specific artist Art project based on specific styles Art project based on specific cultures Art project based on specific careers |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> Discussion, sharing, questioning, teacher observation |

COURSE NAME: KINDERGARTEN K.5

| | | | |
|---|-------------------------------|---|---|
| <i>Developers:</i> Elementary Art Teachers | <i>Development Date:</i> 2014 | <i>Instructional Level:</i> Kindergarten Art | <i>Unit: Communication : Ideas and Concepts</i> |
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Stage 1 Desired Results

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|--|---|--|
| ESTABLISHED GOALS A1-3,6 B4 E1,5 G1-4 I1-4,7 J1-2,5,10 <u>Common Core Standards</u> K.RI.7 K.W.3 K.SL.2 K.SL.3 K.SL.5 | Transfer | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Express ideas and concepts in own work and in work of others. | |
| | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Artists communicate and express ideas, concepts and feelings visually through creation of own artwork Artists communicate and express ideas, concepts and feelings verbally through sharing, discussion, and critique | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do artists communicate ideas, concepts, and feelings? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> Visual Communication-How to visually | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Communicating both visually and verbally |

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|---|---|---------------------------------------|
| K.SL.6 K.L.6 | communicate their feelings, moods, memories, observations and ideas through their artwork <ul style="list-style-type: none"> • Verbal Communication-How to verbally communicate their feelings, moods, memories, observations and ideas through sharing and discussing artwork | through their artwork and discussions |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Final art products are inspired by their own feelings, moods, memories, observations and ideas. <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ▪ Family portrait ▪ Colors and feelings ▪ Expressive faces ▪ Expressive line drawings ▪ Figure drawings ▪ Music in Art ▪ Observation drawing | |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> • Discussion, sharing, questioning, teacher observation | |

| COURSE NAME: KINDERGARTEN K.6 | | | |
|--|---|---|-----------------------------------|
| <i>Developers:</i> Elementary Art Teachers | <i>Development Date:</i> 2014 | <i>Instructional Level:</i> Kindergarten Art | <i>Unit:</i> Quality Works of Art |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A1-4,6 C1-2,4-7 F7 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Create quality works of art inspired by memory, observation and imagination. | | |

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| G1-4 H2-4 I1-3,7 J2 K1,3 L1,5 <u>Common Core Standards</u> RI.K.7 W.K.3 SL.K.2 SL.K.3 SL.K.5 SL.K.6 L.K.6 | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • Artwork is created using memory, observation and/or imagination • Quality work takes time, details and careful craftsmanship | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How do artists get their ideas for their artwork? • What makes a quality piece of art? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> • Art is inspired by memory, observation and/or imagination • What makes up a quality piece of art | <i>Students will be skilled at (DO ...)</i> <ul style="list-style-type: none"> • Using their memory, observation and/or imagination skills to create their own quality art |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Final art products are inspired by memory, observation and/or imagination. • Complete quality artwork demonstrating best craftsmanship/effort reflecting student ability and age level. <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ▪ Artwork from memory: Family Portrait, Pets, Homes, etc. ▪ Artwork from Observation: Still Life, Self-Portrait, Animal Paintings ▪ Artwork from Imagination: Abstract Designs, Castles, Snowmen | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

| AREAS OF REPORT CARD | ASSESSMENT | KINDERGARTEN ART RUBRIC | | | |
|---|---------------------------------|--|---|---|---|
| | | 4 | 3 | 2 | 1 |
| <ul style="list-style-type: none"> Demonstrates 2D or 3D art skills and techniques | Art work | The student applies skills and strategies needed to produce art work showing advanced proficiency. | The student applies skills and strategies needed to produce art work showing proficiency. | The student demonstrates skills and strategies but shows inconsistent performance. | The student is not able to perform the skills and/or strategies. |
| <ul style="list-style-type: none"> Demonstrates careful craftsmanship | Art work | The student consistently produces high quality work that is above grade level. | The student consistently produces quality work. | The student inconsistently produces quality work. | The student does not produce quality work. |
| <ul style="list-style-type: none"> Demonstrates creativity | Art work | The student independently shows unique or original ideas in their work. | The student consistently shows unique or original ideas in their work. | The student inconsistently shows unique or original ideas in their work. | The student does not show unique or original ideas in their work. |
| <ul style="list-style-type: none"> Demonstrates knowledge of art history concepts and art vocabulary | Teacher observation Art work | The student demonstrates advanced proficiency of the lesson/topic. | The student demonstrates proficiency of the lesson/topic. | The student has acquired limited knowledge and some understanding of the lesson/topic. | The student does not demonstrate knowledge or understanding of lesson/topic. |
| <ul style="list-style-type: none"> Expresses ideas or concepts verbally or in writing | Teacher observation Art work | The student is advanced at communicating ideas and concepts in works of art. | The student is proficient in communicating ideas and concepts in works of art. | The student has demonstrated limited communication skills about ideas and concepts in works of art. | The student does not demonstrate communication skills about ideas and concepts in works of art. |

| COURSE NAME: GRADE ONE 1.1 | | | |
|---|---|--|---|
| Developers: Elementary Art Teachers | Development Date: 2014 | Instructional Level: Grade One Art | Unit: Elements and Principles of Design |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS: A2 C1-2,4 D5 H1,3-4 K3 L2 <u>Common Core Standards</u> RI.1.1-2 RI.1.7 W.1.3 SL.1.1.a-c SL.1.2-3 SL.1.5-6 | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Begin to identify and incorporate the elements and principles of designs in Art. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">Line-Varieties of LINES exist and are used to create recognizable shapes and imagesShape-Is a flat enclosed area in which a variety of geometric and organic shapes existColor-Art is made using primary and secondary COLORSForm-Describes objects that are 3-D (having length, width, and height)Space-is used to show depth (near and far, overlapping, size differences)Texture-Describes the feel of actual and implied surfacesPattern-Are made of repeated elements | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do all artists use the elements and principles of design in their work? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">LINES in Art (Straight, Curvy, Zig-Zag, etc.)Basic geometric & organic SHAPESThe primary and secondary COLORS, tints and shadesSPACE can be depicted in Art (near and far, overlapping, size differences) | Students will be skilled at (DO)... <ul style="list-style-type: none">Demonstrating various LINES to create planned images in their ArtCreating basic geometric & organic SHAPESMixing the secondary COLORS from the primary COLORS and creating tints and shades from light and dark colorsDepicting SPACE in their art (near and far) | |

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| | <ul style="list-style-type: none"> Actual and Implied TEXTURE The difference between 2-D SHAPES and 3-D FORMS Repeated or random PATTERNS in Art | <ul style="list-style-type: none"> Identifying, exploring, and creating actual and implied TEXTURE Identifying and creating 2-D SHAPES and 3-D FORMS Using PATTERNS in their Art |
| Stage 2 – Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Visible use of elements of design in final art products <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Shape and Line Painting/Drawing Clay Sculpture Near/Far Drawings Landscape Portrait Drawing Collage Still Life | |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> Discussion, sharing, questioning, teacher observation | |

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|---|---|--|----------------------|
| COURSE NAME: GRADE ONE 1.2 | | | |
| <i>Developers:</i> Elementary Art Teachers | <i>Development Date:</i> 2014 | <i>Instructional Level:</i> Grade One Art | <i>Unit:</i> 2-D Art |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS: | Transfer | | |
| A2 C1,4,6-9 | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Continue working with various 2D art media techniques and processes. | | |

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|---|---|--|
| D5 E1 F6-7 G1-4 H1-3 I1-3 J2 K1,3 L1-2 <u>Common Core Standards</u> RI.1.1-2 RI.1.7 W.1.3 SL.1.1.a-c SL.1.2-3 SL.1.5-6 | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • Various 2D media, techniques, and processes exist to create art • Technology can be used as a resource and to create art | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How do all artists use the various 2D media in their work? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> • Drawing- (pencil, crayon, markers, chalk, colored pencils, and oil pastels) • Painting- (tempera and watercolors) • Collage- (various media) • Printmaking- (relief print, gadget) • Fibers- (fabric, yarn) • Technology- (resource to enhance and inspire art) | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> • Developing drawing skills using various drawing media, techniques and processes • Demonstrating and improving painting skills and techniques • Creating a collage using various media • Demonstrating and improving various printmaking techniques • Experimenting with fibers • Using technology as a visual resource and inspiration |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Demonstrates appropriate use of the various 2D media, techniques and processes in their final art products <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ▪ Self-Portrait/Families ▪ Landscape ▪ Wildlife (animals, insects, birds, sea life, etc.) ▪ Architecture (homes, castles, cities) ▪ Collage (paper, fibers, mixed media) ▪ Printmaking (relief, gadget, stenciling) ▪ Abstract Designs ▪ Technology (i-Pads, Smart board, projector, computers, doc cam, etc.) | |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> • Discussion, sharing, questioning, teacher observation | |

COURSE NAME: GRADE ONE 1.3

| | | | |
|---|---|--|-----------|
| Developers: Elementary Art Teachers | Development Date: 2014 | Instructional Level: Grade One Art | Unit: 3-D |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS: A2 C1,4,5-9 D5 E1 G1-4 H1,3,4 I1-3 J2 K1,3 L1-2 <u>Common Core Standards</u> RI.1.1-2 RI.1.7 W.1.3 SL.1.1.a-c SL.1.2-3 SL.1.5-6 | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Continuing working with 3D art media, techniques and processes. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">Various 3D media, techniques, and processes exist to create artTechnology can be used as a resource to create art | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do all artists use various 3D media in their work? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">Clay- Can be used to create a 3D work of artSculpture- is a 3D work of art (using paper, fibers, and other mixed media) | Students will be skilled at (DO)... <ul style="list-style-type: none">Creating a hand built clay form using skills demonstrated (such as a figure, coil, or etc.)Demonstrating a variety of ways to create 3D forms using mixed media | |
| Stage 2 - Evidence | | | |
| How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning? | | | |
| Evaluative Criteria | Assessment Evidence | | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none">Demonstrates appropriate use of the various 3D media, techniques and processes in their final art product<ul style="list-style-type: none">Possible Examples:<ul style="list-style-type: none">Animal sculptures | | |

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|----------------------|---|
| | <ul style="list-style-type: none"> ▪ Coil pots ▪ Kachina doll ▪ Paper strip sculptures (faces, insects, birds) |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation |

| COURSE NAME: GRADE ONE 1.4 | | | |
|--|---|--|--|
| Developers: Elementary Art Teachers | Development Date: 2014 | Instructional Level: Grade One Art | Unit: Vocabulary, Artists, Styles, Cultures, and Careers |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS: A1-6 B1-4 D2,5 F1,6 G1-4 I4-7 J9-10 K1 L5-6 <u>Common Core Standards</u> RI.1.1-2 RI.1.7 W.1.3 SL.1.1.a-c SL.1.2-3 SL.1.5-6 | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Demonstrate knowledge of art vocabulary, career in arts, history, cultures, artists, and styles of art related to units of study. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">There is specific vocabulary related to elements and principles, media and processes, tools being taught, and art history conceptsThere are well known artists in history, and their art work can be used as inspiration for their own workThere are different styles of ArtDifferent types of Art are created by cultures around the worldThere are many careers in Art | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How can knowledge of art vocabulary help you communicate in Art?Can you identify two famous artists?Can you identify two styles of Art?What cultures have we learned about this year?What are some different careers in Art? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">Vocabulary-The proper vocabulary related to elements and principles, media and processes, tools being taught and art | Students will be skilled at (DO)... <ul style="list-style-type: none">Understanding vocabulary in order to communicate and create Art | |

| | | |
|---|--|--|
| | history concepts <ul style="list-style-type: none"> • Artists-Different artists are well known in history • Styles-Different styles of Art exist • Cultures-Different cultures produce different types of Art • Careers-Various careers in Art | <ul style="list-style-type: none"> • Creating Art in the style of famous artists such as: Henri Matisse, Wassily Kandinsky, or Hans Hoffman • Creating Art using different styles • Making Art influenced by various cultures • Recognizing various careers in Art |
| Stage 2 – Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Final art products are inspired by vocabulary learned, artists, styles cultures, and careers <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ▪ Henri Matisse ▪ Wassily Kandinsky ▪ Hans Hoffman ▪ Architecture | |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> • Discussion, sharing, questioning, teacher observation | |

| COURSE NAME: GRADE ONE 1.5 | | | |
|---|--|--|--|
| <i>Developers:</i> Elementary Art Teachers | <i>Development Date:</i> 2014 | <i>Instructional Level:</i> Grade One Art | <i>Unit:</i> Communication: Ideas and Concepts |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS: A1-3,6 B4 E1,5 G1-4 I1-4,7 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Express ideas and concepts in own work and in work of others. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • Artists communicate and express ideas, | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How do artists communicate ideas, concepts, and feelings? | |

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| J1,2,5,10 <u>Common Core Standards</u> 1.RI.1-2 1.RI.7 1.W.3 1.SL.1.a-c 1.SL.2-3 1.SL.5-6 | concepts and feelings visually through creation of own artwork <ul style="list-style-type: none"> Artists communicate and express ideas, concepts and feelings verbally through sharing, discussion, and critique | |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> Visual Communication-How to visually communicate their feelings, moods, memories, and ideas through their artwork Verbal Communication-How to verbally communicate their thoughts, feelings, moods, memories, observations, and ideas through sharing and discussing artwork | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Communicating both visually and verbally through their artwork and discussion |

Stage 2 – Evidence

*How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?*

| Evaluative Criteria | Assessment Evidence |
|----------------------|---|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Final art products are inspired by their own feelings, moods, memories, observations, and ideas <ul style="list-style-type: none"> Possible Examples: Self-Portrait Colors and feelings |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation |

COURSE NAME: GRADE ONE 1.6

| <i>Developers:</i> Elementary Art Teachers | <i>Development Date:</i> 2014 | <i>Instructional Level:</i> Kindergarten Art | <i>Unit:</i> Quality Works of Art |
|--|---|---|-----------------------------------|
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A1-4,6 C1-2,4-7 F7 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Create quality works of art inspired by memory, observation and imagination. | | |

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|---|--|--|
| G1-4 H2-4 I1-3,7 J2 K1,3 L1,5 <u>Common Core Standards</u> 1.RI.1-2 1.RI.7 1.W.3 1.SL.1.a-c 1.SL.2-3 1.SL.5-6 | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • Artwork is created using memory, observation and/or imagination • Quality work takes time, details and careful craftsmanship | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How do artists get their ideas for their artwork? • What makes a quality piece of art? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> • Art is inspired by memory, observation and/or imagination • What makes up a quality piece of art | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> • Using their memory, observation and/or imagination skills to create their own quality art |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Final art products are inspired by memory, observation and/or imagination. • Complete quality artwork demonstrating best craftsmanship/effort reflecting student ability and age level. <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ▪ Artwork from memory: Family Portrait, Pets, Homes, etc. ▪ Artwork from Observation: Still Life, Self-Portrait, Animal Paintings ▪ Artwork from Imagination: Abstract Designs, Castles, Snowmen | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

| AREAS OF REPORT CARD | ASSESSMENT | FIRST GRADE ART RUBRIC | | | |
|---|---------------------------------|--|---|---|---|
| | | 4 | 3 | 2 | 1 |
| <ul style="list-style-type: none"> Demonstrates 2D or 3D art skills and techniques | Art work | The student applies skills and strategies needed to produce art work showing advanced proficiency. | The student applies skills and strategies needed to produce art work showing proficiency. | The student demonstrates skills and strategies but shows inconsistent performance. | The student is not able to perform the skills and/or strategies. |
| <ul style="list-style-type: none"> Demonstrates careful craftsmanship | Art work | The student consistently produces high quality work that is above grade level. | The student consistently produces quality work. | The student inconsistently produces quality work. | The student does not produce quality work. |
| <ul style="list-style-type: none"> Demonstrates creativity | Art work | The student independently shows unique or original ideas in their work. | The student consistently shows unique or original ideas in their work. | The student inconsistently shows unique or original ideas in their work. | The student does not show unique or original ideas in their work. |
| <ul style="list-style-type: none"> Demonstrates knowledge of art history concepts and art vocabulary | Teacher observation Art work | The student demonstrates advanced proficiency of the lesson/topic. | The student demonstrates proficiency of the lesson/topic. | The student has acquired limited knowledge and some understanding of the lesson/topic. | The student does not demonstrate knowledge or understanding of lesson/topic. |
| <ul style="list-style-type: none"> Expresses ideas or concepts verbally or in writing | Teacher observation Art work | The student is advanced at communicating ideas and concepts in works of art. | The student is proficient in communicating ideas and concepts in works of art. | The student has demonstrated limited communication skills about ideas and concepts in works of art. | The student does not demonstrate communication skills about ideas and concepts in works of art. |

| COURSE NAME: GRADE TWO 2.1 | | | |
|---|--|--|---|
| Developers: Elementary Art Teachers | Development Date: 2014 | Instructional Level: Grade Two Art | Unit: Elements and Principles of Design |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A2 C1-4 D4-5 H1,3,4 K3 L2 <u>Common Core Standards</u> RI.2.7 W.2.3 SL.2.1.a-c SL.2.2 L.2.6 | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Continue to identify and incorporate the elements and principles of designs in Art. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">Line-Can be used to add details to artShape-Simple shapes can be put together to create a complex imageColor-There are various color families (warm, cool and complimentary colors) that can be used to create mood in artForm-Describes objects that are 3-D (examples: cone, cube and cylinder)Space-is used to show depth (foreground, middle ground and background)Texture- Actual and implied surfaces can be created in artPattern-Simple and/or complex patterns can be repeated and used as a design in artBalance-Positive and negative space makes up a compositionUnity-Makes a work of art feel complete because the elements and principles work together | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do all artists use the elements and principles of design in their work?Can you identify specific elements and principles of design? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">LINES are used to add details | Students will be skilled at (DO)... <ul style="list-style-type: none">Improving their control of line to show detailsUsing shapes to create a recognizable | |

| | | |
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| | <ul style="list-style-type: none"> • Basic geometric & organic SHAPES can be put together to create a recognizable image • The warm, cool and complimentary colors, and that color can be used to depict mood • SPACE can be depicted in Art (foreground, middle ground and background) • Actual and Implied TEXTURE • The difference between 2-D SHAPES and 3-D FORMS (cylinders, cones and cubes) • Repeated or random PATTERNS in Art • BALANCE is when positive and negative space is used to balance the elements within a composition (symmetrical and asymmetrical) • UNITY makes a work of art feel complete because the elements and principles work together | <p>image</p> <ul style="list-style-type: none"> • Identifying and using the warm, cool and complimentary colors and using colors to depict mood • <i>Depicting SPACE in their art (foreground, middle ground and background)</i> • Identifying, exploring, and creating actual and implied TEXTURE • Identifying and creating 2-D SHAPES and 3-D FORMS (cylinders, cones and cubes) • Using PATTERNS in their Art to add to the design • Students will understand how to properly use balance in their artwork (symmetrical and asymmetrical) • Using the elements and principles of design to show unity in their artwork |
|--|--|---|

Stage 2 - Evidence

***How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?***

| Evaluative Criteria | Assessment Evidence |
|---------------------|--|
| See Rubric | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Visible use of elements of design in final art products <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ▪ Clay Sculpture ▪ Near/Far Drawings ▪ Landscape ▪ Portrait Drawing ▪ Collage ▪ Architecture |

| | |
|----------------------|---|
| | <ul style="list-style-type: none"> Still Life Paper Mache |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation |

| COURSE NAME: GRADE TWO 2.2 | | | |
|--|---|--|---------------|
| Developers: Elementary Art Teachers | Development Date: 2014 | Instructional Level: Grade Two Art | Unit: 2-D Art |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A2 C1,2,4,6-9 D5 E1-2, 4 F6-7 G1-4 H1-3,5,6 I1-3 J2 K1-3 L1-2 <u>Common Core Standards</u> RI.2.7 W.2.3 SL.2.1.a-c SL.2.2 L.2.6 | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Continue working with various 2D art media techniques and processes. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">Various 2D media, techniques, and processes exist to create artTechnology can be used as a resource and to create art | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do all artists use the various 2D media in their work?Do you understand the characteristics of various media? (Appropriate application of, and time to use each media) | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">Drawing- (pencil, crayon, markers, chalk, colored pencils, and oil pastels)Painting- (tempera and watercolors)Collage- (various media)Printmaking- (relief print, stenciling, stamping)Fibers- (fabric, yarn)Technology- (resource to enhance and inspire art) | Students will be skilled at (DO)... <ul style="list-style-type: none">Developing drawing skills using various drawing media, techniques and processesDemonstrating and improving painting skills and techniquesCreating a collage using various mediaDemonstrating and improving various printmaking techniquesExperimenting with fibersUsing technology as a visual resource and inspiration | |

Stage 2 - Evidence

*How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?*

| Evaluative Criteria | Assessment Evidence |
|----------------------------|---|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Demonstrates appropriate use of the various 2D media, techniques and processes in their final art products <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Self-Portrait/Families Landscape Wildlife (animals, insects, birds, sea life, etc.) Architecture (homes, castles, cities) Collage (paper, fibers, mixed media) Printmaking (relief, stenciling and stamping) Technology (i-Pads, Smart board, projector, computers, doc cam, etc.) Paper Weaving |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> Discussion, sharing, questioning, teacher observation |

COURSE NAME: GRADE TWO 2.3

Developers:
Elementary Art Teachers

Development Date: 2014

Instructional Level:
Grade Three Art

Unit: 3-D Art

Stage 1 Desired Results**ESTABLISHED GOALS**

A2
C1,2,4,6-9
D5
E1-4
G1-4
H1,3-5
I1-3
J2
K1-3

Transfer

Students will be able to independently use their learning to...

- Continue working to expand 3D art skills using various media, techniques and processes.

Meaning**UNDERSTANDINGS**

Students will understand that...

- Various 3D media, techniques, and processes exist to create art
- That 3D work has a height, width and depth

ESSENTIAL QUESTIONS

- How do all artists use various 3D media in their work?
- Explain the difference between 2D and 3D artwork.

| | | |
|---|--|---|
| L1-2 | <ul style="list-style-type: none"> Technology can be used as a resource to create art | |
| <u>Common Core Standards</u> | Acquisition | |
| 2.RI.7 2.W.3 2.SL.1.a-c 2.SL.2 2.L.6 | <i>Students will KNOW...</i> <ul style="list-style-type: none"> Clay- Can be used to create a 3D work of art Sculpture- is a 3D work of art (using paper, fibers, and other mixed media) Form- (Geometric and Organic) | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Creating a hand built clay form using skills demonstrated (such as a figure, coil, relief, etc.) Demonstrating a variety of ways to create 3D forms using mixed media Using geometric and organic forms in their artwork |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Demonstrates appropriate use of the various 3D media, techniques and processes in their final art products <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Clay Sculptures/Pottery Paper Mache Paper Quilling | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

| COURSE NAME: GRADE TWO 2.4 | | | |
|--|---|--|--|
| <i>Developers:</i> Elementary Art Teachers | <i>Development Date:</i> 2014 | <i>Instructional Level:</i> Grade Two Art | <i>Unit:</i> Vocabulary, Careers, Artists, Styles and Cultures |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A1-6 B1-4 C3 D2-3,5 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Demonstrate knowledge of art vocabulary, career in arts, history, cultures, artists, and styles of art related to units of study | | |

| | | |
|---|---|---|
| <p>F1,6 G1-4 I5-7 J9-10 K1-2 L4-6</p> <p><u>Common Core Standards</u></p> <p>RI.2.7 W.2.3 SL.2.1.a-c SL.2.2 L.2.6</p> | Meaning | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There is specific vocabulary related to elements and principles, media and processes, tools being taught, and art history concepts • There are well known artists in history, and their art work can be used as inspiration for their own work • There are different styles of Art • Different types of Art are created by cultures around the world • There are many careers in Art | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can knowledge of art vocabulary help you communicate in Art? • Can you identify two famous artists and their style? • Can you identify two styles of Art? • What cultures have we learned about this year and what are their characteristics? • What are some different careers in Art? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • vocabulary related to elements and principles, media and processes, tools being taught and art history concepts • Artists-Different artists are well known in history for their style • Styles-Different styles of Art exist • Cultures-Different cultures produce different types of Art • Careers-Various careers in Art | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Understanding vocabulary in order to communicate and create Art • Creating Art in the style of famous artists such as: George Seurat, Vincent Van Gogh, Paul Klee, Claude Monet, Henry Moore • Creating Art using different styles such as: Impressionism and Contemporary • Making Art influenced by various cultures such as: Mexican and American • Recognizing various careers in Art such as: painter and printmaker |

Stage 2 - Evidence

*How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?*

| Evaluative Criteria | Assessment Evidence |
|----------------------------|--|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Final art products are inspired by vocabulary learned, artists, styles cultures, and careers <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> George Seurat Vincent Van Gogh Paul Klee Claude Monet Henry Moore Impressionism style Contemporary style Painter Printmaker Mexican culture American culture |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> Discussion, sharing, questioning, teacher observation |

COURSE NAME: GRADE TWO 2.5

| | | | |
|---|-------------------------------|--|---|
| <i>Developers:</i> Elementary Art Teachers | <i>Development Date:</i> 2014 | <i>Instructional Level:</i> Grade Two Art | <i>Unit:</i> Ideas, Feelings and Concepts |
|---|-------------------------------|--|---|

Stage 1 Desired Results

| | | |
|---|--|--|
| ESTABLISHED GOALS A1-3,6 B4 C3 D4 E1-2,4,5 G1-4 H6 I1-4,7 J1-2,5,10 | Transfer | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Express ideas and concepts in own work and in work of others | |
| | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Artists communicate and express ideas, concepts and feelings visually through creation of own artwork Artists communicate and express ideas, | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do artists communicate ideas, concepts, and feelings? |

| | | |
|---|---|--|
| Common Core Standards 2.RI.7 2.W.3 2.SL.1.a-c 2.SL.2 2.L.6 | concepts and feelings verbally through sharing, discussion, and critique | |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> Visual Communication-How to visually communicate their feelings, moods, memories, and ideas through their artwork Verbal Communication-How to verbally communicate their thoughts, feelings, moods, memories, observations, and ideas through sharing and discussing artwork | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Communicating visually through their artwork, verbally during discussion/sharing and/or through writing |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Final art products are inspired by their own feelings, moods, memories, observations, and ideas <ul style="list-style-type: none"> Possible Examples <ul style="list-style-type: none"> Family Memory Portrait Observation Drawings (still life, looking at a picture) Art from imagination | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

| COURSE NAME: GRADE TWO 2.6 | | | |
|--|--|--|--|
| <i>Developers:</i> Elementary Art Teachers | <i>Development Date:</i> 2014 | <i>Instructional Level:</i> Grade Two Art | <i>Unit:</i> Create Quality Works of Art |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A1-4,6 C1-2,4-7,9 F7 G1-4 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Create quality works of art inspired by memory, observation and imagination | | |
| | Meaning | | |

| | | |
|---|---|--|
| H2-6 I1-3,7 J2 K1-3 L1,3,5 <u>Common Core Standards</u> 2.RI.7 2.W.3 2.SL.1.a-c 2.SL.2 2.L.6 | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • Artwork is created using memory, observation and/or imagination • Quality work takes time, details and careful craftsmanship | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How do artists get their ideas for their artwork? • What makes a quality piece of art? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> • Art is inspired by memory, observation and/or imagination • What makes up a quality piece of art | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> • Using their memory, observation and/or imagination skills to create their own quality art • Using best craftsmanship and effort/time management equal to their age level |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Final art products are inspired by memory, observation and/or imagination. • Complete quality artwork demonstrating best craftsmanship, effort and use of time reflecting student ability and age level. <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ▪ Artwork from memory: Family Portrait, Pets, Homes, etc. ▪ Artwork from Observation: Still Life, Self-Portrait, Animal Paintings ▪ Artwork from Imagination: Abstract Designs | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

| AREAS OF REPORT CARD | ASSESSMENT | SECOND GRADE ART RUBRIC | | | |
|---|---------------------------------|--|---|---|---|
| | | 4 | 3 | 2 | 1 |
| <ul style="list-style-type: none"> Demonstrates 2D or 3D art skills and techniques | Art work | The student applies skills and strategies needed to produce art work showing advanced proficiency. | The student applies skills and strategies needed to produce art work showing proficiency. | The student demonstrates skills and strategies but shows inconsistent performance. | The student is not able to perform the skills and/or strategies. |
| <ul style="list-style-type: none"> Demonstrates careful craftsmanship | Art work | The student consistently produces high quality work that is above grade level. | The student consistently produces quality work. | The student inconsistently produces quality work. | The student does not produce quality work. |
| <ul style="list-style-type: none"> Demonstrates creativity | Art work | The student independently shows unique or original ideas in their work. | The student consistently shows unique or original ideas in their work. | The student inconsistently shows unique or original ideas in their work. | The student does not show unique or original ideas in their work. |
| <ul style="list-style-type: none"> Demonstrates knowledge of art history concepts and art vocabulary | Teacher observation Art work | The student demonstrates advanced proficiency of the lesson/topic. | The student demonstrates proficiency of the lesson/topic. | The student has acquired limited knowledge and some understanding of the lesson/topic. | The student does not demonstrate knowledge or understanding of lesson/topic. |
| <ul style="list-style-type: none"> Expresses ideas or concepts verbally or in writing | Teacher observation Art work | The student is advanced at communicating ideas and concepts in works of art. | The student is proficient in communicating ideas and concepts in works of art. | The student has demonstrated limited communication skills about ideas and concepts in works of art. | The student does not demonstrate communication skills about ideas and concepts in works of art. |

| COURSE NAME: GRADE THREE 3.1 | | | |
|---|---|--|---|
| Developers: Elementary Art Teachers | Development Date: 2014 | Instructional Level: Grade Three Art | Unit: Elements and Principles of Design |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A2 C1-4 D4-5 H1,3,4 K3 L2 <u>Common Core Standards</u> 3.RI.3-4 3.W.3.b 3.W.7 3.SL.1.a-d 3.SL.2-3 3.SL.6 3.L.4.a and c 3.L.5.b | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Continue to identify and incorporate the elements and principles of designs in Art. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">Line-Can be used to add details to artShape-Simple shapes can be put together to create a complex imageColor-There are various color families (warm, cool and complimentary colors) that can be used to create mood in artForm-Describes objects that are 3-D (examples: cone, cube and cylinder)Space-is used to show depth (foreground, middle ground and background)Texture- Actual and implied surfaces can be created in artPattern-Simple and/or complex patterns can be repeated and used as a design in artBalance-Positive and negative space makes up a compositionUnity-Makes a work of art feel complete because the elements and principles work together | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do all artists use the elements and principles of design in their work?Can you identify specific elements and principles of design? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">LINES are used to add details | Students will be skilled at (DO)... <ul style="list-style-type: none">Improving their control of line to show details | |

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> • Basic geometric & organic SHAPES can be put together to create a recognizable image • The warm, cool and complimentary colors, and that color can be used to depict mood • SPACE can be depicted in Art (foreground, middle ground and background) • Actual and Implied TEXTURE • The difference between 2-D SHAPES and 3-D FORMS (cylinders, cones and cubes) • Repeated or random PATTERNS in Art • BALANCE is when positive and negative space is used to balance the elements within a composition (symmetrical and asymmetrical) • UNITY makes a work of art feel complete because the elements and principles work together | <ul style="list-style-type: none"> • Using shapes to create a recognizable image • Identifying and using the warm, cool and complimentary colors and using colors to depict mood • <i>Depicting SPACE in their art (foreground, middle ground and background)</i> • Identifying, exploring, and creating actual and implied TEXTURE • Identifying and creating 2-D SHAPES and 3-D FORMS (cylinders, cones and cubes) • Using PATTERNS in their Art to add to the design • Students will understand how to properly use balance in their artwork (symmetrical and asymmetrical) • Using the elements and principles of design to show unity in their artwork |
|--|--|---|

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning?

How do students provide feedback about their learning?

| Evaluative Criteria | Assessment Evidence |
|---------------------|--|
| See Rubric | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Visible use of elements of design in final art products <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ▪ Clay Sculpture ▪ Near/Far Drawings ▪ Landscape ▪ Portrait Drawing ▪ Collage |

| | |
|----------------------|---|
| | <ul style="list-style-type: none"> Architecture Still Life Paper Mache |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation |

| COURSE NAME: GRADE THREE 3.2 | | | |
|--|---|---|--|
| Developers: Elementary Art Teachers | Development Date: 2014 | Instructional Level: Grade Three Art | Unit: 2-D Art |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A2 C1,2,4,6-9 D5-6 E1-2, 4 F6-7 G1-4 H1-3,5,6 I1-3 J2 K1-3 L1-2 <u>Common Core Standards</u> 3.RI.3-4 3.W.3.b 3.W.7 3.SL.1.a-d 3.SL.2-3 3.SL.6 3.L.4.a and c 3.L.5.b | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Continue working to expand 2D art media, techniques and processes | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">Various 2D media, techniques, and processes exist to create artTechnology can be used as a resource and to create art | | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do all artists use the various 2D media in their work?Do you understand the characteristics of various media? (Appropriate application of, and time to use each media) |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">Drawing- (pencil, crayon, markers, chalk, colored pencils, and oil pastels)Painting- (tempera and watercolors)Collage- (various media)Printmaking- (relief print, stenciling, stamping)Fibers- (fabric, yarn)Technology- (resource to enhance and inspire art) | | Students will be skilled at (DO)... <ul style="list-style-type: none">Developing drawing skills using various drawing media, techniques and processesDemonstrating and improving painting skills and techniquesCreating a collage using various mediaDemonstrating and improving various printmaking techniquesExperimenting with fibersUsing technology as a visual resource and inspiration |

Stage 2 - Evidence

***How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?***

| Evaluative Criteria | Assessment Evidence |
|----------------------------|--|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Demonstrates appropriate use of the various 2D media, techniques and processes in their final art products <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Self-Portrait/Families Landscape Wildlife (animals, insects, birds, sea life, etc.) Architecture (homes, castles, cities) Collage (paper, fibers, mixed media) Printmaking (relief, stenciling and stamping) Technology (i-Pads, Smart board, projector, computers, doc cam, etc.) |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> Discussion, sharing, questioning, teacher observation |

COURSE NAME: GRADE THREE 3.3

Developers:
Elementary Art Teachers

Development Date: 2014

Instructional Level:
Grade Three Art

Unit: 3-D Art

Stage 1 Desired Results**ESTABLISHED GOALS**

A2
C1,2,4,6-9
D5-6
E1-4
G1-4
H1,3-5
I1-3
J2
K1-3
L1-2

Transfer

Students will be able to independently use their learning to...

- Continue working to expand 3D art skills using various media, techniques and processes.

Meaning**UNDERSTANDINGS**

Students will understand that...

- Various 3D media, techniques, and processes exist to create art
- That 3D work has a height, width and depth
- Technology can be used as a resource to create art

ESSENTIAL QUESTIONS

- How do all artists use various 3D media in their work?
- Explain the difference between 2D and 3D artwork.

| Common Core Standards | | Acquisition | |
|--|--|--|---|
| 3.RI.3-4 3.W.3.b 3.W.7 3.SL.1.a-d 3.SL.2-3 3.SL.6 3.L.4.a and c 3.L.5.b | | <i>Students will KNOW...</i> <ul style="list-style-type: none"> • Clay- Can be used to create a 3D work of art • Sculpture- is a 3D work of art (using paper, fibers, and other mixed media) • Form- (Geometric and Organic) | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> • Creating a hand built clay form using skills demonstrated (such as a figure, coil, relief, etc.) • Demonstrating a variety of ways to create 3D forms using mixed media • Using geometric and organic forms in their artwork |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | | |
| Evaluative Criteria | | Assessment Evidence | |
| See Rubric | | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Demonstrates appropriate use of the various 3D media, techniques and processes in their final art products <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ▪ Clay Sculptures/Pottery ▪ Paper Mache ▪ Paper Sculpture | |
| Formative Assessment | | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

COURSE NAME: GRADE THREE 3.4

| <i>Developers:</i> Elementary Art Teachers | <i>Development Date:</i> 2014 | <i>Instructional Level:</i> Grade Three Art | <i>Unit:</i> Vocabulary, Careers, Artists, Styles and Cultures |
|---|-------------------------------|--|--|
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A1-6 B1-4 C3 D1-3,5 | | <i>Transfer</i> <i>Students will be able to independently use their learning to</i> <ul style="list-style-type: none"> • Demonstrate knowledge of art vocabulary, career in arts, history, cultures, artists, and styles of art related to units of study. | |

| | | |
|--|---|---|
| F1,6 G1-4 I5-7 J3, 8-10 K1-2 L4-6 <u>Common Core Standards</u> 3.RI.3-4 3.W.3.b 3.W.7 3.SL.1.a-d 3.SL.2-3 3.SL.6 3.L.4.a and c 3.L.5.b | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> There is specific vocabulary related to elements and principles, media and processes, tools being taught, and art history concepts There are well known artists in history, and their art work can be used as inspiration for their own work There are different styles of Art Different types of Art are created by cultures around the world There are many careers in Art | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How can knowledge of art vocabulary help you communicate in Art? Can you identify two famous artists and their style? Can you identify two styles of Art? What cultures have we learned about this year and what are their characteristics? What are some different careers in Art? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> Vocabulary-The proper vocabulary related to elements and principles, media and processes, tools being taught and art history concepts Artists-Different artists are well known in history for their style Styles-Different styles of Art exist Cultures-Different cultures produce different types of Art Careers-Various careers in Art | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Understanding vocabulary in order to communicate and create Art Creating Art in the style of famous artists such as: Alexander Calder, Rene Magritte, Joan Miro, Salvador Dali, Edvard Munch Creating Art using different styles such as: Surrealism and/or Expressionism, Modern Art Making Art influenced by various cultures such as: Aboriginal and Native American Recognizing various careers in Art such as: Ceramist and Illustrator |

| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | |
|---|--|
| Evaluative Criteria | Assessment Evidence |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Final art products are inspired by vocabulary learned, artists, styles cultures, and careers <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Edvard Munch Salvador Dali Joan Miro Rene Magritte Alexander Calder Expressionism or Surrealism style Modern style Ceramist Illustrator Aboriginal culture Native American culture |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> Discussion, sharing, questioning, teacher observation |

| COURSE NAME: GRADE THREE 3.5 | | | |
|--|--|--|---|
| <i>Developers:</i> Elementary Art Teachers | <i>Development Date:</i> 2014 | <i>Instructional Level:</i> Grade Three Art | <i>Unit:</i> Ideas, Feelings and Concepts |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A1-3,6 B4 C3 D4 E1-5 F5 G1-4 H6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Express ideas and concepts in own work and in work of others | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Artists communicate and express ideas, concepts and feelings visually through creation of own artwork | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do artists communicate ideas, concepts, and feelings? | |

| | | |
|--|---|--|
| I1-4,7 J1-2,5-6,10 <u>Common Core Standards</u> 3.RI.3-4 3.W.3.b 3.W.7 3.SL.1.a-d 3.SL.2-3 3.SL.6 3.L.4.a and c 3.L.5.b | <ul style="list-style-type: none"> Artists communicate and express ideas, concepts and feelings verbally through sharing, discussion, and critique | |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> Visual Communication-How to visually communicate their feelings, moods, memories, and ideas through their artwork Verbal Communication-How to verbally communicate their thoughts, feelings, moods, memories, observations, and ideas through sharing and discussing artwork | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Communicating visually through their artwork, verbally during discussion/sharing and/or through writing |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Final art products are inspired by their own feelings, moods, memories, observations, and ideas <ul style="list-style-type: none"> Possible Examples <ul style="list-style-type: none"> Family Memory Portrait Observation Drawings (still life, looking at a picture) Art from imagination | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

| COURSE NAME: GRADE THREE 3.6 | | | |
|--|--|---|--|
| <i>Developers: Elementary Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: Grade Three Art</i> | <i>Unit: Create Quality Works of Art</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS | Transfer | | |
| A1-4,6 C1-2,4-7,9 D6 | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Create quality works of art inspired by memory, observation and imagination | | |

| | | |
|---|---|--|
| F5,7 G1-4 H2-6 I1-3,7 J2 K1-3 L1,3,5,7 <u>Common Core Standards</u> 3.RI.3-4 3.W.3.b 3.W.7 3.SL.1.a-d 3.SL.2-3 3.SL.6 3.L.4.a and c 3.L.5.b | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • Artwork is created using memory, observation and/or imagination • Quality work takes time, details and careful craftsmanship | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How do artists get their ideas for their artwork? • What makes a quality piece of art? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> • Art is inspired by memory, observation and/or imagination • What makes up a quality piece of art | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> • Using their memory, observation and/or imagination skills to create their own quality art • Using best craftsmanship and effort/time management equal to their age level |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Final art products are inspired by memory, observation and/or imagination. • Complete quality artwork demonstrating best craftsmanship, effort and use of time reflecting student ability and age level. <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ▪ Artwork from memory: Family Portrait, Pets, Homes, etc. ▪ Artwork from Observation: Still Life, Self-Portrait, Animal Paintings ▪ Artwork from Imagination: Abstract Designs | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

| AREAS OF REPORT CARD | ASSESSMENT | THIRD GRADE ART RUBRIC | | | |
|---|---------------------------------|--|---|---|---|
| | | 4 | 3 | 2 | 1 |
| <ul style="list-style-type: none"> Demonstrates 2D or 3D art skills and techniques | Art work | The student applies skills and strategies needed to produce art work showing advanced proficiency. | The student applies skills and strategies needed to produce art work showing proficiency. | The student demonstrates skills and strategies but shows inconsistent performance. | The student is not able to perform the skills and/or strategies. |
| <ul style="list-style-type: none"> Demonstrates careful craftsmanship | Art work | The student consistently produces high quality work that is above grade level. | The student consistently produces quality work. | The student inconsistently produces quality work. | The student does not produce quality work. |
| <ul style="list-style-type: none"> Demonstrates creativity | Art work | The student independently shows unique or original ideas in their work. | The student consistently shows unique or original ideas in their work. | The student inconsistently shows unique or original ideas in their work. | The student does not show unique or original ideas in their work. |
| <ul style="list-style-type: none"> Demonstrates knowledge of art history concepts and art vocabulary | Teacher observation Art work | The student demonstrates advanced proficiency of the lesson/topic. | The student demonstrates proficiency of the lesson/topic. | The student has acquired limited knowledge and some understanding of the lesson/topic. | The student does not demonstrate knowledge or understanding of lesson/topic. |
| <ul style="list-style-type: none"> Expresses ideas or concepts verbally or in writing | Teacher observation Art work | The student is advanced at communicating ideas and concepts in works of art. | The student is proficient in communicating ideas and concepts in works of art. | The student has demonstrated limited communication skills about ideas and concepts in works of art. | The student does not demonstrate communication skills about ideas and concepts in works of art. |

| COURSE NAME: GRADE FOUR 4.1 | | | |
|---|---|---|---|
| Developers: Elementary Art Teachers | Development Date: 2014 | Instructional Level: Grade Four Art | Unit: Elements and Principles of Design |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A2 C1-4 D3,5 H1,3,4 K3 L2 <u>Common Core Standards</u> RI.4.4 W.4.2.d W.4.7 SL.4.4 | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Identify and incorporate the elements and principles of designs in Art. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">The principles of design are composed of the elements of designValue-Demonstrate a variety of tints and shades of a colorContrast-Create visual interest in artwork by showing differences within the elementsPattern-Can be used to create visual excitement in art (planned or random repetitions)Balance-Can be symmetrical or asymmetricalUnity-Makes a work of art feel complete because the elements and principles work togetherRhythm-Can show visual movement in art using repetitionEmphasis-Can be used to create a center of interest in artworkMovement-Can be used to show motion with in an artwork | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do all artists use the elements and principles of design in their work?Can you identify and use specific elements and principles of design in artwork? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">The elements and principles of design are used together in a compositionVALUE- Is the use of tints and shades of a | Students will be skilled at (DO)... <ul style="list-style-type: none">Creating tints and shades | |

| | | |
|---|---|--|
| | <ul style="list-style-type: none"> color • CONTRAST-Is used to create visual interest in artwork by showing differences • RHYTHM-Can show visual movement in art using repetition • EMPHASIS-Can be used to create a center of interest • Repeated or random PATTERNS in Art • BALANCE is when positive and negative space is used to balance the elements within a composition (symmetrical and asymmetrical) • UNITY makes a work of art feel complete because the elements and principles work together | <ul style="list-style-type: none"> • Demonstrating contrast in their artwork • Demonstrating repetition of visual movement in their artwork • Using the elements of design to create a center of interest or focus in their artwork • Using PATTERNS in their Art to add to the design • Students will understand how to properly use balance in their artwork (symmetrical and asymmetrical) • Using the elements and principles of design to show unity in their artwork |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Visible use of elements of design in final art products <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ▪ Clay Sculpture ▪ Near/Far Drawings ▪ Landscape ▪ Portrait Drawing ▪ Collage ▪ Architecture ▪ Still Life ▪ Paper Mache ▪ Printmaking (over printing) ▪ Wildlife art ▪ Yarn Painting | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

COURSE NAME: GRADE FOUR 4.2

Developers:
Elementary Art Teachers

Development Date: 2014

Instructional Level:
Grade Four Art

Unit: 2-D Art

Stage 1 Desired Results

ESTABLISHED GOALS

A2
C1-2,4,6-9
D5-6
E1-4
F6-7
G1-4
H1-3,5-6
I1-3
J2
K1-4
L1-2

Common Core Standards

RI.4.4
W.4.2.d
W.4.7
SL.4.4

Transfer

Students will be able to independently use their learning to...

- Continue working to expand 2D art media, techniques and processes.

Meaning

UNDERSTANDINGS

Students will understand that...

- Various 2D media, techniques, and processes exist to create art
- Technology can be used as a resource and to create art

ESSENTIAL QUESTIONS

- How do all artists use the various 2D media in their work?
- Do you understand the characteristics of various media? (Appropriate application of, and time to use each media)

Acquisition

Students will KNOW...

- **Drawing-** (pencil, crayon, markers, chalk, colored pencils, oil pastels, ebony pencil and blending stump)
- **Painting-** (tempera and watercolors)
- **Collage-** (various media)
- **Printmaking-** (relief print, stenciling, stamping and overprinting)
- **Fibers-** (fabric, yarn)
- **Technology-** (resource to enhance and inspire art)

Students will be skilled at (DO)...

- Developing drawing skills using various drawing media, techniques and processes
- Demonstrating and improving painting skills and techniques
- Creating a collage using various media
- Demonstrating and improving various printmaking techniques
- Creating a piece of art using fibers
- Using technology as a visual resource and inspiration

Stage 2 - Evidence

*How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?*

| Evaluative Criteria | Assessment Evidence |
|----------------------|--|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Demonstrates appropriate use of the various 2D media, techniques and processes in their final art products <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Self-Portrait/Families Landscape Wildlife (animals, insects, birds, sea life, etc.) Architecture (homes, castles, cities) Collage (paper, fibers, mixed media) Printmaking (relief, stenciling and stamping) Technology (i-Pads, Smart board, projector, computers, doc cam, etc.) Still Life |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> Discussion, sharing, questioning, teacher observation |

COURSE NAME: GRADE FOUR 4.3

| <i>Developers:</i> <i>Elementary Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level:</i> <i>Grade Four Art</i> | <i>Unit: 3-D Art</i> |
|--|--|--|----------------------|
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A2 C1-2,4,6-9 D5-6 E1-4 G1-4 H1-5 I1-3 J2 K1-3 L1-2 <u>Common Core Standards</u> | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Continue working to expand 3D art skills using various media, techniques and processes. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Various 3D media, techniques, and processes exist to create art That 3D work has a height, width and depth Technology can be used as a resource to create art | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do all artists use various 3D media in their work? Explain the difference between 2D and 3D artwork. | |

| | | |
|---|---|--|
| RI.4.4 W.4.2.d W.4.7 SL.4.4 | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> Clay- Can be used to create a 3D work of art Sculpture- is a 3D work of art using paper mache, and other mixed media | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Creating a hand built clay form using slab, coil and additive/decorative processes Demonstrating a variety of ways to create 3D forms using mixed media (models, paper mache sculptures) |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Demonstrates appropriate use of the various 3D media, techniques and processes in their final art products <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Clay Sculptures/Pottery Paper Mache Sculpture Paper Sculpture (architectural model) | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

COURSE NAME: GRADE FOUR 4.5

| | | | |
|---|--|--|---|
| <i>Developers: Elementary Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: Grade Four Art</i> | <i>Unit: Ideas, Feelings and Concepts</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A1-3,6 B4-7 C3,6,10 D4 E3,5 F3 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Express ideas and concepts in own work and in work of others. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Artists communicate and express ideas, | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do artists communicate ideas, concepts, and feelings? | |

| | | |
|--|--|---|
| G1-4 H6 I1-4,7 J1,2,4,6,10 K4 <u>Common Core Standards</u> RI.4.4 W.4.2.d W.4.7 SL.4.4 | concepts and feelings visually through creation of own artwork • Artists communicate and express ideas, concepts and feelings verbally through sharing, discussion, and critique | |
| | Acquisition | |
| | <i>Students will KNOW...</i> • Visual Communication -How to visually communicate their feelings, moods, memories, and ideas through their artwork • Verbal Communication -How to verbally communicate their thoughts, feelings, moods, memories, observations, and ideas through sharing and discussing artwork | <i>Students will be skilled at (DO)...</i> • Communicating visually through their artwork, verbally during discussion/sharing and/or through writing |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): • Final art products are inspired by their own feelings, moods, memories, observations, and ideas <ul style="list-style-type: none"> ○ Possible Examples <ul style="list-style-type: none"> ▪ Art from Memory ▪ Observation Drawings (still life, looking at a picture) ▪ Art from imagination | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

COURSE NAME: GRADE FOUR 4.6

| | | | |
|---|-------------------------------|---|-----------------------------------|
| <i>Developers:</i> Elementary Art Teachers | <i>Development Date:</i> 2014 | <i>Instructional Level:</i> Grade Four Art | <i>Unit:</i> Quality Works of Art |
|---|-------------------------------|---|-----------------------------------|

Stage 1 Desired Results

| | | |
|---|--|---|
| ESTABLISHED GOALS A1-4,6 C1-2,4-7,9-10 D6 F5,7,8 G1-4 H2-6 I1-3,7 J2 K1-3 L1,3,5,7 <u>Common Core Standards</u> RI.4.4 W.4.2.d W.4.7 SL.4.4 | Transfer | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Create quality works of art inspired by memory, observation and imagination. | |
| | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Artwork is created using memory, observation and/or imagination Quality work takes time, details and careful craftsmanship | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do artists get their ideas for their artwork? What makes a quality piece of art? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> Art is inspired by memory, observation and/or imagination What makes up a quality piece of art | <i>Students will be skilled at (DO) ...</i> <ul style="list-style-type: none"> Using their memory, observation and/or imagination skills to create their own quality art Using best craftsmanship and effort/time management equal to their age level |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Final art products are inspired by memory, observation and/or imagination. Complete quality artwork demonstrating best craftsmanship, effort and use of time reflecting student ability and age level. <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Artwork from memory Artwork from Observation Artwork from Imagination | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

| AREAS OF REPORT CARD | ASSESSMENT | FOURTH GRADE ART RUBRIC | | | |
|---|---------------------------------|--|---|---|---|
| | | 4 | 3 | 2 | 1 |
| Demonstrates 2D or 3D art skills and techniques | Art work | The student applies skills and strategies needed to produce art work showing advanced proficiency. | The student applies skills and strategies needed to produce art work showing proficiency. | The student demonstrates skills and strategies but shows inconsistent performance. | The student is not able to perform the skills and/or strategies. |
| Demonstrates careful craftsmanship | Art work | The student consistently produces high quality work that is above grade level. | The student consistently produces quality work. | The student inconsistently produces quality work. | The student does not produce quality work. |
| Demonstrates creativity | Art work | The student independently shows unique or original ideas in their work. | The student consistently shows unique or original ideas in their work. | The student inconsistently shows unique or original ideas in their work. | The student does not show unique or original ideas in their work. |
| Demonstrates knowledge of art history concepts and art vocabulary | Teacher observation Art work | The student demonstrates advanced proficiency of the lesson/topic. | The student demonstrates proficiency of the lesson/topic. | The student has acquired limited knowledge and some understanding of the lesson/topic. | The student does not demonstrate knowledge or understanding of lesson/topic. |
| Expresses ideas or concepts verbally or in writing | Teacher observation Art work | The student is advanced at communicating ideas and concepts in works of art. | The student is proficient in communicating ideas and concepts in works of art. | The student has demonstrated limited communication skills about ideas and concepts in works of art. | The student does not demonstrate communication skills about ideas and concepts in works of art. |

| COURSE NAME: GRADE FOUR 5.1 | | | |
|--|--|--|---|
| Developers: Elementary Art Teachers | Development Date: 2014 | Instructional Level: Grade Five Art | Unit: Elements and Principles of Design |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A2 C1-4 D3,6 H2 L2 <u>Common Core Standards</u> 5.RI.4 5.W.2.d 5.W.7 5.SL.1.a-d 5.SL.4 5.L.6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Identify and incorporate the elements and principles of designs in Art. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> The principles of design are composed of the elements of design Value-Demonstrate a variety of tints and shades of a color Contrast-Create visual interest in artwork by showing differences within the elements Pattern-Can be used to create visual excitement in art (planned or random repetitions) Balance-Can be symmetrical or asymmetrical Unity-Makes a work of art feel complete because the elements and principles work together Rhythm-Can show visual movement in art using repetition Emphasis-Can be used to create a center of interest in artwork Movement-Can be used to show motion with in an artwork Color-That color can be organized into many different groups/families (primary, secondary, warm, cool, neutral and complimentary) | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do all artists use the elements and principles of design in their work? Can you identify and use specific elements and principles of design in artwork? | |

| Acquisition | |
|---|--|
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • The elements and principles of design are used together in a composition • VALUE- Is the use of tints and shades of a color • CONTRAST-Is used to create visual interest in artwork by showing differences • RHYTHM-Can show visual movement in art using repetition • EMPHASIS-Can be used to create a center of interest • Repeated or random PATTERNS in Art • BALANCE is when positive and negative space is used to balance the elements within a composition (symmetrical and asymmetrical) • UNITY makes a work of art feel complete because the elements and principles work together • COLOR That color can be organized into many different groups/families (primary, secondary, warm, cool, neutral and complimentary) <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Creating tints and shades • Demonstrating contrast in their artwork • Demonstrating repetition of visual movement in their artwork • Using the elements of design to create a center of interest or focus in their artwork • Using PATTERNS in their Art to add to the design • Students will understand how to properly use balance in their artwork (symmetrical and asymmetrical) • Using the elements and principles of design to show unity in their artwork • Create and use the different color groups/families in their artwork |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | |
| Evaluative Criteria | Assessment Evidence |
| See Rubric | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Visible use of elements of design in final art products <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ▪ Clay Sculpture ▪ Landscape ▪ Portrait Drawing ▪ Collage ▪ Architecture |

| | |
|----------------------|---|
| | <ul style="list-style-type: none"> ▪ Still Life ▪ Paper Mache ▪ Printmaking ▪ Wildlife art ▪ Weaving |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation |

| COURSE NAME: GRADE FIVE 5.2 | | | |
|--|---|---|---|
| Developers: Elementary Art Teachers | Development Date: 2014 | Instructional Level: Grade Five Art | Unit: 2-D Art |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A2 C1-9 D4,6 E1-4 G4 H2-3 J2 K3 L1-2 <u>Common Core Standards</u> 5.RI.4 5.W.2.d 5.W.7 5.SL.1.a-d 5.SL.4 5.L.6 | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Continue working to expand 2D art media, techniques and processes. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">Various 2D media, techniques, and processes exist to create artTechnology can be used as a resource and to create art | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do all artists use the various 2D media in their work?Do you understand the characteristics of various media? (Appropriate application of, and time to use each media) | |
| | Acquisition | | |
| | | Students will KNOW... <ul style="list-style-type: none">Drawing- (pencil, crayon, markers, chalk, colored pencils, oil pastels, ebony pencil and blending stump)<ul style="list-style-type: none">1-Point Perspective DrawingDomestic Architecture and Landscape DrawingPainting- (tempera and watercolors)Collage- (various media)Printmaking- (relief print)Fibers- (weaving) | Students will be skilled at (DO) <ul style="list-style-type: none">Developing drawing skills using various drawing media, techniques and processes (1-Point Perspective)<ul style="list-style-type: none">Demonstrating use of 1-Point PerspectiveDemonstrate drawing skills used to create a domestic architecture and landscape drawingDemonstrating and improving painting skills and techniques |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Technology- (resource to enhance and inspire art) | <ul style="list-style-type: none"> • Creating a collage using various media • Demonstrating and improving relief printmaking techniques • Creating a weaving on a loom • Using technology as a visual resource and inspiration |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Demonstrates appropriate use of the various 2D media, techniques and processes in their final art products <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ▪ Self-Portrait or figure drawing ▪ Landscape ▪ Wildlife (animals, insects, birds, sea life, etc.) ▪ Architecture (homes) ▪ Collage (paper, fibers, mixed media) ▪ Printmaking (relief) ▪ Technology (i-Pads, Smart board, projector, computers, doc cam, etc.) ▪ Still Life | |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> • Discussion, sharing, questioning, teacher observation | |

| | | | |
|--|--|--|----------------------|
| COURSE NAME: GRADE FIVE 5.3 | | | |
| <i>Developers:</i> <i>Elementary Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level:</i> <i>Grade Five Art</i> | <i>Unit: 3-D Art</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A2 C1-9 D4,6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Continue working to expand 3D art skills using various media, techniques and processes. | | |

| | | |
|---|--|--|
| E1,3,4 G4 H3,4 I7 J2 K3 L1-2 <u>Common Core Standards</u> 5.RI.4 5.W.2.d 5.W.7 5.SL.1.a-d 5.SL.4 5.L.6 | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • Various 3D media, techniques, and processes exist to create art • That 3D work has a height, width and depth • Technology can be used as a resource to create art | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How do all artists use various 3D media in their work? • Explain the difference between 2D and 3D artwork. |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> • Clay- Can be used to create a 3D work of art • Sculpture- is a 3D work of art using paper mache, and other mixed media | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> • Creating a hand built clay form using slab, coil and additive/decorative processes • Demonstrating a variety of ways to create 3D forms using mixed media (models, paper mache sculptures) |

Stage 2 - Evidence

*How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
 How do students provide feedback about their learning?*

| Evaluative Criteria | Assessment Evidence |
|----------------------------|--|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Demonstrates appropriate use of the various 3D media, techniques and processes in their final art products <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ▪ Clay Sculptures/Pottery (Gargoyle) ▪ Paper Mache/Mixed Media Sculpture (Mask) |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation |

COURSE NAME: GRADE FIVE 5.4

| | | | |
|---|-------------------------------|---|--|
| <i>Developers:</i> Elementary Art Teachers | <i>Development Date:</i> 2014 | <i>Instructional Level:</i> Grade Five Art | <i>Unit: Vocabulary, Careers, Artists, Styles and Cultures</i> |
|---|-------------------------------|---|--|

Stage 1 Desired Results

| | | |
|--|--|---|
| <p>ESTABLISHED GOALS</p> <p>A1-6 B1-6,8 C3 D1,5 I3,5 J1,3,8-9 K1</p> <p><u>Common Core Standards</u></p> <p>5.RI.4 5.W.2.d 5.W.7 5.SL.1.a-d 5.SL.4 5.L.6</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Demonstrate knowledge of art vocabulary, career in arts, history, cultures, artists, and styles of art related to units of study | |
| | Meaning | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> There is specific vocabulary related to elements and principles, media and processes, tools being taught, and art history concepts There are well known artists in history, and their art work can be used as inspiration for their own work There are different styles of Art Different types of Art are created by cultures around the world There are many careers in Art | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can knowledge of art vocabulary help you communicate in Art? Can you identify two famous artists and their style Can you identify two styles of Art? What cultures have we learned about this year and what are their characteristics? What are some different careers in Art? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> Vocabulary-The proper vocabulary related to elements and principles, media and processes, tools being taught and art history concepts Artists-Different artists are well known in history for their style Styles-Different styles of Art exist Cultures-Different cultures produce different types of Art Careers-Various careers in Art | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Understanding vocabulary in order to communicate and create Art Creating Art in the style of famous artists such as: Frank Lloyd Wright, Georgia O'Keeffe, and John James Audubon Creating Art using different styles such as: Realism and Medieval styles of art Making Art influenced by various cultures such as: Native American, Wisconsin, European and/or other cultures Recognizing various careers in Art such as: Architect, Painter and Weaver |

Stage 2 - Evidence

*How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?*

| Evaluative Criteria | Assessment Evidence |
|----------------------|---|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Final art products are inspired by vocabulary learned, artists, styles cultures, and careers <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Frank Lloyd Wright John James Audubon Georgia O'Keeffe Realism Medieval Native American European Wisconsin Culture |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> Discussion, sharing, questioning, teacher observation |

COURSE NAME: GRADE FIVE 5.5

| | | | |
|--|-------------------------------|--|---|
| <i>Developers: Elementary Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: Grade Five Art</i> | <i>Unit: Ideas, Feelings and Concepts</i> |
|--|-------------------------------|--|---|

Stage 1 Desired Results

| | | |
|--|---|--|
| ESTABLISHED GOALS A1-3,6 B6,7 C3,8,9 E5 G1,2,4 I 2,3,6 J5,10 <u>Common Core Standards</u> 5.RI.4 | Transfer | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Express ideas and concepts in own work and in work of others | |
| | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Artists communicate and express ideas, concepts and feelings visually through creation of own artwork Artists communicate and express ideas, concepts and feelings verbally through sharing, discussion, and critique | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do artists communicate ideas, concepts, and feelings? |

| | | |
|---|---|--|
| 5.W.2.d 5.W.7 5.SL.1.a-d 5.SL.4 5.L.6 | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none">• Visual Communication-How to visually communicate their feelings, moods, memories, and ideas through their artwork• Verbal Communication-How to verbally communicate their thoughts, feelings, moods, memories, observations, and ideas through sharing and discussing artwork | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none">• Communicating visually through their artwork, verbally during discussion/sharing and/or through writing |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none">• Final art products are inspired by their own feelings, moods, memories, observations, and ideas<ul style="list-style-type: none">○ Possible Examples<ul style="list-style-type: none">▪ Art from Memory▪ Observation Drawings (still life, looking at a picture)▪ Art from imagination | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

COURSE NAME: GRADE FIVE 5.6

Developers:
Elementary Art Teachers

Development Date: 2014

Instructional Level:
Grade Five Art

Unit: Quality Works of Art

Stage 1 Desired Results

ESTABLISHED GOALS

A1-4,6
C1-2,4-5,6,9
D6
E1-4
I 7
L1-4

Common Core Standards

5.RI.4
5.W.2.d
5.W.7
5.SL.1.a-d
5.SL.4
5.L.6

Transfer

Students will be able to independently use their learning to...

- Create quality works of art inspired by memory, observation and imagination.

Meaning

UNDERSTANDINGS

Students will understand that...

- Artwork is created using memory, observation and/or imagination
- Quality work takes time, details and careful craftsmanship

ESSENTIAL QUESTIONS

- How do artists get their ideas for their artwork?
- What makes a quality piece of art?

Acquisition

Students will KNOW...

- Art is inspired by memory, observation and/or imagination
- What makes up a quality piece of art

Students will be skilled at (DO)...

- Using their memory, observation and/or imagination skills to create their own quality art
- Using best craftsmanship and effort/time management equal to their age level

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning?

How do students provide feedback about their learning?

Evaluative Criteria

See Rubric

Assessment Evidence

PERFORMANCE TASK(S):

- Final art products are inspired by memory, observation and/or imagination.
- Complete quality artwork demonstrating best craftsmanship, effort and use of time reflecting student ability and age level.
 - Possible Examples:
 - Artwork from Memory
 - Artwork from Observation
 - Artwork from Imagination

Formative Assessment

OTHER EVIDENCE:

Discussion, sharing, questioning, teacher observation

| AREAS OF REPORT CARD | ASSESSMENT | FIFTH GRADE ART RUBRIC | | | |
|---|---------------------------------|--|---|---|---|
| | | 4 | 3 | 2 | 1 |
| Demonstrates 2D or 3D art skills and techniques | Art work | The student applies skills and strategies needed to produce art work showing advanced proficiency. | The student applies skills and strategies needed to produce art work showing proficiency. | The student demonstrates skills and strategies but shows inconsistent performance. | The student is not able to perform the skills and/or strategies. |
| Demonstrates careful craftsmanship | Art work | The student consistently produces high quality work that is above grade level. | The student consistently produces quality work. | The student inconsistently produces quality work. | The student does not produce quality work. |
| Demonstrates creativity | Art work | The student independently shows unique or original ideas in their work. | The student consistently shows unique or original ideas in their work. | The student inconsistently shows unique or original ideas in their work. | The student does not show unique or original ideas in their work. |
| Demonstrates knowledge of art history concepts and art vocabulary | Teacher observation Art work | The student demonstrates advanced proficiency of the lesson/topic. | The student demonstrates proficiency of the lesson/topic. | The student has acquired limited knowledge and some understanding of the lesson/topic. | The student does not demonstrate knowledge or understanding of lesson/topic. |
| Expresses ideas or concepts verbally or in writing | Teacher observation Art work | The student is advanced at communicating ideas and concepts in works of art. | The student is proficient in communicating ideas and concepts in works of art. | The student has demonstrated limited communication skills about ideas and concepts in works of art. | The student does not demonstrate communication skills about ideas and concepts in works of art. |

Middle School Curriculum

The Middle School Art Curriculum is...

Middle school art students will have many opportunities to learn about various artists, cultures, styles, and vocabulary related to art.

Students will learn to understand how the past has and will affect their present day lives through investigation into art history. They will be provided with experiences to help them develop individual expression through various media, techniques, subjects, and processes of art production that will be presented to them throughout their middle school art experience. Students will be encouraged to “think outside of the box”, as well as develop creative thinking skills. With an emphasis on aesthetic valuing and quality



craftsmanship, students will be guided to reach their individual potential. This document is a framework to enrich every middle school student's life by creating life-long learners with an interest and appreciation for art.

Holmen Middle School

Art

Current Program Description

The Holmen Art curriculum is meant to develop ...

Grade 6

This art course will meet every other day for one semester. Art 6 includes studio skill development in drawing, painting, and sculpture. It also includes computer graphic skill development in Paint.net and digital editing. This class introduces students to the world of visual arts. Students will examine the importance of art in society, and identify some of the major influential artists and art forms of the past. Art 6 places a major emphasis on the Elements and Principles of Design in art.

Grade 7

This art course will meet every other day for one semester. Art 7 includes studio skill development in drawing, painting, and sculpture. It also includes graphic design and digital editing development in Photoshop Elements. Students will engage in exploratory activities in both the graphic arts and the studio arts world. The students will participate in aesthetics, art criticism, art history, art production, and interdisciplinary activities that promote visual literacy.

Explorations in Art – Grade 8

This art course will meet every other day for one semester. Explorations in Art includes studio skill development in drawing, acrylic painting, and sculpture. It also includes computer graphic skill development in digital editing, Photoshop Elements, graphic design, and multi-media presentation. An inquiry approach provides students with a foundation for understanding and appreciating the visual arts and their relationship in society. This course includes the study of a broad range of artistic styles, mediums, and ideas from past and present cultures.

Discoveries in Art – Grade 8

This art course will meet every other day for one semester. Discoveries in Art includes studio skill development in drawing, watercolor painting, ceramic sculpture, and an introduction to the pottery wheel. It also includes computer graphic skill development in digital editing, Photoshop Elements, graphic design, and multi-media presentation. An inquiry approach provides students with a foundation for understanding and appreciating the visual arts and their relationship in society. This course includes the study of a broad range of artistic styles, mediums, and ideas from past and present cultures.

| COURSE NAME: GRADE SIX 6.1 | | | |
|--|--|--|---|
| Developers: Holmen Middle Art Teachers | Development Date: 2014 | Instructional Level: Grade Six Art | Unit: Elements and Principles of Design |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS C.1, C.2, C.4, C.8 D.4, D.5 J.1, J.7, J.8, J.10 L2 Common Core Standards Writing Standards: Range of Writing (10) | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Identify and incorporate and communicate the elements and principles of designs in Art. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">The principles of design are composed of the elements of designThe elements and principles of design are tools to improve your artworkThe elements and principles of design is the universal language used while creating and speaking about artwork | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do all artists use the elements and principles of design in their work?Can you identify and use specific elements and principles of design in artwork?How do you use the elements and principles of design in your artwork? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">The elements and principles of design are used together in a compositionHow to use the elements and principles of design in a compositionTEXTURE-The visual feel of a piece of artVALUE- Is the use of tints and shades of a colorLINE- The use of varied marks in a work of artFORM- A three-dimensional work of art or the illusion of three dimension in a two dimensional work of artCOLOR That color can be organized into many different groups/families (primary, secondary, warm, cool, neutral and complimentary) Color is used to convey a | Students will be skilled at (DO)... <ul style="list-style-type: none">Creating various textures with a variety of materialsCreating tints and shadesCreating lines with various toolsCreating three dimensional works of art and the illusion of three dimension in two dimensional work using linesCreate a variety of moods and feelings using various color schemesCreating a variety of shapes using various mediumDemonstrating ways to create depth in their artworkDemonstrate how to properly use balance in their artworkDemonstrating ways to create a center of | |

| | | |
|---|---|---|
| | <p>mood or feeling</p> <ul style="list-style-type: none"> • SHAPE- Two dimensional forms • SPACE- The illusion of depth in a two dimensional work of art and the positive and negative areas in a three dimensional work of art • BALANCE is when positive and negative space is used to balance the elements within a composition (symmetrical and asymmetrical) • EMPHASIS-Can be used to create a center of interest • CONTRAST-Is used to create visual interest in artwork by showing differences • RHYTHM-Can show visual movement in art using repetition • UNITY makes a work of art feel complete because the elements and principles work together • MOVEMENT- Creating a visual path using the elements of design • PATTERN- Repetition | <p>interest in their artwork</p> <ul style="list-style-type: none"> • Creating interesting differences • Demonstrating repetition of visual movement in their artwork • Using the elements and principles of design in their artwork to show unity • Using the elements of design to create a visual path • Creating repetition using the elements of design |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i></p> <p align="center"><i>How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Visible use of elements and principle of design in final art products <p>Possible Examples:</p> <ul style="list-style-type: none"> ○ Clay sculpture ○ Drawing ○ Painting ○ Computer Generated Artwork | |
| Quiz | Identification of elements and principles of design on quiz | |
| Formative Assessment | <p>OTHER EVIDENCE:</p> <p>Discussion, sharing, questioning, teacher observation</p> | |

| COURSE NAME: GRADE SIX 6.2 | | | |
|---|---|---|---------------|
| Developers: Holmen Middle Art Teachers | Development Date: 2014 | Instructional Level: Grade Six Art | Unit: 2-D Art |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS C.1, C.5, C.6, C.7, C.8, C.9 E.1, E.3, E.4, E.5 G.1, G.4 H.1, H.2, H.3 I.2, I.7 J.2, J.4 K.4 L.2 <u>Common Core Standards</u> Reading Standards <ul style="list-style-type: none">- Integration of Knowledge and Ideas (7) | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Continue working to expand 2D art media, techniques and processes. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">Various 2D media, techniques, and processes exist to create art | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do all artists use the various 2D media in their work?Do you understand the characteristics of various media? (Appropriate application of, and time to use each media)Do you understand the various techniques used to create art? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">Drawing- (pencil, markers, chalk, colored pencils, oil pastels, ebony pencil and blending stump)Painting- (tempera, acrylic, watercolors)Collage- (various media)Printmaking- (relief print) | Students will be skilled at (DO)... <ul style="list-style-type: none">Developing drawing skills using various drawing media, techniques and processes<ul style="list-style-type: none">Demonstrating use of 1-Point PerspectiveDemonstrate drawing skillsDemonstrating and improving painting skills and techniquesDemonstrating collage techniques using various mediaDemonstrating and improving printmaking techniques | |
| Stage 2 - Evidence | | | |
| How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning? | | | |

| Evaluative Criteria | Assessment Evidence |
|----------------------|---|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Demonstrates appropriate use of the various 2D media, techniques and processes in their final art products <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Self-Portrait or figure drawing Landscape Wildlife (animals, insects, birds, sea life, etc.) Architecture (homes) Collage (paper, fibers, mixed media) Printmaking (relief) Still Life Drawings and paintings from imagination |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> Discussion, sharing, questioning, teacher observation |

COURSE NAME: GRADE SIX 6.3

| <i>Developers: Holmen Middle Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: Grade Six Art</i> | <i>Unit: 3-D Art</i> |
|---|--|---|----------------------|
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS C.1, C.5, C.6, C.7, C.8, C.9 D.4 E.1, E.3, E.4, E.5 G.1, G.4 H.2, H.3, H.6 I.7 J.2 K.4 <u>Common Core Standards</u> | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Continue working to expand 3D art skills using various media, techniques and processes. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Various 3D media, techniques, and processes exist to create art That 3D work has a height, width and depth Technology can be used as a resource to create art 3D work is meant to be seen in the round | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do all artists use various 3D media in their work? Explain the difference between 2D and 3D artwork. How do you make your art interesting from all sides and angles? | |

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| Writing Standards: - Text Types and Purposes (2) | Acquisition | |
| | Students will KNOW... <ul style="list-style-type: none">• Clay- Can be used to create a 3D work of art• Sculpture- is a 3D work of art using paper mache, and other mixed media | Students will be skilled at (DO)... <ul style="list-style-type: none">• Creating a hand built clay form using slab, coil and additive/decorative processes• Demonstrating a variety of ways to create 3D forms |
| Stage 2 - Evidence How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning? | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none">• Demonstrates appropriate use of the various 3D media, techniques and processes in their final art products<ul style="list-style-type: none">○ Possible Examples:<ul style="list-style-type: none">▪ Clay Sculptures/Pottery▪ Paper Mache/Mixed Media Sculpture▪ Wire figurines | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

| COURSE NAME: GRADE SIX 6.4 | | | |
|---|--|--|--|
| <i>Developers: Holmen Middle Level Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: Grade Six Art</i> | <i>Unit: Vocabulary, Careers, Artists, Styles and Cultures</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Demonstrate knowledge of art vocabulary, career in arts, history, cultures, artists, and styles of art related to units of study. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> There is specific vocabulary related to elements and principles, media and | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How can you communicate about Art using the vocabulary specific to Art? How does a specific artist inspire and | |

| | | |
|--|--|---|
| <p>L.6</p> <p><u>Common Core Standards</u></p> <p>Writing Standards:</p> <ul style="list-style-type: none"> - Research to Build and Present Knowledge (7) | <p>processes, tools being taught, and art history concepts</p> <ul style="list-style-type: none"> • There are well known artists in history, and their art work can be used as inspiration for their own work • There are different styles of Art • Different types of Art are created by cultures around the world • There are many careers in Art • Art is essential to development of the creative side of the brain | <p>influence your work?</p> <ul style="list-style-type: none"> • Can you identify the concepts that make up a specific style? • How does an artist's culture influence his/her style? • What is a career in Art that you might be interested in? Why? • How does Art help you to be more creative? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • Vocabulary-The proper vocabulary related to elements and principles, media and processes, tools being taught and art history concepts • Artists-Different artists are well known in history for their style • Styles-Different styles of Art exist • Cultures-Different cultures produce different types of Art • Careers-Various careers in Art • Brain Development – Art helps to develop the creative side of your brain | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using vocabulary in order to communicate about Art and create Art • Creating Art in the style of one or more famous artists • Creating Art using different styles and identifying specific artists' styles • Making Art influenced by various cultures and understanding that cultures influence an artist's style • Recognizing personal interests in careers in Art • Identifying ways that Art can help you to become more creative |
| <p>Stage 2 - Evidence</p> <p><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i></p> <p><i>How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Creation of final works of Art based on vocabulary learned, artists, styles, cultures, careers, and creativity <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ▪ Van Gogh Style Paintings ▪ Renaissance Style Drawings ▪ Abstract Computer Generated Drawings | |

| | |
|----------------------|--|
| | <ul style="list-style-type: none"> ▪ Realistic Ceramic Sculpture ▪ Artist Books ▪ Creatures ▪ Frank Lloyd Wright |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> • Discussion, sharing, questioning, teacher observation |

| COURSE NAME: GRADE SIX 6.5 | | | |
|--|--|---|------------------------------------|
| Developers: Holmen Middle Level Art Teachers | Development Date: 2014 | Instructional Level: Grade Six Art | Unit: Ideas, Feelings and Concepts |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.6 B.6 C.3 D.4, D.6 E.5 F.4 G.2, G.3, G.4 I.1, I.3, I.4, I.6 J.6, J.10 L.1, L.4 <u>Common Core Standards</u> Writing Standards: - Production and Distribution of Writing (4) | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Express original ideas, feelings, and concepts in own work and in work of others. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">Artists communicate and express ideas, concepts and feelings visually through creation of their own, original artworkArtists communicate and express ideas, concepts and feelings verbally through sharing, discussion, and critique | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do artists communicate ideas, concepts, and feelings in an original way?Why is your Art original?What did you do well in your own artwork? Why?What could you improve in your own artwork? Why? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">Visual Communication-How to visually communicate their feelings, moods, memories, and ideas through the original work of Art they createVerbal Communication-How to verbally communicate their thoughts, feelings, moods, memories, observations, and ideas through sharing, discussing, and critiquing artwork | Students will be skilled at (DO)... <ul style="list-style-type: none">Communicating ideas, feelings, and concepts visually through their original artworkVerbally communicating ideas, feelings, and concepts during discussion, sharing, and critique (verbal and/or written) | |

Stage 2 - Evidence

*How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?*

| Evaluative Criteria | Assessment Evidence |
|----------------------|--|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Final art products are inspired by their own feelings, moods, memories, observations, and ideas Final art products are original <ul style="list-style-type: none"> Possible Examples <ul style="list-style-type: none"> Art from Memory Observation Drawings (still life, looking at a picture) Art from imagination Art based on feelings and moods |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation |

COURSE NAME: GRADE SIX 6.6

*Developers: Holmen Middle
Level Art Teachers*

Development Date: 2014

*Instructional Level:
Grade Six Art*

Unit: Quality Works of Art

Stage 1 Desired Results**ESTABLISHED GOALS**

B.2, B.6
C.1, C.2, C.4, C.6, C.8
J.7, J.10
L.3

Common Core Standards

Writing Standards:
- Range of Writing (10)

Transfer

Students will be able to independently use their learning to...

- Create quality works of art inspired by memory, observation and imagination.

Meaning**UNDERSTANDINGS**

Students will understand that...

- Quality work takes time, details and careful craftsmanship
- Quality work includes successful use of the elements and principles of design

ESSENTIAL QUESTIONS

- What makes a quality piece of art?
- What is quality craftsmanship?
- How did you successfully utilize the elements and principles of design in your own Art?

Acquisition

Students will KNOW...

Students will be skilled at (DO)...

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> • What makes up a quality piece of art • How to create a quality piece of art • How to successfully utilize quality craftsmanship • How to successfully utilize the elements and principles of design in their own art | <ul style="list-style-type: none"> • Using best craftsmanship and effort/time management equal to their age level • Recognizing when they have successfully created a quality work of art • Utilizing the elements and principles of design in their own artwork |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Complete quality artwork demonstrating best craftsmanship, effort and use of time reflecting student ability and age level. <ul style="list-style-type: none"> ◦ Possible Examples: <ul style="list-style-type: none"> ▪ Verbal Critique (one on one, small group, large group) ▪ Written Critique | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

| COURSE NAME: GRADE SIX 6.7 | | | |
|---|---|---|--------------------------------|
| <i>Developers: Holmen Middle Level Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: Grade Six Art</i> | <i>Unit: Technology in Art</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS C.1, C.6, C.7, C.8, C.9 E.2, E.3 G.1, G.4 J.2, J.10 K.4 <u>Common Core Standards</u> | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Create quality works of art utilizing technology. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • Technology can be used in various ways to create quality works of art • Technology can be used to research and develop ideas for works of art | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How can technology be used to create art? • What are some reliable sources found online to research and develop ideas for works of art? | |

| | | |
|---|--|--|
| Reading Standards: - Craft and Structure (7) | <ul style="list-style-type: none"> Choosing the right program is essential for creating a quality work of art using technology Using technology to create art comes with certain responsibilities (ethics, safety, copyright) | <ul style="list-style-type: none"> What are the benefits of using this program to create your artwork? Why is it important to be ethical and safe while using technology? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> How to manipulate technology to create quality works of art How to find reliable sources when researching ideas for artwork What benefits the program/s they are using offers while creating art How to successfully manipulate the program they are using to create art Correct usage of technology in regards to ethics, safety, and copyright laws | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Creating various pieces of art using technology Researching ideas for artwork Identifying the benefits of a specific technological program The usage and utilization of certain tools within the program Determine whether or not they are using technology in accordance with ethics, safety, and copyright laws |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Complete quality works of art using technology while utilizing responsible behavior Complete quality works of art by manipulating technological programs Possible ideas: <ul style="list-style-type: none"> Abstract Designs Creatures One-Point Perspective Art History | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

Sample Quiz

6.1 QUIZ SAMPLE

Elements and Principles of Design Quiz – Grade 6

Name _____

Please write the word that corresponds to the letter below.

T
V
L
F
C
S
S

B
E
C
R
U
M
P

6.1 RUBRIC SAMPLE

Complementary Shape Design

You will be responsible for completing the following:

- Create a line design using at least 20 different line
- Fill in shapes using complementary color scheme
- Create new layers and flip design both horizontally and vertically
- Add and move around at least 3 patterns
- Focus on these Elements and Principles of Design: line, shape, color, value, movement, pattern

| | Color Scheme | Manipulation of Tools | Craftsmanship | Elements and Principles of Design |
|-----------|--|--|--|--|
| 25 | Complementary color scheme correct throughout design using many values | -Brush & line tool uniquely used -Design matches up after flipping vertically and horizontally -Correctly copying layers and renaming(three total at end) -Correctly merging layers | -Correct document size used 11 in. x 8 in -All lines touching edge of paper -No white areas left -Quality details | Used line, shape, color, value, movement and pattern |
| 23 | | Missing one of the above requirements | Missing one of the above: List: | Missing one Element and Principle above: List: |
| 20 | Complementary color scheme correct throughout most design and few values | Missing two of the above requirements | Missing two of the above: List: | Missing two/three Elements and Principles above: List: |
| 18 | | Missing three of the above requirements | Missing three of the above: List: | Missing four/five Elements and Principles above: List: |
| 0 | No complementary color scheme and wrong values | Missing all four of the above requirements | Missing all four of the above | Missing all of the Elements and Principles of Design above |

- 1. Please explain what complementary colors are. Name the complementary colors you used.**
- 2. What did you do really well? Why? Explain.**
- 3. What could you improve on? Why? Explain.**
- 4. Name two new techniques you learned while creating your design. Explain what you learned.**
- 5. Explain how you used three of the following Elements and Principles of Design.....line, shape, color, value, movement, and pattern.**

6.2 RUBRIC SAMPLE

*Artist Book**You will be responsible for:*

- Choosing an interesting artist or culture to represent in an **accordion fold book**
- Creating and completing **3** pages related to your artist
- Making your book **visually interesting**
- Focusing on these elements & principles of design: **emphasis, unity, and pattern**

| | <i>Page 1</i> | <i>Page 2</i> | <i>Page 3</i> | <i>Elements & Principles of Design</i> | <i>Craftsmanship</i> |
|-----------|---|---|---|---|---|
| 20 | -Unique -Colorful -Relates to artist -High quality art -Is eye-catching | -Unique -Colorful -Relates to artist -High quality art -Is eye-catching | -Unique -Colorful -Relates to artist -High quality art -Is eye-catching | -Each page has a recognizable point of emphasis -Book shows unity -Patterns on every page | -Neat edges and folds -Neat, clear pages -Information is readable -No smudges or erase marks -No glue showing -All words spelled correctly |
| 17 | Missing 1 | Missing 1 | Missing 1 | Missing 1 | Missing 1 |
| 15 | Missing 2 | Missing 2 | Missing 2 | Missing 2 | Missing 2-3 |
| 13 | Missing 3 | Missing 3 | Missing 3 | - | Missing 4-5 |
| 0 | Missing 4 | Missing 4 | Missing 4 | Missing 3 | Missing 6 |

1. What did you do really well? Why?
2. What could you improve on? Why?
3. What did you learn about the artist you chose?
4. How did you show emphasis?
5. How does your book show unity?
6. Where do you have a pattern?

6.3 RUBRIC SAMPLE

Ceramic Head

You will be responsible for:

- Creating an interesting and unique ceramic head
- Properly attaching clay using the slip & score method (scratch & attach)
- Making your sculpture look interesting from all sides
- Using quality craftsmanship
- Using these elements & principles of design: texture, form, & unity

| | Clay Methods | Sculpture | Originality | Elements & Principles | Craftsmanship |
|----|---------------------------|--|-------------------------|--|--|
| 20 | No pieces fell off | 100% interesting from all sides and stands on its own | Unique sculpture | -Used 3 or more textures -Interesting form -All elements are unified | Molded clay into the shape you wanted -Blended clay pieces into sculpture -No random clay crumbs -No areas where glaze is missing -Quality details |
| 18 | One piece fell off | 90% interesting from 3 sides and stands on its own | Mostly unique sculpture | -Used 2 textures -Mostly interesting form -Most elements are unified | Missing 1 |
| 16 | 2-3 pieces fell off | 80% interesting from 2 sides and stands with little support | Average sculpture | Missing 1 | Missing 2 |
| 14 | 4-5 pieces fell off | 70% interesting from 1 side and stands with little support | Below Average sculpture | Missing 2 | Missing 3-4 |
| 0 | 6 or more pieces fell off | Less than 100% interesting on any or all sides and doesn't stand | What sculpture? | Missing 3 | Missing 5 |

1. What did you do well? Why?
2. What could you do better? Why?
3. How did you use texture on your sculpture?
4. Explain the form you used.
5. How did you show unity?

6.4 RUBRIC SAMPLE

You will be responsible for completing the following:

- Choosing an interesting subject and showing that subject is in three-dimensional space
- Creating a feeling or emotion through color & texture
- Using bold & expressive brushstrokes throughout your entire painting
- Using complementary or warm/cool colors to make your point of emphasis stand out
- Shading your point of emphasis
- Focus on these elements & principles of design: value & rhythm

[illegible]

1. What did you do really well? Why?
2. What could you do better? Why?
3. What feeling were you trying to show? How did you show it?
4. What did you learn during this assignment?

Explain how you used 3 of the following: Value, Rhythm, Space, Emphasis, Texture, & Color

6.5 RUBRIC SAMPLE

MAGICAL AND FUNKY FANTASY CREATURE

You will be responsible for completing the following:

- creating a fantasy creature combining at least 8 creatures, animals, machine parts, etc.
- creating a new magical background
- molding your creature and background into one photographic appearing final image
- focusing on these Elements and Principles of Design: Unity, Space, and Balance

| | Originality | Manipulation of Tools | Craftsmanship | Elements and Principle of Design |
|-----------|--|---|---|---|
| 25 | Unique AND interesting drawing with high quality details | <ul style="list-style-type: none"> -Used clone tool and blend tools to merge creature together -Merged multiple layers to create one final creature and one final background layer -Correctly copy/paste multiple images into separate layers to manipulate -Successfully used magic wand and lasso to select and manipulate images through deleting, moving and adding | <ul style="list-style-type: none"> -Cannot see white areas left over from copy/paste manipulation of creature and background -Document size is 11 in wide and 8 in high -Creature body parts connected without gaps, hard edge(lines) and lined up to look realistic -Neatly drawn and designed | <ul style="list-style-type: none"> -Composition creates unity between creature and background -The illusion of space has been created (depth,distance,positive and negative) -Balance is clearly created -Rhythm is clear |
| 23 | Unique OR interesting drawing with quality details | Missing one of the above manipulation requirements | | Missing one of the above Elements or Principle |
| 20 | Average drawing with average details | Missing two of the above manipulation requirements | <ul style="list-style-type: none"> -Can see some white areas -Document size wrong -Some gaps in body parts -Some areas not neatly drawn | Missing two of the above Elements and Principle |
| 18 | Below average drawing with below average details | Missing three of the above manipulation requirements | | Missing three of the above Elements and Principles |
| 0 | Below average drawing with NO details | Missing all four of the above manipulation requirements | <ul style="list-style-type: none"> -Lots of white areas -Document size wrong -Lots of gaps in body parts -Not neat at all | Missing all four of the above Elements and Principles |

1. What is one thing you like about your project? Explain.

2. Name one thing you could have changed to make your project better. Explain.

3. If you were to name your creature, what would the name be? Explain why.

4. Explain how you created unity in your project.

5. You are the teacher, what grade does your assignment deserve after reviewing all the requirements on this critique form?

Grade = _____

6.6 RUBRIC SAMPLE

One-Point Perspective Room

During this project, you will:

- Draw in correct one-point perspective using paint.net
- Draw one doorway, one window, and one piece of furniture
- Demonstrate proper use of layers, line/curve tool, and paint bucket
- Add additional objects cut from photographs using paint.net tools
- Use the following elements and principles of design: space, balance, and unity
- Show quality craftsmanship

| | One-point Perspective | Paint.net tools | Originality | Elements & Principles of Design | Craftsmanship |
|----|-----------------------|---|-------------------------------|--|---|
| 20 | 100% correct | Correctly used layers, line/curve tool, paint bucket, and cutting tools | 100% Unique | Created depth with space -clear sense of balance -all objects are unified | -Extra lines are erased -No background left around added images -Areas are neatly colored in -Quality work |
| 17 | 90% correct | Missing 1 | Mostly unique | Somewhat created depth with space -mostly clear sense of balance -most objects are unified | Missing 1 |
| 15 | 75% correct | Missing 2 | Average | Missing 1 | Missing 2 |
| 13 | 50% correct | Missing 3 | Below Average | Missing 2 | Missing 3 |
| 0 | Less than 50% correct | Missing 4 | Copied someone else's exactly | Missing 3 | Missing 4 |

Please answer these questions:

1. *What did you do well? Why?*

2. *What could you do better? Why?*

3. *What did you do to make your room unique?*

4. *Drawing in one-point perspective is the same as using what element/principle of design? Why?*

5. *Explain how you used balance or unity.*

6.7 RUBRIC SAMPLE

Favorite Landscape / One-Point Name Design

You will be responsible for completing the following:

- Drawing your name in correct one-point perspective
- Create new layer with favorite landscape copy/pasted into it
- Altering favorite landscape's background with three other images (new layers)
- Focusing on these Elements and Principles of Design: space, unity, contrast, color

| | Perspective Quality | Originality | Manipulation of Tools | Craftsmanship | Elements and Principles of Design |
|-----------|---|---|--|--|---|
| 20 | All letters of your name drawn in correct one-point perspective | Background original with at least four images combined into one landscape | <ul style="list-style-type: none"> - Combining at least 4 layers to create background - Correctly merging layers - Correctly using resize tool on name - Use eye dropper to match name colors to background - Correct use of clone tool | <ul style="list-style-type: none"> - Correct document size 11in wide x 8 in high - No white areas showing on all layers - All guidelines erased on name layer - All guidelines connected to edge of letters and correct use of vanishing point | <ul style="list-style-type: none"> - Utilized space with positive and negative areas - Unity created throughout the design - Clear contrasts are evident - Color used and well thought out (tying name with background) |
| 18 | All but one letter drawn correctly in one-point perspective | | Missing one of the above manipulation techniques | Missing one of the above craftsmanship requirements | Missing one of the above Elements and Principles of Design |
| 16 | All but two letters drawn correctly in one-point perspective | Background original with at least two images combined into one landscape | Missing two of the above manipulation techniques | Missing two of the above craftsmanship requirements | Missing two of the above Elements and Principles of Design |
| 14 | All but three letters drawn correctly in one-point perspective | | Missing three of the above manipulation techniques | Missing three of the above craftsmanship requirements | Missing three of the above Elements and Principles of Design |
| 0 | No letters drawn in correct one-point perspective | No images combined into background and not original | Missing four or five of the above manipulation techniques | Missing all four craftsmanship requirements | Missing all four of the above Elements and Principles of Design |

1. *What letter was hardest to draw in one-point perspective? Explain.*
2. *What was your favorite part of the landscape you created? Explain.*
3. *What is one thing you could have improved in your perspective name / landscape design? Explain.*
4. *Name the two new techniques you learned while creating your name design / landscape. Explain.*

Explain how you used the following Elements and Principles of Design...space, unity, and contrast.

| COURSE NAME: GRADE SEVEN 7.1 | | | |
|--|---|--|---|
| Developers: Holmen Middle Art Teachers | Development Date: 2014 | Instructional Level: Grade Seven Art | Unit: Elements and Principles of Design |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS C.1, C.2, C.4, C.8 D.4, D.5 J.1, J.7, J.8, J.10 L.2 <u>Common Core Standards</u> Writing Standards: - Range of Writing (10) | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Identify, incorporate, and communicate about the elements and principles of designs in Art. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">The principles of design are composed of the elements of designThe elements and principles of design are tools to improve your artworkThe elements and principles of design is the universal language used while creating and speaking about artwork | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do all artists use the elements and principles of design in their work?Can you identify and use specific elements and principles of design in artwork?How do you use the elements and principles of design in your artwork?What is the definition of each element and principle of design? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">The elements and principles of design are used together in a compositionArtists intentionally think about the usage of the elements and principles of design in their artworkHow to use the elements and principles of design in a compositionTEXTURE-The visual feel of a piece of artVALUE- Is the use of tints and shades of a colorLINE- The use of varied marks in a work of artFORM- A three-dimensional work of art or the illusion of three dimension in a two dimensional work of artCOLOR That color can be organized into | Students will be skilled at (DO)... <ul style="list-style-type: none">Using the elements and principles of design together in a compositionCreating various textures with a variety of materialsCreating tints and shadesCreating lines with various toolsCreating three dimensional works of art and the illusion of three dimension in two dimensional work using linesCreate a variety of moods and feelings using various color schemesCreating a variety of shapes using various mediumDemonstrating ways to create depth in their artworkDemonstrate how to properly use balance | |

| | | |
|---|--|--|
| | <p>many different groups/families (primary, secondary, warm, cool, neutral and complimentary) Color is used to convey a mood or feeling</p> <ul style="list-style-type: none"> • SHAPE- Two dimensional forms • SPACE- The illusion of depth in a two dimensional work of art and the positive and negative areas in a three dimensional work of art • BALANCE is when positive and negative space is used to balance the elements within a composition (symmetrical and asymmetrical) • EMPHASIS-Can be used to create a center of interest • CONTRAST-Is used to create visual interest in artwork by showing differences • RHYTHM-Can show visual movement in art using repetition • UNITY makes a work of art feel complete because the elements and principles work together • MOVEMENT- Creating a visual path using the elements of design • PATTERN- Repetition | <p>in their artwork</p> <ul style="list-style-type: none"> • Demonstrating ways to create a center of interest in their artwork • Creating interesting differences • Demonstrating repetition of visual movement in their artwork • Using the elements and principles of design in their artwork to show unity • Using the elements of design to create a visual path • Creating repetition using the elements of design |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i></p> <p align="center"><i>How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric Quiz | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Visible use of elements and principles of design in final art products <p>Possible Examples:</p> <ul style="list-style-type: none"> ○ Plaster Masks ○ Drawing ○ Painting ○ Computer Generated Artwork ○ Printmaking <ul style="list-style-type: none"> • Defining elements and principles of design on quiz | |

| | |
|----------------------|--|
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation |
|----------------------|--|

| COURSE NAME: GRADE SEVEN 7.2 | | | |
|---|---|---|---------------|
| Developers: Holmen Middle Art Teachers | Development Date: 2014 | Instructional Level: Grade Seven Art | Unit: 2-D Art |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS C.1, C.5, C.6, C.7, C.8, C.9 E.1, E.3, E.4, E.5 G.1, G.4 H.1, H.2, H.3 I.7 J.2 K.4 L.2 <u>Common Core Standards</u> Writing Standards: - Text Types and Purposes (2) | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Continue working to expand 2D art media, techniques and processes. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">Various 2D media, techniques, and processes exist to create art | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do all artists use the various 2D media in their work?Do you understand the characteristics of various media? (Appropriate application of, and time to use each media)Do you understand the various techniques used to create art? | |
| | Acquisition | | |
| | <ul style="list-style-type: none">Drawing- (pencil, markers, chalk, colored pencils, oil pastels, ebony pencil and blending stump)Painting- (tempera, acrylic, watercolors)Collage- (various media)Printmaking- (relief print) | <ul style="list-style-type: none">Students will be skilled at (DO)...Developing drawing skills using various drawing media, techniques and processes<ul style="list-style-type: none">Demonstrating use of Two-Point PerspectiveDemonstrate drawing skillsDemonstrating and improving painting skills and techniquesDemonstrating collage techniques using various mediaDemonstrating and improving printmaking techniques | |

Stage 2 - Evidence

***How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?***

| Evaluative Criteria | Assessment Evidence |
|----------------------------|---|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Demonstrates appropriate use of the various 2D media, techniques and processes in their final art products <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Self-Portrait or figure drawing Landscape Wildlife (animals, insects, birds, sea life, etc.) Architecture (homes) Collage (paper, fibers, mixed media) Printmaking (relief) Still Life Drawings and paintings from imagination |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> Discussion, sharing, questioning, teacher observation |

COURSE NAME: GRADE SEVEN 7.3

| | | | |
|---|-------------------------------|---|----------------------|
| <i>Developers: Holmen Middle Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: Grade Seven Art</i> | <i>Unit: 3-D Art</i> |
|---|-------------------------------|---|----------------------|

Stage 1 Desired Results

| ESTABLISHED GOALS | Transfer | |
|---|--|---|
| C.1, C.5, C.6, C.7, C.8, C.9 D.4 E.1, E.3, E.4, E.5 G.1, G.4 H.2, H.3 I.7 J.2 | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Continue working to expand 3D art skills using various media, techniques and processes. | |
| | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Various 3D media, techniques, and processes exist to create art That 3D work has a height, width and depth | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do all artists use various 3D media in their work? Explain the difference between 2D and 3D artwork. How do you make your art interesting from |

| | | |
|---|--|--|
| <u>Common Core Standards</u> Writing Standards: - Production and Distribution of Writing (4) | <ul style="list-style-type: none"> Technology can be used as a resource to create art 3D work is meant to be seen in the round | all sides and angles? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> Clay- Can be used to create a 3D work of art Sculpture- is a 3D work of art using paper mache, and other mixed media | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Demonstrating a variety of ways to create 3D forms Demonstrating the difference between 2D and 3D work |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Demonstrates appropriate use of the various 3D media, techniques and processes in their final art product <ul style="list-style-type: none"> Possible Examples <ul style="list-style-type: none"> Plaster Masks Paper Mache/Mixed Media Sculpture | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

| COURSE NAME: GRADE 7 - 7.4 | | | |
|---|--|--|--|
| <i>Developers: Holmen Middle Level Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: Grade Seven Art</i> | <i>Unit: Vocabulary, Careers, Artists, Styles and Cultures</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.2, A.3, A.4 B.1, B.2, B.3, B.4, B.6 D.1, D.2, D.3, D.5 G.1 I.4, I.5 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Demonstrate knowledge of art vocabulary, career in arts, history, cultures, artists, and styles of art related to units of study. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How can you communicate about Art | |

| | | |
|--|--|--|
| <p>J.3, J.8 K.1, K.5 L.6</p> <p><u>Common Core Standards</u></p> <p>Writing Standards:</p> <ul style="list-style-type: none"> - Production and Distribution of Writing (6) | <ul style="list-style-type: none"> • There is specific vocabulary related to elements and principles, media and processes, tools being taught, and art history concepts • There are well known artists in history, and their art work can be used as inspiration for their own work • There are different styles of Art • Different types of Art are created by cultures around the world • There are many careers in Art • Art is essential to development of the creative side of the brain | <p>using the vocabulary specific to Art?</p> <ul style="list-style-type: none"> • How does a specific artist inspire and influence your work? • Can you identify the concepts that make up a specific style? • How does an artist's culture influence his/her style? • What is a career in Art that you might be interested in? What would be your job responsibilities? • How does Art help you to be more creative? • What are some reasons art is important? • How will you utilize art in your everyday life? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • Vocabulary-The proper vocabulary related to elements and principles, media and processes, tools being taught and art history concepts • Artists-Different artists are well known in history for their style • Styles-Different styles of Art exist • Cultures-Different cultures produce different types of Art • Careers-Various careers in Art • Brain Development – Art helps to develop the creative side of your brain | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using vocabulary in order to communicate about Art and create Art • Creating Art in the style of one or more famous artists • Creating Art using different styles and identifying specific artists' styles • Making Art influenced by various cultures and understanding that cultures influence an artist's style • Recognizing personal interests and responsibilities in careers in Art • Identifying ways that Art can help you to become more creative • Identifying reasons that art is essential • Understanding ways in which art will enrich your life |
| <p>Stage 2 - Evidence</p> <p><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i></p> <p><i>How do students provide feedback about their learning?</i></p> | | |

| Evaluative Criteria | Assessment Evidence |
|----------------------|--|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Creation of final works of Art based on vocabulary learned, artists, styles, cultures, careers, and creativity <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Cultural Masks Perspective Artist/Creativity inspired watercolor paintings Printmaking Graphic Design Collage |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> Discussion, sharing, questioning, teacher observation |

COURSE NAME: GRADE SEVEN 7.5

Developers: Holmen Middle Level Art Teachers

Development Date: 2014

*Instructional Level:
Grade Seven Art*

Unit: Ideas, Feelings and Concepts

Stage 1 Desired Results

ESTABLISHED GOALS

A.6
B.6
C.3
D.4, D.6
E.5
G.2, G.3, G.4, G.6
I.1, I.3, I.4
J.6, J.10
L.1, L.4

Common Core Standards

Reading Standards:

- Range of Reading and Level

Transfer

Students will be able to independently use their learning to...

- Express original ideas, feelings, and concepts in own work and in work of others.

Meaning

UNDERSTANDINGS

Students will understand that...

- Artists communicate and express ideas, concepts and feelings visually through creation of their own, original artwork
- Artists communicate and express ideas, concepts and feelings verbally through sharing, discussion, and critique

ESSENTIAL QUESTIONS

- How do artists communicate ideas, concepts, and feelings in an original way?
- How could you communicate ideas, concepts, and feelings in an original way?
- What did you do well in your own artwork? Why?
- What could you improve in your own artwork? Why?
- Can you identify strengths and weaknesses within others' artwork in a constructive way?

| | | |
|--|--|---|
| of Text Complexity (10) | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> • Visual Communication-How to visually communicate their feelings, moods, memories, and ideas through the original work of Art they create • Verbal Communication-How to verbally communicate their thoughts, feelings, moods, memories, observations, and ideas through sharing, discussing, and critiquing artwork | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> • Communicating ideas, feelings, and concepts visually through their original artwork • Verbally communicating ideas, feelings, and concepts during discussion, sharing, and critique (verbal and/or written) |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Final art products are inspired by their own feelings, moods, memories, observations, and ideas • Final art products are original <ul style="list-style-type: none"> ○ Possible Examples <ul style="list-style-type: none"> ▪ Art from Memory ▪ Observation Drawings (still life, looking at a picture) ▪ Art from imagination ▪ Art based on feelings and moods | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

| COURSE NAME: GRADE SEVEN 7.6 | | | |
|---|---|---|-----------------------------------|
| <i>Developers: Holmen Middle Level Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: Grade Seven Art</i> | <i>Unit: Quality Works of Art</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS | Transfer | | |
| B.2, B.6 C.1, C.2, C.4, C.6, C.8 | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Create quality works of art inspired by memory, observation and imagination. | | |

| | | |
|--|--|---|
| <p>J.7, J.10 L.3</p> <p><u>Common Core Standards</u></p> <p>Writing Standards: - Range of Writing (10)</p> | Meaning | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Quality work takes time, details and careful craftsmanship Quality work includes successful use of the elements and principles of design | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What makes a quality piece of art? What is quality craftsmanship? What role does neatness play in a quality work of art? How would you determine the amount of time it will take you to create a quality piece of art? What is the difference between high quality details and regular details? How did you successfully utilize the elements and principles of design in your own Art? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> What makes up a quality piece of art How to create a quality piece of art How to successfully utilize quality craftsmanship How to create quality work within a time frame The difference between high quality details and regular details and their role in quality artwork How to successfully utilize the elements and principles of design in their own art | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Identifying what makes up a quality piece of art Creating quality pieces of art Creating a quality work of art within a given time frame Demonstrate high quality details Utilizing the elements and principles of design in their own artwork |
| <p>Stage 2 - Evidence</p> <p><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i></p> <p><i>How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Complete quality artwork demonstrating best craftsmanship, effort and use of time reflecting student ability and age level. <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Verbal Critique (one on one, small group, large group) Written Critique | |

| | |
|----------------------|--|
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation |
|----------------------|--|

| COURSE NAME: GRADE SEVEN 7.7 | | | |
|---|--|--|-------------------------|
| Developers: Holmen Middle Level Art Teachers | Development Date: 2014 | Instructional Level: Grade Seven Art | Unit: Technology in Art |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS C.1, C.6, C.7, C.8, C.9 E.2, E.3 G.1, G.4 J.2 K.4 <u>Common Core Standards</u> Reading Standards: - Craft and Structure (4) | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Create quality works of art utilizing technology. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">Technology can be used in various ways to create quality works of artTechnology can be used to research and develop ideas for works of artChoosing the right program is essential for creating a quality work of art using technologyUsing technology to create art comes with certain responsibilities (ethics, safety, copyright)Basic troubleshooting skills are necessary while working with technology | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How can technology be used to create art?What are some reliable sources found online to research and develop ideas for works of art?What are the benefits of using this program to create your artwork versus another program?Why is it important to be ethical and safe while using technology?What does it mean to be ethical and safe while using technology?What are some things to try if the program is not responding in the way you would like? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">How to manipulate technology to create quality works of artHow to find reliable sources when researching ideas for artworkThe advantages and disadvantages of the | Students will be skilled at (DO)... <ul style="list-style-type: none">Creating various pieces of art using technologyResearching ideas for artworkIdentifying when to use each program for your artistic needsThe usage and utilization of certain tools | |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> programs they are using while creating art • How to successfully manipulate the programs they are using to create art • Correct usage of technology in regards to ethics, safety, and copyright laws • Basic troubleshooting techniques | <ul style="list-style-type: none"> within a program • Determine whether or not they are using technology in accordance with ethics, safety, and copyright laws • Troubleshooting and solving minor program “problems” on their own |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Complete quality works of art using technology while utilizing responsible behavior • Complete quality works of art by manipulating technological programs Possible ideas: <ul style="list-style-type: none"> • Collage • Two-Point Perspective • Postage Stamps | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

Sample Quiz

7.1 QUIZ SAMPLE Elements and Principles of Design Quiz - Grade 7

Name _____

Answer the questions below completely. You may write a definition, give an example, and/or draw a picture to illustrate what the word means.

1. What is **texture**?
2. What is **value**?
3. What is a **line**?
4. What is **form**?
5. What is **color**?
6. What is a **shape**?
7. What is **space**?

8. What is **balance**?
9. What is **emphasis**?
10. What is **contrast**?
11. What is **rhythm**?
12. What is **unity**?
13. What is **movement**?
14. What is **pattern**?

Score _____
Goal _____
Passed ☺ Try Again

7.1 RUBRIC SAMPLE

Watercolor Drawing

You will be responsible for:

- Filling your entire paper with 5 or more watercolor techniques
 - Rubbing alcohol * Washes - dabbing
 - Salt * Wet on wet - spattering
 - Paper towel * Wet on dry - rolling
 - Saran wrap - swirling
- Creating a drawing out of what you have painted using a Sharpie marker
- Adding 3 or more textures to your drawing
- Demonstrating quality craftsmanship
- Focusing on these elements and principles of design: value, line, shape, and movement

| | Techniques | Drawing | lements & Principles | Craftsmanship |
|----|----------------------------------|--|---|--|
| 25 | Successfully used 5+ techniques | -Used the painted areas to influence drawing -Added 3+ textures -Detailed -Complete | -Shows value in 3+ colors -Shows at least 5 types of lines -Creates shapes based on painting -Clear movement | -Entire paper painted -Techniques blended throughout -Neat drawing -No smudges -Quality Work |
| 22 | Successfully used 4 techniques | Missing 1 | Missing 1 | Missing 1 |
| 20 | Successfully used 3 techniques | Missing 2 | Missing 2 | Missing 2 |
| 18 | Successfully used 1-2 techniques | Missing 3 | Missing 3 | Missing 3 |
| 0 | Did not use any techniques | Missing 4 | Missing 4 | Missing 4 |

1. What was your favorite watercolor technique? Why?
2. How did you create texture with your Sharpie?
3. What did you do well? Why?
4. What could you improve? Why?
5. Explain how you used: value, line, shape, and movement

7.2 RUBRIC SAMPLE

Reduction Prints

For this assignment, you will be responsible for completing the following steps:

- Making a detailed sketch with a **1/4" border**
- Transferring that sketch to a Styrofoam **plate**
- Planning out a workable **color scheme** using 3 colors
- Printing three **3 color prints** through the **reduction printing process**
- Correctly **editioning** your prints
- Focus on these 4 elements & principles of design: **Line, Space, Texture, & Balance**

Vocabulary you will need to know:

- **Reduction Print**
- **Plate**
- **Ink**
- **Brayer**
- **Registration**
- **Editioning**

| | Printing Process | Details | Registration | Craftsmanship | Elements & Principles of Design | Editioning |
|-------|---|---------------------------------|--|--|---|---|
| 20/10 | Accurately followed all the steps | High quality details throughout | Final print is registered on all edges & corners | -Minimal smudges -high quality neatness -pencil lines are deep enough to create solid lines - Even pressure on entire surface | - Creative, high quality use of lines -Implied space is clear - Many textures used -Balanced | -Signature, edition number, & title are all in the correct spot -writing is neat |
| 18/9 | Accurately followed all but one of the steps | Quality details throughout | Final print is registered on all but one edge or corner | Missing 1 area | Missing 1 area | Missing 1 |
| 16/8 | Accurately followed all but 2 or 3 of the steps | Details throughout | Final print is registered on at least ½ of the edges & corners | Missing 2 areas | Missing 2 areas | Missing 2 |
| 14/7 | Missed more than 4 steps | Minimal details | Final print is registered in less than ½ the edges & corners | Missing 3 areas | Missing 3 areas | Missing 3-4 |
| 0/0 | Did not follow process | No details | Not registered | Missing all 4 areas | Missing all 4 areas | Not editioned |

Reduction Print Critique

1. What is the best part of your print? Why?
2. What could you have done better? Why?
3. What did you learn from going through the printing process?
4. Explain how you used **Line, Space, Texture, & Balance**.
5. Any other comments.

7.3 RUBRIC SAMPLE

Plaster Masks

You will be responsible for:

- Following proper plastering techniques
- Choosing a theme & using that theme to create your mask
- Adding sculptural elements outside the frame of the mask
- Focusing on these elements & principles of design: Form, Space, Balance, Emphasis, & Unity

| | Plaster | Theme | Sculptural Elements | Elements & Principles of Design | Craftsmanship |
|-----------|-----------------------------------|--|---|--|---|
| 20 | Followed proper technique | Colors, designs, & everything added relate to theme | Outside the frame of the mask; unique use of sculptural elements | -Unique form -Creative use of positive & negative space -Balanced -Point of emphasis recognizable -Unity | -No plaster showing through paint -Attachments are neat & clean -Painting is neat -Edges are neat -Quality work |
| 17 | - | Colors, designs, & everything added mostly relate to theme | Outside the frame of the mask; average use of sculptural elements | Missing 1 | Missing 1 |
| 15 | Plastered with improper technique | Either Colors, designs, & everything added do not relate to theme | Outside the frame of the mask; below average use of sculptural elements | Missing 2 | Missing 2 |
| 13 | - | 2 of the following do not relate to theme: colors, designs, & everything added | Things added onto mask, but not outside the frame of the mask | Missing 3-4 | Missing 3-4 |
| 0 | Did not plaster | No theme | Nothing outside the frame of mask & nothing added | Missing 5 | Missing 5 |

Please answer the following questions when you finish:

1. What is your theme? What did you do to the mask to show your theme?
2. What did you do really well? Why?
3. What could you have done better? Why?
4. What did you learn from this experience?
5. Explain how you used three of the following: Form, Space, Balance, Emphasis, & Unity.

7.4 RUBRIC SAMPLE

Art History Collage

You will be responsible for:

- Developing a list of 7 pieces of information about your artist
- Finding images that symbolize the 7 pieces of information you found
- Arranging symbols in an interesting way
- Using the following tools & techniques: opacity, feathering/vignette, magnetic lasso, and move tool
- Focusing on these elements & principles of design: balance, movement, & unity

| | Tools & Techniques | Symbolism | Originality | Elements & Principles of Design | Craftsmanship |
|----|---|---|--|---|--|
| 20 | -used opacity to blend layers -used magnetic lasso to cut objects out -used feathering to soften edges -moved images in a pleasing arrangement | - symbols are linked to 7 pieces of information -7 symbols | Composition & symbols are unique & creative | -Collage is balanced -Eye moves around the collage without leaving the page -Images are unified | -No sharp edges -Cannot see background of images cut out with magnetic lasso or magic wand -Able to see all images |
| 17 | Missing 1 | -linked to 6 pieces of information -6 symbols | Composition OR symbols are unique & creative | -Collage is mostly balanced -Eye only leaves the page in one area -Most images are unified | -One sharp edge -See minimal parts of background images cut out with magnetic lasso or magic wand -Can see all but one image |
| 15 | Missing 2 | -linked to 4-5 pieces of information -4-5 symbols | Composition & symbols are average | Missing 1 | Missing 1 |
| 13 | Missing 3 | -Linked to 1-3 pieces of information -1-3 symbols | Composition OR symbols are average | Missing 2 | Missing 2 |
| 0 | None of the tools listed above were used | No symbols used | Minimal composition | Missing 3 | Missing 3 |

Please fill out the chart below, connecting the symbol you used to the information about the artist you chose:

| Symbol | Information |
|--------|-------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

7.5 RUBRIC SAMPLE

Bird's Eye View – One Point Perspective

You will be responsible for completing the following:

- drawing several buildings in correct one-point perspective
- fill in details on all buildings in correct one-point perspective
- incorporate 5 images from the Internet into your design in correct one-point perspective
- completing drawing using color emphasizing different values (creating a light source)
- focusing on these Elements and Principles of Design: color, pattern, value, space, line

| | Perspective Quality | Originality | Manipulation of Tools | Craftsmanship | Elements and Principles of Design |
|-----------|--|--|---|--|---|
| 20 | -All buildings drawn in correct one-point perspective -All details drawn in correct one-point perspective | -Hey, my drawing looks like one of a kind, unique buildings, unique images added and unique color scheme | -Line tool used to create all horizontal and vertical parallel line and lines to the vanishing point -Images from Internet resized and altered to fit drawing and perspective -All color filled in with paint bucket -Eraser tool used to create illusion of overlapping and depth of design | -Guidelines and building overlapping lines erased -No white areas showing -Document size 11 in. high by 8 in. wide -All connecting corners and line done with no gaps and overlapping | Used: Color, Pattern, Values, Space, Line |
| 18 | | | Missing one of the above tool requirements | Missing one of the above craftsmanship requirements | Missing one Elements and Principle of Design |
| 16 | -Some buildings drawn in correct one-point perspective -Some details drawn in correct one-point perspective | -Hey, my drawing kind of looks unique but the buildings, images and color scheme is somewhat not like other people | Missing two of the above tool requirements | Missing two of the above craftsmanship requirements | Missing two Elements and Principle of Design |
| 14 | | | Missing three of the above tool requirements | Missing three of the above craftsmanship requirements | Missing three Elements and Principle of Design |
| 0 | No buildings or details drawn in correct one-point perspective | -Hey, my drawing looks like all students drawing, not original at all | Missing all four of the above tool requirements | Missing all four of the above craftsmanship requirements | Missing all four Elements and Principle of Design |

- 1. What is the neatest thing you created in one-point perspective? Explain.**
- 2. What was the hardest thing to draw? Explain.**
- 3. Why do you think you used one vanishing point instead of two vanishing points for this drawing? Explain.**
- 4. Explain 3 ways you created depth and distance in your drawing.**
- 5. Name 5 different patterns you created. Explain how you created each pattern.**

****I believe my letter grade should be: _____**

7.6 RUBRIC SAMPLE

Two-Point Perspective Block Drawing

You will be responsible for:

- Drawing at least 3 blocks, 2 borders that pop-out, 2 letters that pop-out, and 2 other details on your blocks
- Drawing everything in two-point perspective
- Creating an environment for your blocks to exist in by combining 5 images
- Adding color to your blocks
- Focusing on these elements & principles of design: contrast, space, & balance

| | Perspective | Techniques & Materials | Originality | Elements & Principles of Design | Craftsmanship |
|-----------|-----------------------|---|----------------------------------|--|---|
| 20 | 100% Correct | -Colored completely with paint bucket -Correct use of line/curve tool -Cut additional background pictures out -Arranged pictures in a way that makes sense | Unique & interesting environment | -Contrast shown -Clear sense of space -Drawing is balanced | -Neatly drawn -Lines on blocks are straight -Background is blended together -No extra lines or white spaces -Quality work -100% complete |
| 17 | 90% Correct | Missing 1 | Interesting environment | -Contrast shown in one area -Mostly clear sense of space -Drawing is mostly balanced | Missing 1 |
| 15 | 75% Correct | Missing 2 | Average environment | Missing 1 | Missing 2-3 |
| 13 | 50% Correct | Missing 3 | Minimal environment | Missing 2 | Missing 4-5 |
| 0 | Less than 50% Correct | Missing 4 | No environment | Missing 3 | Missing 6 |

Please answer the following questions:

1. What did you do well? Why?
2. What could you improve? Why?
3. What did you learn from this assignment?
4. How did you show contrast?
5. How did you show space?
6. How did you show balance?

7.7 RUBRIC SAMPLE

Commemorative Stamp

You will be responsible for:

- Researching, designing, and incorporating history into a set of four commemorative stamps
- Altering images that relate to your theme
- Using the following tools and techniques: filters, effects, layer styles, and text styles
- Focusing on these elements and principles of design: unity, color, balance, and contrast
- Using quality craftsmanship

| | Theme | Manipulation of Tools | Originality | Elements and Principles | Craftsmanship |
|----|--|--|--|--|--|
| 20 | All 4 stamps have a clear united theme | Each stamp is altered with filters, effects, layer styles, and text styles | -No unaltered images -Created own backgrounds for each image -Theme emphasized -Unique idea | -All stamps united with a common theme -Clear color scheme utilized -Each stamp demonstrates balance clearly -Contrast between text & image | -No evidence of previous image when erasing or deleting -All imagery cleanly fits into stamp border -No evidence that images were altered -Used correct measurements when stamps are moved to final draft |
| 18 | 3 stamps have a clear united theme | Missing 1 | Missing 1 | Missing 1 | Missing 1 |
| 16 | 2 stamps have a clear united theme | Missing 2 | Missing 2 | Missing 2 | Missing 2 |
| 14 | 1 stamp has a clear united theme | Missing 3 | Missing 3 | Missing 3 | Missing 3 |
| 0 | No theme | Missing 4 | Missing 4 | Missing 4 | Missing 4 |

1. Explain what theme you are trying to commemorate. Why do you feel this is worthy of being a commemorative stamp?
2. Explain two filters or effects that you used, that you really thought worked well.
3. Explain one filter or effect that you used, that you are not happy with.
4. Explain how your stamps have unity.
5. What color scheme did you use? Why?
6. Explain how your stamps are balanced.
7. How did you show contrast?

| COURSE NAME: DISCOVERIES IN ART - GRADE EIGHT 8.1 | | | |
|--|--|---|---|
| Developers: Holmen Middle Art Teachers | Development Date: 2014 | Instructional Level: Grade Eight Art | Unit: Elements and Principles of Design |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS C.1, C.2, C.4, C.8 D.4, D.5 J.1, J.7, J.8, J.10 L.2 <u>Common Core Standards</u> Writing Standards: - Range of Writing (10) | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Identify, incorporate, and communicate about the elements and principles of designs in Art. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">The principles of design are composed of the elements of designThe elements and principles of design are tools to improve your artworkThe elements and principles of design is the universal language used while creating and speaking about artwork | ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?) <ul style="list-style-type: none">Can you identify and explain how artists use the elements and principles of design in their work?Can you identify and use specific elements and principles of design in your artwork? | |
| | Acquisition | | |
| | Students will KNOW... (Including Tier II and Tier III vocabulary) <ul style="list-style-type: none">The elements and principles of design are used together in a compositionArtists intentionally think about the usage of the elements and principles of design in their artworkHow to use the elements and principles of design in a compositionTEXTURE-The visual feel of a piece of artVALUE- Is the use of tints and shades of a colorLINE- The use of varied marks in a work of artFORM- A three-dimensional work of art or the illusion of three dimension in a two dimensional work of art | Students will be skilled at (DO)... <ul style="list-style-type: none">Using the elements and principles of design together in a compositionExplaining how the elements and principles are used in a piece of art (written/verbal)Creating various textures with a variety of materialsCreating tints and shadesCreating lines with various toolsCreating three dimensional works of art and the illusion of three dimension in two dimensional work using linesCreate a variety of moods and feelings using various color schemesCreating a variety of shapes using various medium | |

| | | |
|---|---|---|
| | <ul style="list-style-type: none"> • COLOR That color can be organized into many different groups/families (primary, secondary, warm, cool, neutral and complimentary) Color is used to convey a mood or feeling • SHAPE- Two dimensional forms • SPACE- The illusion of depth in a two dimensional work of art and the positive and negative areas in a three dimensional work of art • BALANCE is when positive and negative space is used to balance the elements within a composition (symmetrical and asymmetrical) • EMPHASIS-Can be used to create a center of interest • CONTRAST-Is used to create visual interest in artwork by showing differences • RHYTHM-Can show visual movement in art using repetition • UNITY makes a work of art feel complete because the elements and principles work together • MOVEMENT- Creating a visual path using the elements of design • PATTERN- Repetition | <ul style="list-style-type: none"> • Demonstrating ways to create depth in their artwork • Demonstrate how to properly use balance in their artwork • Demonstrating ways to create a center of interest in their artwork • Creating interesting differences • Demonstrating repetition of visual movement in their artwork • Using the elements and principles of design in their artwork to show unity • Using the elements of design to create a visual path • Creating repetition using the elements of design |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric Quiz | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Visible use of elements and principles of design in final art products Possible Examples: <ul style="list-style-type: none"> ○ Portrait Drawing ○ Watercolor Painting ○ Computer Generated Artwork/Graphic Design ○ Printmaking | |

| | |
|----------------------|---|
| | <ul style="list-style-type: none"> ○ Ceramic Sculpture • Explaining how the elements and principles are used in a work of art |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation |

COURSE NAME: DISCOVERIES IN ART - GRADE EIGHT 8.2

| | | | |
|---|---|--|---------------|
| Developers: Holmen Middle Art Teachers | Development Date: 2014 | Instructional Level: Grade Eight Art | Unit: 2-D Art |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS C.1, C.5, C.6, C.7, C.8, C.9 E.1, E.3, E.4, E.5 G.1, G.4 H.1, H.2, H.3, H.6 I.7 J.2 K.4 L.2 <u>Common Core Standards</u> Writing Standards: - Production and Distribution of Writing (4) | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Continue working to expand 2D art media, techniques and processes. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">Various 2D media, techniques, and processes exist to create art | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do all artists use the various 2D media in their work?Do you understand the characteristics of various media? (Appropriate application of, and time to use each media)Do you understand the various techniques used to create art? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">Drawing- (pencil, markers, chalk, colored pencils, oil pastels, ebony pencil and blending stump)Painting- (watercolors)Collage- (various media)Printmaking- (relief print) | Students will be skilled at (DO)... <ul style="list-style-type: none">Developing portrait drawing skills using various media, techniques and processesDemonstrating and improving watercolor painting skills and techniquesDemonstrating collage techniques using various mediaDemonstrating and improving printmaking techniques | |

Stage 2 - Evidence

*How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?*

| Evaluative Criteria | Assessment Evidence |
|----------------------|---|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Demonstrates appropriate use of the various 2D media, techniques and processes in their final art products <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Portrait Drawing Watercolor Painting Printmaking Collage |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> Discussion, sharing, questioning, teacher observation |

COURSE NAME: DISCOVERIES IN ART - GRADE EIGHT 8.3

| <i>Developers: Holmen Middle Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: Grade Eight Art</i> | <i>Unit: 3-D Art</i> |
|---|--|---|----------------------|
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS C.1, C.5, C.6, C.7, C.8, C.9 D.4 E.1, E.3, E.4, E.5 G.1, G.4 H.2, H.3, H.4 I.7 J.2 K.4 <u>Common Core Standards</u> Writing Standards: | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Continue working to expand 3D art skills using various media, techniques and processes. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Various 3D media, techniques, and processes exist to create art That 3D work has a height, width and depth Technology can be used as a resource to create art 3D work is meant to be seen in the round | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do all artists use various 3D media in their work? Explain the difference between 2D and 3D artwork. How do you make your art interesting from all sides and angles? | |

| - Text Types and Purposes (2) | Acquisition | |
|-------------------------------|--|---|
| | <i>Students will KNOW...</i> | <i>Students will be skilled at (DO)...</i> |
| | <ul style="list-style-type: none"> • Clay- Can be used to create a 3D work of art • Sculpture- is a 3D work of art using paper mache and other mixed media | <ul style="list-style-type: none"> • Demonstrating a variety of ways to create 3D forms using clay (hand-building, slabs, coils, and pottery wheel) • Identifying ceramic processes (proper attachment, stages of clay, kiln firing, glazing, storage) • Demonstrating the difference between 2D and 3D work |

Stage 2 - Evidence

*How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?*

| Evaluative Criteria | Assessment Evidence |
|----------------------|--|
| See Rubric Quiz | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Demonstrates appropriate use of the various 3D media, techniques and processes in their final art products <ul style="list-style-type: none"> ○ Possible Examples <ul style="list-style-type: none"> ▪ Ceramic Vessels ▪ Pottery ▪ Ceramic Shoes ▪ Ceramic Wall Reliefs <p>Identifies clay processes through quiz</p> |
| Formative Assessment | <p>OTHER EVIDENCE:</p> <p>Discussion, sharing, questioning, teacher observation</p> |

COURSE NAME: DISCOVERIES IN ART - GRADE EIGHT 8.4

| | | | |
|---|-------------------------------|---|--|
| <i>Developers: Holmen Middle Level Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: Grade Eight Art</i> | <i>Unit: Vocabulary, Careers, Artists, Styles and Cultures</i> |
|---|-------------------------------|---|--|

Stage 1 Desired Results

| ESTABLISHED GOALS | Transfer |
|--|---|
| A.1, A.2, A.3, A.4, A.5 B.1, B.2, B.3, B.4, B.5, B.6, | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Demonstrate knowledge of art vocabulary, career in arts, history, cultures, artists, and styles of art related to units of study. |

| | | |
|---|--|---|
| <p>B.8 D.1, D.2, D.3, D.5 G.1 I.4, I.5 J.3, J.8 K.5 L.5, L.6</p> <p><u>Common Core Standards</u></p> <p>Reading Standards: -Key Ideas and Details (3)</p> | Meaning | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There is specific vocabulary related to elements and principles, media and processes, tools being taught, and art history concepts • There are well known artists in history, and their art work can be used as inspiration for their own work • There are different styles of Art • Different types of Art are created by cultures around the world • There are many careers in Art • Art is essential to development of the creative side of the brain | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can you communicate about Art using the vocabulary specific to Art? • How does a specific artist inspire and influence your work? • Can you identify the concepts that make up a specific style? • How does an artist's culture influence his/her style? • What is a career in Art that you might be interested in? What would you need to do to make that dream a reality? (schooling, training) • How does Art help you to be more creative? • What are some reasons art is important? • How will you utilize art in your everyday life? • How does art help you to develop skills that will assist you in thinking "out of the box" (creative ways)? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • Vocabulary-The proper vocabulary related to elements and principles, media and processes, tools being taught and art history concepts • Artists-Different artists are well known in history for their style • Styles-Different styles of Art exist • Cultures-Different cultures produce different types of Art • Careers-Various careers in Art • Brain Development – Art helps to develop the creative side of your brain | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using vocabulary in order to communicate about Art and create Art • Creating Art influenced by famous artists • Creating Art using different styles and identifying specific artists' styles, as well as the concepts within each style • Making Art influenced by various cultures and understanding that cultures influence an artist's style • Recognizing personal interests and ways to accomplish a future in an art career • Identifying ways that Art can help you to become more creative and "think outside the box" |

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> Defending the importance of art Communicating ways in which art will enrich your life |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric Constructed Response Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Creation of final works of Art based on vocabulary learned, artists, styles, cultures, careers, and creativity <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Portrait Drawings Watercolor Paintings Ceramic Sculpture Printmaking Graphic Design Collage <p>Constructed response defending the importance of art</p> | |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> Discussion, sharing, questioning, teacher observation | |

COURSE NAME: DISCOVERIES IN ART - GRADE EIGHT 8.5

| | | | |
|---|---|---|---|
| <i>Developers: Holmen Middle Level Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: Grade Eight Art</i> | <i>Unit: Ideas, Feelings and Concepts</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.6 B.6 C.3 D.4, D.6 E.5 G.2, G.3, G.4, G.6 H.6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Express original ideas, feelings, and concepts in own work and in work of others | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Artists communicate and express ideas, concepts and feelings visually through | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do artists communicate ideas, concepts, and feelings in an original way? How have you communicated ideas, | |

| | | |
|--|--|---|
| I.1, I.3, I.4 J.5, J.6, J.10 L.1, L.4 <u>Common Core Standards</u> Writing Standards: - Text Types and Purposes (1) | creation of their own, original artwork • Artists communicate and express ideas, concepts and feelings verbally through sharing, discussion, and critique | concepts, and feelings in an original way? • What did you do well in your own artwork? Why? • What could you improve in your own artwork? Why? • Can you identify strengths and weaknesses within others' artwork and offer feedback in a constructive way? |
| | Acquisition | |
| | <i>Students will KNOW...</i> • Visual Communication -How to visually communicate their feelings, moods, memories, and ideas through the original work of Art they create • Verbal Communication -How to verbally communicate their thoughts, feelings, moods, memories, observations, and ideas through sharing, discussing, and critiquing artwork • Written Communication - How to communicate thoughts, feelings, moods, memories, observations, critiques, and ideas through writing | <i>Students will be skilled at (DO)...</i> • Communicating ideas, feelings, and concepts visually through their original artwork • Verbally communicating ideas, feelings, and concepts during discussion, sharing, and critique • Communicating ideas, feelings, critique, and concepts through writing |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): • Final art products are inspired by their own feelings, moods, memories, observations, and ideas • Final art products are original <ul style="list-style-type: none"> ○ Possible Examples <ul style="list-style-type: none"> ▪ Art from Memory ▪ Observation Drawings (still life, looking at a picture) ▪ Art from imagination ▪ Art based on feelings and moods | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

COURSE NAME: DISCOVERIES IN ART - GRADE EIGHT 8.6

*Developers: Holmen Middle
Level Art Teachers*

Development Date: 2014

*Instructional Level:
Grade Eight Art*

Unit: Quality Works of Art

Stage 1 Desired Results

ESTABLISHED GOALS

B.2, B.6
C.1, C.2, C.4, C.6, C.8
J.7, J.10
L.3

Common Core Standards

Writing Standards:

- Range of Writing (10)

Transfer

Students will be able to independently use their learning to...

- Create quality works of art inspired by memory, observation and imagination

Meaning

UNDERSTANDINGS

Students will understand that...

- Quality work takes time, details and careful craftsmanship
- Quality work includes successful use of the elements and principles of design

ESSENTIAL QUESTIONS

- What makes a quality piece of art?
- What is quality craftsmanship?
- What role does neatness play in a quality work of art?
- How would you determine the amount of time it will take you to create a quality piece of art?
- What is the difference between high quality details and regular details?
- How did you successfully utilize the elements and principles of design in your own Art?

Acquisition

Students will KNOW...

- What makes up a quality piece of art
- How to create a quality piece of art
- How to successfully utilize quality craftsmanship
- How to create quality work within a time frame
- The difference between high quality details and regular details and their role in quality artwork
- How to successfully utilize the elements and principles of design in their own art
-

Students will be skilled at (DO)...

- Identifying what makes up a quality piece of art
- Creating quality pieces of art
- Creating a quality work of art within a given time frame
- Demonstrate high quality details
- Utilizing the elements and principles of design in their own artwork

Stage 2 - Evidence

***How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?***

| Evaluative Criteria | Assessment Evidence |
|----------------------------|---|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Complete quality artwork demonstrating best craftsmanship, effort and use of time reflecting student ability and age level. <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Verbal Critique (one on one- teacher/student or peer critique, small group, large group) Written Critique |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation |

COURSE NAME: DISCOVERIES IN ART - GRADE EIGHT 8.7

| | | | |
|---|-------------------------------|---|--------------------------------|
| <i>Developers: Holmen Middle Level Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: Grade Eight Art</i> | <i>Unit: Technology in Art</i> |
|---|-------------------------------|---|--------------------------------|

Stage 1 Desired Results

| | | | |
|--|---|---|--|
| ESTABLISHED GOALS B.7 C.1, C.6, C.7, C.8, C.9 E.2, E.3 F.1, F.2, F.3, F.4, F.5, F.6, F.7, F.8 G.1, G.4 J.2, J.9 K.4 <u>Common Core Standards</u> Reading Standards: - Craft and Structure (4) | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Create quality works of art utilizing technology. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Technology can be used in various ways to create quality works of art Technology can be used to research and develop ideas for works of art Choosing the right program is essential for creating a quality work of art using technology Using technology to create art comes with certain responsibilities (ethics, safety, | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How can technology be used to create art? What are some reliable sources found online to research and develop ideas for works of art? What are the benefits of using this program to create your artwork versus another program? Why is it important to be ethical and safe while using technology? | |

| | | |
|---|---|---|
| | copyright) <ul style="list-style-type: none"> Basic troubleshooting skills are necessary while working with technology | <ul style="list-style-type: none"> What does it mean to be ethical and safe while using technology? What are some things to try if the program is not responding in the way you would like? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> How to manipulate technology to create quality works of art How to find reliable sources when researching ideas for artwork The advantages and disadvantages of the programs they are using while creating art How to successfully manipulate the programs they are using to create art Correct usage of technology in regards to ethics, safety, and copyright laws Basic troubleshooting techniques | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Creating various pieces of art using technology Researching ideas for artwork Identifying when to use each program for your artistic needs The usage and utilization of certain tools within a program Determine whether or not they are using technology in accordance with ethics, safety, and copyright laws Troubleshooting and solving minor program "problems" on their own |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Complete quality works of art using technology while utilizing responsible behavior Complete quality works of art by manipulating technological programs Possible ideas: <ul style="list-style-type: none"> Graphic Design Color Accented Photography Cartoons | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

Sample Quiz

Discoveries in Art 8.1 QUIZ SAMPLE Elements and Principles of Design Quiz - Grade 8

Name _____

Answer the questions based on the piece of art you have been given to look at.



1. What **textures** do you see in this piece of art? Describe them and tell where they are located.
2. Where do you see **value** in this piece of art? Explain why you would consider this **value**.
3. Describe the **lines** you see and where you found them.
4. Does this piece of art show **form**? Why or why not?
5. What **colors** do you see? Describe them and tell where they are located.
6. What **shapes** do you see? Where are they located?
7. How does this piece of art show **space**? Explain.

8. Does this piece of art show **balance**? Why or why not?
9. Where is the point of **emphasis** in this piece of art? How does the point you chose show **emphasis**?
10. Where is there **contrast** in this piece of art? Explain why.
11. What type of **rhythm** is found in this piece of art? Why?
12. How does this piece of art show **unity**? Explain why.
13. Explain how **movement** is used in this piece of art. Give examples.
14. Where do you see **pattern** in this piece of art? Why would you consider this a **pattern**?

Score _____
Goal _____
Passed ☺ Try Again

Realistic Self-Portrait

- You will need to accurately draw yourself using a **grid system**.
- You will need to add many details to your drawing to make it appear **realistic**.
- You will need to show **value** by properly using pastels or charcoal
- You will need to focus on **color** by using a monochromatic color scheme
- You will also need to focus on **texture & contrast**.
- You will need to have **quality** craftsmanship.

| | Realism | Materials | Details | Craftsmanship | Elements & Principles of Design |
|----|---|--|--|--|--|
| 20 | -Used grid to complete entire drawing -Proper facial proportions throughout entire drawing -Looks like you  | -Face appears completely three-dimensional -Pastels/Charcoals are well blended through entire drawing | High quality details throughout the entire drawing | -grid lines erased -pencil lines erased or covered -No smudges -Neatly drawn -Quality work | -Value is shown through shading/blending -Used a monochromatic color scheme on your face -Drawings have at least 3 different textures -Shows clear contrast |
| 17 | -Used grid to complete most of the drawing -Facial proportions are correct in most places -Mostly looks like you  | -Face appears mostly Three-dimensional -Pastels/charcoals are well blended | Quality details throughout the entire drawing | Missing 1 | Missing 1 |
| 15 | Missing 1 | -Face appears mostly Three-dimensional -Pastels/charcoals are somewhat blended | Quality details in some parts of the drawing | Missing 2 | Missing 2 |
| 13 | Missing 2 | Face is flat OR materials have not been blended | Low quality details in the drawing | Missing 3-4 | Missing 3 |
| 0 | Missing 3 | Face is flat & materials have not been blended | No details | Missing 5 | Missing 4 |

Please answer the following questions:

1. What did you do really well on this assignment? Why?
2. What could you improve on? Why?
3. Where did you show value in your drawing? How did you use pastels to show value?
4. How did you create texture in your drawing?
5. Where do you have contrast in your drawing?

Discoveries in Art 8.2 RUBRIC SAMPLE

Watercolor Paintings

You will be responsible for the following:

- *Recreating a photograph of birds or flowers*
- *Using various watercolor techniques*
- *Following the correct watercolor process*
- *Using high-quality craftsmanship*
- *Focusing on these elements & principles of design: value, color, and texture*

| | <i>Realism</i> | <i>Watercolors</i> | <i>Details</i> | <i>Elements & Principles of Design</i> | <i>Craftsmanship</i> |
|-----------|--|---|--|--|---|
| 20 | -Matched colors from photo -Recreated details from photo -Looks real upon first glance | -Used appropriate watercolor techniques -Watercolors are transparent -Watercolors were layered | -Details added in EVERY area of the painting -Used a fine brush -Details are clear | -3 or more values used -correct colors used -3 or more textures used | -Entire paper painted -Smudge free -Cannot see pencil lines -Quality work -Neatly painted |
| 18 | -Matched most colors from photo -Recreated most details from photo -Looks mostly real | -Used appropriate watercolor techniques -Watercolors are mostly transparent -Watercolors are layered in some places | Missing 1 | Missing 1 | Missing 1 |
| 16 | Missing 1 | Missing 1 | Missing 2 | Missing 2 | Missing 2 |
| 14 | Missing 2 | Missing 2 | Missing 3 | Missing 3 | Missing 3-4 |
| 0 | -Missing 3 | Missing 3 | No details | - No values -No impression of space -No textures shown | Missing 5 |

Please answer the following questions:

1. *What did you do well? Why?*
2. *What could you improve on? Why?*
3. *What watercolor techniques did you use?*
4. *Explain how **YOU** used:*

Value:

Color:

Texture:

Discoveries in Art 8.1 QUIZ SAMPLE

Name _____

Clay Processes Quiz

1. Explain how to attach two pieces of clay.
2. Name the three stages of ceramics.
3. What is the difference between hand-built and wheel-thrown ceramics?
4. Name two hand-building methods.

Discoveries in Art 8.3 RUBRIC SAMPLE

Ceramic Sculpture

Requirements:

- Create an original sculpture with many **details**
- Demonstrate the **Slab & Coil** methods of hand-building with clay
- Demonstrate the **Slip & Score** method of attaching clay
- Demonstrate proper **glazing** techniques
- Demonstrate **quality craftsmanship**
- Use the following elements and principles of design in your sculpture: **Form, Line, Texture, & Pattern**

| | Hand Building | Glazing | Originality | Elements & Principles of Design | Craftsmanship |
|-----------|--|---|---|--|---|
| 20 | -Used slabs & coils correctly -Used slip & score method of attachment (no items fell off) | -Used 2 layers -Glaze is smooth & shiny -Glaze covers entire surface (except bottom) -Glaze applied neatly | -Unique & interesting sculpture -Has many high quality details -Looks good from all sides | -Interesting form -Many different lines used -Many different textures used -Pattern evident | -Connections are smoothed together -Smooth where it should be smooth & rough where it should be rough -No sharp edges -Details & sculpture are easily recognizable |
| 18 | -Used slabs & coils -1 item fell off | Missing 1 | -Unique or interesting sculpture -Quality details -Looks good from 3 sides | Missing 1 | Missing 1 |
| 16 | -Used slabs & coils -2-3 items fell off | Missing 2 | -Average sculpture -Average details -Looks good from 2 sides | Missing 2 | Missing 2 |
| 14 | -Used slabs or coils -more than 3 items fell off | Missing 3 | -Average sculpture -Below average details -Looks good from 1 side | Missing 3 | Missing 3 |
| 0 | -Did not use slabs or coils -Did not use slip & score method | Missing 4 | -Below average sculpture -No details | Missing 4 | Missing 4 |

1. What is the best part of your sculpture? Why?
2. What do you think you could do better on your sculpture? Why do you think so?
3. What did you learn while making this sculpture?
4. What makes your form interesting?
5. What kinds of lines did you use? Were they actual or implied?
6. How did you show texture?
7. How did you use pattern?

Discoveries in Art 8.4 CONSTRUCTED RESPONSE RUBRIC SAMPLE

Name: _____ Core: _____ Subject: _____ Term: _____

8th Grade Constructed Response Rubric

| | 3 | 2 | 1 | 0 |
|--|--|--|--|--|
| Restates the Question / Prompt (W8.2a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories. | The topic sentence is clear and thoughtful and effectively restates all aspects of the question/prompt. | The topic sentence clearly restates the question/prompt. | The topic sentence is relatively clear and addresses the main point fairly well. | There is no topic sentence. The paragraph begins with a supporting detail. |
| Evidence (RI 8.1) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | The student offers insightful observations that are well supported by relevant and specific evidence from the text. | The student supports their answer using evidence from the text but lacks some relevant and specific examples. The answer is not fully developed. | The student supports their answer using limited examples from the text. | The student does not use evidence from the text to support their answer. |
| Closing Sentence (W8.1e.2f.3e) Provide a conclusion that follows form and reflects on the narrated experiences or events. | Provides a meaningful and reflective conclusion that follows form and supports information / explanation presented. (thoughtfully sum it up and nothing new) | Provides a conclusion that follows form and supports information/explanation presented. (sum it up and nothing new) | Provides a sense of closure but may weakly articulate significance of the topic. (you're done, but what did you say) | There is no conclusion. I can't tell that you are finished writing. |
| Conventions (L8.1 & L8.2) Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing. | There are few, if any, errors in grammar and conventions (usage, spelling, punctuation, and capitalization). | There are some errors in grammar and conventions, but they do not interfere with understanding the response. | There are many errors in grammar and conventions that interfere with understanding parts of the response. | There are so many errors in grammar and conventions that it is difficult to understand the response. |

Discoveries in Art 8.4 RUBRIC SAMPLE

Packaging

8th Grade Graphic Design Unit**Requirements:**

- Design an original package for a client, meeting all their requests

- Use these dimensions:

Soda Can – 8.5”w x 5”h

This design will roll around
to form the can.

Cereal Box – Front – 8.5”w x 11”h

Back – 8.5”w x 11”h

Side Panels (2) – 3”w x 11”h

Book – Front – Needs to fit within a

space of 8.5”x11”

Back - Needs to fit within a

space of 8.5”x11”

Spine – 0.75”w x height of the book

- Include nutritional facts (soda/cereal), reading level (book), a bar code, and the company’s name
- Focus on these elements and principles of design: contrast, unity, balance, and emphasis
- Use quality craftsmanship throughout the design

| | Design | Requirements | Originality | Elements & Principles | Craftsmanship |
|-----------|--|--|--|---|---|
| 20 | Completely met each of the four requests from the client | -All elements listed above -Correct size for the product you are designing -Nutritional facts/reading level - Company name -Bar Code | -Unique design -Unique text -Doesn't look like anyone else's -All copy/paste images manipulated with at least 2 tools | -Contrast in text & design -Unity between cover & back design -Balance shown throughout -Clear point of emphasis | -No evidence of previous images when erasing & deleting -No evidence images were altered -All words spelled correctly -Entire cover and back utilized -Quality work |
| 17 | Met 3 requests | Missing 1 | Missing 1 | Missing 1 | Missing 1 |
| 15 | Met 2 requests | Missing 2 | Missing 2 | Missing 2 | Missing 2 |
| 13 | Met 1 request | Missing 3-4 | Missing 3 | Missing 3 | Missing 3-4 |
| 0 | Did not meet any of the requests | Missing 5 | Missing 4 | Missing 4 | Missing 5 |

Discoveries in Art 8.5 RUBRIC SAMPLE

CD Cover

8th Grade Graphic Design Unit**Requirements:**

- Design an original CD cover for a client, meeting all their requests
- Use these dimensions for the cover:

Front – 4.75”w x 4.75”h

Back – 5.875”w x 4.75”h

Spine (2) – 0.222”w x 4.75”h

These will be placed on the edges of the back cover.

- Include 10 songs, a bar code, and the record company’s name on the back cover
- Focus on these elements and principles of design: contrast, unity, balance, and emphasis
- Use quality craftsmanship throughout the design

| | Design | Requirements | Originality | Elements & Principles | Craftsmanship |
|-----------|--|---|--|---|---|
| 20 | Completely met each of the four requests from the client | -Front, back, & spine -Correct size -10 songs -Record Company -Bar Code | -Unique design -Unique text -Doesn't look like anyone else's -All copy/paste images manipulated with at least 2 tools | -Contrast in text & design -Unity between cover & back design -Balance shown throughout -Clear point of emphasis | -No evidence of previous images when erasing & deleting -No evidence images were altered -All words spelled correctly -Entire cover and back utilized -Quality work |
| 17 | Met 3 requests | Missing 1 | Missing 1 | Missing 1 | Missing 1 |
| 15 | Met 2 requests | Missing 2 | Missing 2 | Missing 2 | Missing 2 |
| 13 | Met 1 request | Missing 3-4 | Missing 3 | Missing 3 | Missing 3-4 |
| 0 | Did not meet any of the requests | Missing 5 | Missing 4 | Missing 4 | Missing 5 |

Discoveries in Art 8.6 RUBRIC SAMPLE

Color Accent

Requirements:

- Take and load a photo of yourself into Photoshop in the pose that you wish to use
- Create a whole new background for you to exist in
- Choose what will be accented in color using selection tools, eraser, and copy/paste functions
- Convert the background and original photo to black and white(or monotone)
- Demonstrate quality craftsmanship
- Focus on these elements and principles of design: color, value, contrast, and emphasis

| | Originality | Tools and Techniques | Elements and Principles | Craftsmanship |
|-----------|---|--|--|--|
| 25 | -your pose aligns with your background choice -creative use of accented areas -unique composition -photo doesn't look like anyone else's | -photographed and loaded image of self successfully -used selection tools, eraser, and copy/paste to create new environment -used above tools and layers to create images that remain in color -correctly used enhance menu to create black and white areas | -thoughtful planning of color accents -adjusted values of black and white areas and color accented areas -distinct contrast between color accented and black and white areas -clear and thoughtful placement of emphasis points | -no evidence of previous image when erasing and deleting -no evidence of color in black and white areas -photograph is clear and in focus -quality work |
| 22 | Missing 1 | Missing 1 | Missing 1 | Missing 1 |
| 20 | Missing 2 | Missing 2 | Missing 2 | Missing 2 |
| 18 | Missing 3 | Missing 3 | Missing 3 | Missing 3 |
| 0 | Missing 4 | Missing 4 | Missing 4 | Missing 4 |

1. What did you do well? Why?
2. What could you improve? Why?
3. Why did you choose to emphasize the color accented areas you did? Explain.
4. Why did you place yourself in the environment that you did? Use complete sentences.
5. Name two new techniques you learned.

Discoveries in Art 8.7 RUBRIC SAMPLE

Magazine Cover

8th Grade Graphic Design Unit**Requirements:**

- Design an original magazine cover for a client, meeting all their requests
- Use these dimensions: 8"w x 11"h (unless otherwise noted)
- Include a bar code, issue price, and the issue date
- Focus on these elements and principles of design: contrast, unity, balance, and emphasis
- Use quality craftsmanship throughout the design

| | Design | Requirements | Originality | Elements & Principles | Craftsmanship |
|-----------|--|---|--|---|---|
| 20 | Completely met each of the four requests from the client | -Correct dimensions -Bar Code -Issue price -Issue date | -Unique design -Unique text -Doesn't look like anyone else's -All copy/paste images manipulated with at least 2 tools | -Contrast in text & design -Unity between cover & back design -Balance shown throughout -Clear point of emphasis | -No evidence of previous images when erasing & deleting -No evidence images were altered -All words spelled correctly -Entire cover and back utilized -Quality work |
| 17 | Met 3 requests | Missing 1 | Missing 1 | Missing 1 | Missing 1 |
| 15 | Met 2 requests | Missing 2 | Missing 2 | Missing 2 | Missing 2 |
| 13 | Met 1 request | Missing 3 | Missing 3 | Missing 3 | Missing 3-4 |
| 0 | Did not meet any of the requests | Missing 4 | Missing 4 | Missing 4 | Missing 5 |

| COURSE NAME: EXPLORATIONS IN ART - GRADE EIGHT 8.1 | | | |
|--|---|---|---|
| Developers: Holmen Middle Art Teachers | Development Date: 2014 | Instructional Level: Grade Eight Art | Unit: Elements and Principles of Design |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS C.1, C.2, C.4, C.8 D.4, D.5 J.1, J.7, J.8, J.10 L.2 <u>Common Core Standards</u> Writing Standards: - Range of Writing (10) | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Identify, incorporate, and communicate about the elements and principles of designs in Art. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">The principles of design are composed of the elements of designThe elements and principles of design are tools to improve your artworkThe elements and principles of design is the universal language used while creating and speaking about artwork | ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?) <ul style="list-style-type: none">Can you identify and explain how artists use the elements and principles of design in their work?Can you identify and use specific elements and principles of design in your artwork? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">The elements and principles of design are used together in a compositionArtists intentionally think about the usage of the elements and principles of design in their artworkHow to use the elements and principles of design in a compositionTEXTURE-The visual feel of a piece of artVALUE- Is the use of tints and shades of a colorLINE- The use of varied marks in a work of artFORM- A three-dimensional work of art or the illusion of three dimension in a two dimensional work of artCOLOR That color can be organized into | Students will be skilled at (DO)... <ul style="list-style-type: none">Using the elements and principles of design together in a compositionExplaining how the elements and principles are used in a piece of art (written/verbal)Creating various textures with a variety of materialsCreating tints and shadesCreating lines with various toolsCreating three dimensional works of art and the illusion of three dimension in two dimensional work using linesCreate a variety of moods and feelings using various color schemesCreating a variety of shapes using various medium | |

| | | |
|---|--|---|
| | <p>many different groups/families (primary, secondary, warm, cool, neutral and complimentary) Color is used to convey a mood or feeling</p> <ul style="list-style-type: none"> • SHAPE- Two dimensional forms • SPACE- The illusion of depth in a two dimensional work of art and the positive and negative areas in a three dimensional work of art • BALANCE is when positive and negative space is used to balance the elements within a composition (symmetrical and asymmetrical) • EMPHASIS-Can be used to create a center of interest • CONTRAST-Is used to create visual interest in artwork by showing differences • RHYTHM-Can show visual movement in art using repetition • UNITY makes a work of art feel complete because the elements and principles work together • MOVEMENT- Creating a visual path using the elements of design • PATTERN- Repetition | <ul style="list-style-type: none"> • Demonstrating ways to create depth in their artwork • Demonstrate how to properly use balance in their artwork • Demonstrating ways to create a center of interest in their artwork • Creating interesting differences • Demonstrating repetition of visual movement in their artwork • Using the elements and principles of design in their artwork to show unity • Using the elements of design to create a visual path • Creating repetition using the elements of design |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i></p> <p align="center"><i>How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric Quiz | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Visible use of elements and principles of design in final art products <p>Possible Examples:</p> <ul style="list-style-type: none"> ○ Landscape Drawing ○ Acrylic Painting ○ Computer Generated Artwork/Graphic Design ○ Printmaking ○ Sculpture | |

| | |
|----------------------|--|
| | <ul style="list-style-type: none"> Explaining how the elements and principles are used in a work of art |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation |

COURSE NAME: EXPLORATIONS IN ART - GRADE EIGHT 8.2

| | | | |
|---|--|--|--|
| Developers: Holmen Middle Art Teachers | Development Date: 2014 | Instructional Level: Grade Eight Art | Unit: 2-D Art |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS C.1, C.5, C.6, C.7, C.8, C.9 E.1, E.3, E.4, E.5 G.1, G.4 H.1, H.2, H.3 I.7 J.2 K.4 L.2 <u>Common Core Standards</u> Reading Standards: - Range of Reading and Level of Text Complexity | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Continue working to expand 2D art media, techniques and processes. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">Various 2D media, techniques, and processes exist to create art | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do all artists use the various 2D media in their work?Do you understand the characteristics of various media? (Appropriate application of, and time to use each media)Do you understand the various techniques used to create art? | |
| | Acquisition | | |
| | | Students will KNOW... <ul style="list-style-type: none">Drawing- (pencil, markers, chalk, colored pencils, oil pastels, ebony pencil and blending stump)Painting- (acrylic)Collage- (various media) Printmaking- (relief print) | Students will be skilled at (DO)... <ul style="list-style-type: none">Developing landscape drawing skills using various media, techniques and processesDemonstrating and improving acrylic painting skills and techniquesDemonstrating collage techniques using various mediaDemonstrating and improving printmaking techniques |
| Stage 2 - Evidence | | | |
| How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning? | | | |

| Evaluative Criteria | Assessment Evidence |
|----------------------|---|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Demonstrates appropriate use of the various 2D media, techniques and processes in their final art products <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Landscape Drawing Acrylic Painting Printmaking Collage |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> Discussion, sharing, questioning, teacher observation |

COURSE NAME: EXPLORATIONS IN ART - GRADE EIGHT 8.3

| | | | |
|---|---|--|---------------|
| Developers: Holmen Middle Art Teachers | Development Date: 2014 | Instructional Level: Grade Eight Art | Unit: 3-D Art |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS C.1, C.5, C.6, C.7, C.8, C.9 D.4 E.1, E.3, E.4, E.5 G.1, G.4 H.2, H.3, H.4, H.5 I.7 J.2 K.2, K.4 <u>Common Core Standards</u> Writing Standards: - Text Types and Purposes (2) | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Continue working to expand 3D art skills using various media, techniques and processes | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">Various 3D media, techniques, and processes exist to create artThat 3D work has a height, width and depthTechnology can be used as a resource to create art3D work is meant to be seen in the round | ESSENTIAL QUESTIONS <ul style="list-style-type: none">How do all artists use various 3D media in their work?Explain the difference between 2D and 3D artwork.How do you make your art interesting from all sides and angles? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">Clay- Can be used to create a 3D work of art | Students will be skilled at (DO)... <ul style="list-style-type: none">Demonstrating a variety of ways to create 3D forms using mixed media | |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> • Sculpture- is a 3D work of art using paper mache and other mixed media | <ul style="list-style-type: none"> • Identifying processes unique to sculptural media • Demonstrating the difference between 2D and 3D work |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric Quiz | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Demonstrates appropriate use of the various 3D media, techniques and processes in their final art products <ul style="list-style-type: none"> ○ Possible Examples <ul style="list-style-type: none"> ▪ Wire Sculpture ▪ Mixed Media Sculpture ▪ Paper Mache Sculpture ▪ Plaster Sculpture Identifies sculptural processes through quiz | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

COURSE NAME: EXPLORATIONS IN ART - GRADE EIGHT 8.4

| | | | |
|--|--|--|--|
| <i>Developers: Holmen Middle Level Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: Grade Eight Art</i> | <i>Unit: Vocabulary, Careers, Artists, Styles and Cultures</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.1, A.2, A.3, A.4 B.1, B.2, B.3, B.4, B.5, B.6, B.8 D.1, D.2, D.3, D.5 G.1 I.4, I.5 J.3, J.8 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Demonstrate knowledge of art vocabulary, career in arts, history, cultures, artists, and styles of art related to units of study. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • There is specific vocabulary related to elements and principles, media and | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How can you communicate about Art using the vocabulary specific to Art? • How does a specific artist inspire and | |

| | | |
|---|--|---|
| <p>K.5 L.5, L.6</p> <p><u>Common Core Standards</u></p> <p>Reading Standards:</p> <ul style="list-style-type: none"> - Key Ideas and Details (3) | <p>processes, tools being taught, and art history concepts</p> <ul style="list-style-type: none"> • There are well known artists in history, and their art work can be used as inspiration for their own work • There are different styles of Art • Different types of Art are created by cultures around the world • There are many careers in Art • Art is essential to development of the creative side of the brain | <p>influence your work?</p> <ul style="list-style-type: none"> • Can you identify the concepts that make up a specific style? • How does an artist's culture influence his/her style? • What is a career in Art that you might be interested in? What would you need to do to make that dream a reality? (schooling, training) • How does Art help you to be more creative? • What are some reasons art is important? • How will you utilize art in your everyday life? • How does art help you to develop skills that will assist you in thinking "out of the box" (creative ways)? |
| | <p>Acquisition</p> | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • Vocabulary-The proper vocabulary related to elements and principles, media and processes, tools being taught and art history concepts • Artists-Different artists are well known in history for their style • Styles-Different styles of Art exist • Cultures-Different cultures produce different types of Art • Careers-Various careers in Art • Brain Development – Art helps to develop the creative side of your brain | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using vocabulary in order to communicate about Art and create Art • Creating Art influenced by famous artists • Creating Art using different styles and identifying specific artists' styles, as well as the concepts within each style • Making Art influenced by various cultures and understanding that cultures influence an artist's style • Recognizing personal interests and ways to accomplish a future in an art career • Identifying ways that Art can help you to become more creative and "think outside the box" • Defending the importance of art • Communicating ways in which art will enrich your life |

Stage 2 - Evidence

*How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?*

| Evaluative Criteria | Assessment Evidence |
|---|---|
| See Rubric Constructed Response Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Creation of final works of Art based on vocabulary learned, artists, styles, cultures, careers, and creativity <ul style="list-style-type: none"> ○ Possible Examples: <ul style="list-style-type: none"> ○ Landscape Drawings ○ Perspective Drawings ○ Acrylic Paintings ○ Wire Sculpture ○ Printmaking ○ Graphic Design ○ Collage <p>Constructed response communicating ways in which art will enrich your life</p> |
| Formative Assessment | OTHER EVIDENCE: <ul style="list-style-type: none"> • Discussion, sharing, questioning, teacher observation |

COURSE NAME: EXPLORATIONS IN ART - GRADE EIGHT 8.5

| | | | |
|---|-------------------------------|---|---|
| <i>Developers: Holmen Middle Level Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: Grade Eight Art</i> | <i>Unit: Ideas, Feelings and Concepts</i> |
|---|-------------------------------|---|---|

Stage 1 Desired Results

| ESTABLISHED GOALS | Transfer | |
|---|--|---|
| A.6 B.6 C.3 D.4, D.6 E.5 G.2, G.3, G.4 I.1, I.3, I.4, I.6 J.5, J.6, J.10 | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Express original ideas, feelings, and concepts in own work and in work of others. | |
| | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • Artists communicate and express ideas, concepts and feelings visually through creation of their own, original artwork • Artists communicate and express ideas, | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How do artists communicate ideas, concepts, and feelings in an original way? • How have you communicated ideas, concepts, and feelings in an original way? • What did you do well in your own artwork? |

| | | |
|--|--|--|
| L.1, L.4 <u>Common Core Standards</u> Reading Standards: - Integration of Knowledge and Ideas (7) | concepts and feelings verbally through sharing, discussion, and critique | Why? • What could you improve in your own artwork? Why? • Can you identify strengths and weaknesses within others' artwork and offer feedback in a constructive way? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> • Visual Communication-How to visually communicate their feelings, moods, memories, and ideas through the original work of Art they create • Verbal Communication-How to verbally communicate their thoughts, feelings, moods, memories, observations, and ideas through sharing, discussing, and critiquing artwork • Written Communication- How to communicate thoughts, feelings, moods, memories, observations, critiques, and ideas through writing | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> • Communicating ideas, feelings, and concepts visually through their original artwork • Verbally communicating ideas, feelings, and concepts during discussion, sharing, and critique • Communicating ideas, feelings, critique, and concepts through writing |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Final art products are inspired by their own feelings, moods, memories, observations, and ideas • Final art products are original <ul style="list-style-type: none"> ○ Possible Examples <ul style="list-style-type: none"> ▪ Art from Memory ▪ Observation Drawings (still life, looking at a picture) ▪ Art from imagination ▪ Art based on feelings and moods | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

| COURSE NAME: EXPLORATIONS IN ART - GRADE EIGHT 8.6 | | | |
|--|--|--|----------------------------|
| Developers: Holmen Middle Level Art Teachers | Development Date: 2014 | Instructional Level: Grade Eight Art | Unit: Quality Works of Art |
| Stage 1 Desired Results | | | |
| <div>ESTABLISHED GOALS</div> <div>B.2, B.6 C.1, C.2, C.4, C.6, C.8 J.7, J.10 L.3</div> <div><u>Common Core Standards</u></div> <div>Writing Standards:<div>- Range of Writing (10)</div></div> | <div>Transfer</div> <div>Students will be able to independently use their learning to...</div> <div><div><div></div>Create quality works of art inspired by memory, observation and imagination.</div></div> | | |
| | <div>Meaning</div> | | |
| | <div>UNDERSTANDINGS</div> <div>Students will understand that...</div> <div><div><div></div>Quality work takes time, details and careful craftsmanship</div><div><div></div>Quality work includes successful use of the elements and principles of design</div></div> | <div>ESSENTIAL QUESTIONS</div> <div><div><div></div>What makes a quality piece of art?</div><div><div></div>What is quality craftsmanship?</div><div><div></div>What role does neatness play in a quality work of art?</div><div><div></div>How would you determine the amount of time it will take you to create a quality piece of art?</div><div><div></div>What is the difference between high quality details and regular details?</div><div><div></div>How did you successfully utilize the elements and principles of design in your own Art?</div></div> | |
| | <div>Acquisition</div> | | |
| | <div>Students will KNOW...</div> <div><div><div></div>What makes up a quality piece of art</div><div><div></div>How to create a quality piece of art</div><div><div></div>How to successfully utilize quality craftsmanship</div><div><div></div>How to create quality work within a time frame</div><div><div></div>The difference between high quality details and regular details and their role in quality artwork</div><div><div></div>How to successfully utilize the elements and principles of design in their own art</div></div> | <div>Students will be skilled at (DO)...</div> <div><div><div></div>Identifying what makes up a quality piece of art</div><div><div></div>Creating quality pieces of art</div><div><div></div>Creating a quality work of art within a given time frame</div><div><div></div>Demonstrate high quality details</div><div><div></div>Utilizing the elements and principles of design in their own artwork</div></div> | |
| | | | |

Stage 2 - Evidence

***How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?***

| Evaluative Criteria | Assessment Evidence |
|----------------------|---|
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Complete quality artwork demonstrating best craftsmanship, effort and use of time reflecting student ability and age level. <ul style="list-style-type: none"> Possible Examples: <ul style="list-style-type: none"> Verbal Critique (one on one- teacher/student or peer critique, small group, large group) Written Critique |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation |

COURSE NAME: EXPLORATIONS IN ART - GRADE EIGHT 8.7

| <i>Developers: Holmen Middle Level Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: Grade Eight Art</i> | <i>Unit: Technology in Art</i> |
|---|---|---|--------------------------------|
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS B.7 C.1, C.6, C.7, C.8, C.9 E.2, E.3 F.1, F.6, F.7, F.8 G.1, G.4 J.2, J.9 K.3, K.4 <u>Common Core Standards</u> Reading Standards: - Craft and Structure (4) | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Create quality works of art utilizing technology. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Technology can be used in various ways to create quality works of art Technology can be used to research and develop ideas for works of art Choosing the right program is essential for creating a quality work of art using technology Using technology to create art comes with certain responsibilities (ethics, safety, | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How can technology be used to create art? What are some reliable sources found online to research and develop ideas for works of art? What are the benefits of using this program to create your artwork versus another program? Why is it important to be ethical and safe while using technology? | |

| | | |
|---|---|---|
| | copyright) <ul style="list-style-type: none"> Basic troubleshooting skills are necessary while working with technology | <ul style="list-style-type: none"> What does it mean to be ethical and safe while using technology? What are some things to try if the program is not responding in the way you would like? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> How to manipulate technology to create quality works of art How to find reliable sources when researching ideas for artwork The advantages and disadvantages of the programs they are using while creating art How to successfully manipulate the programs they are using to create art Correct usage of technology in regards to ethics, safety, and copyright laws Basic troubleshooting techniques | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Creating various pieces of art using technology Researching ideas for artwork Identifying when to use each program for your artistic needs The usage and utilization of certain tools within a program Determine whether or not they are using technology in accordance with ethics, safety, and copyright laws Troubleshooting and solving minor program "problems" on their own |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See Rubric | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Complete quality works of art using technology while utilizing responsible behavior Complete quality works of art by manipulating technological programs Possible ideas: <ul style="list-style-type: none"> Graphic Design Surrealism Watercolor Filters | |
| Formative Assessment | OTHER EVIDENCE: Discussion, sharing, questioning, teacher observation | |

Sample Quiz

Explorations in Art 8.1 QUIZ SAMPLE Elements and Principles of Design Quiz – Grade 8

Name _____

Answer the questions based on the piece of art you have been given to look at.

1. What **textures** do you see in this piece of art? Describe them and tell where they are located.

2. Where do you see **value** in this piece of art? Explain why you would consider this **value**.

3. Describe the **lines** you see and where you found them.

4. Does this piece of art show **form**? Why or why not?

5. What **colors** do you see? Describe them and tell where they are located.

6. What **shapes** do you see? Where are they located?

7. How does this piece of art show **space**? Explain.

8. Does this piece of art show **balance**? Why or why not?

9. Where is the point of **emphasis** in this piece of art? How does the point you chose show **emphasis**?
10. Where is there **contrast** in this piece of art? Explain why.
11. What type of **rhythm** is found in this piece of art? Why?
12. How does this piece of art show **unity**? Explain why.
13. Explain how **movement** is used in this piece of art. Give examples.
14. Where do you see **pattern** in this piece of art? Why would you consider this a **pattern**?

Score _____

Goal _____

Passed ☺ Try Again

Explorations in Art 8.1 RUBRIC SAMPLE

Two-Point Perspective Vehicles

Requirements:

- choose a vehicle to replicate with a background
- draw everything in 2 or 3 point perspective
- add high quality details throughout the entire drawing
- focus on these elements & principles of design: shape, texture, space, & unity

| | Perspective | Vehicle Design | Originality/Details | Craftsmanship | Elements & Principles of Design |
|----|---|--|---|--|---|
| 20 | Everything drawn in correct perspective | Transformed box shape into vehicle by streamlining lines, curves, and angles (lose the box shape ☺) | -Unique & interesting drawing -High quality details throughout | -no erase marks -no smudges -used a ruler -neatly drawn | Used shape, texture, space, contrast, & unity |
| 18 | 90% drawn correctly | 90% transformed | -Unique or interesting drawing -Quality details throughout | Missing 1 of the above | Missing 1 of the above |
| 16 | 75% drawn correctly | 75% transformed | -Average drawing -Average details | Missing 2 | Missing 2 |
| 14 | 50% drawn correctly | 50% transformed | -Average drawing -Low quality details | Missing 3 | Missing 3-4 |
| 0 | Less than 50% drawn correctly | Less than 50% transformed | -Below average drawing -No details | Missing 4 | Missing 5 |

Please answer the following questions after you complete your drawing.

1. What inspired you to design this structure?
2. What design methods did you enjoy using? Why?
3. What did you do really well? Why?
4. What could you improve on? Why?
5. Explain how you used shape, texture, space, & unity.

Explorations in Art 8.2 RUBRIC SAMPLE

Acrylic Painting

You are responsible for:

- Creating a portrait using the style of one of the following artists: Frida Kahlo, Kathe Kollwitz, William H. Johnson, and Pablo Picasso
- Creating the portrait using acrylic paint on canvas board
- Capturing an emotion or feeling through your painting
- Using quality craftsmanship
- Focusing on these elements and principles of design: value, shape, balance, and contrast

| | Relation to Artist | Painting Technique | Elements and Principles of Design | Craftsmanship |
|-----------|---|--|---|---|
| 25 | Painting clearly utilizes artist's style and clearly captures emotion or feeling of subject | Correctly demonstrates artist's brushstrokes Clearly demonstrates mastery of color mixing Technique supports chosen subject matter | Shows value of at least 2 colors used Creative use of shape Painting is balanced Contrast is used to make areas and emotions stand out | Entire canvas is painted Painting is done neatly High quality details throughout Details are clear |
| 22 | - | Missing 1 | Missing 1 | Missing 1 |
| 20 | Painting somewhat utilizes artist's style and somewhat captures emotion or feeling of subject | Missing 2 | Missing 2 | Missing 2 |
| 18 | - | Missing 3 | Missing 3 | Missing 3 |
| 0 | No relation to artist and no emotion or feeling shown | There are no brushstrokes, colors, or subject matter | Missing 4 | Missing 4 |

_____/100 points

Artist's Name _____

1. What did you do really well during this unit? Why?
2. What could you improve on if you were to do this again? Why?
3. What is something interesting you learned about your artist?
4. How does your painting relate to your artist?
5. Explain how you used these elements and principles of design: value, shape, balance, and contrast.

Sample Quiz

Name _____

Wire Quiz

1. Explain how to attach two pieces of wire.
2. Explain what “sculpture in the round” means.
3. What does the word “gauge” mean when working with wire?
4. Explain “visual lines”.
5. Name two tools that can be used when working with wire.

Explorations in Art 8.3 RUBRIC SAMPLE

*Wire Sculpture**As a Team...*

- Decide on an **idea** that can be done in detail in the amount of time allotted
- Make a **timeline** of tasks and assign responsibilities
- Use **wire** to create your sculpture (you may add other materials)
- Make your sculpture must **stand on it's own**
- Make your sculpture **visually interesting**
- Focus on these elements & principles of design: **line, space, form, & unity**

| | <i>Sculpture</i> | <i>Materials & Techniques</i> | <i>Originality</i> | <i>Elements & Principles of Design</i> | <i>Craftsmanship</i> |
|-----------|---|--|--|--|---|
| 20 | -completed sculpture -stands completely on its own -high quality details | -constructed out of wire (may have added other materials) -enough supports to be sturdy -wire connections are visually appealing | -interesting & unique idea -visually interesting in all areas | -attention to placement of lines -interesting positive & negative space -form is easily recognizable -has unity | -no stray wires hanging out -added materials (if any) are attached neatly -high quality sculpture |
| 18 | -completed sculpture -stands on its own for a little while -quality details | -constructed out of wire -most supports are sturdy -most connections are visually appealing | -interesting or unique idea -visually interesting in most areas | Missing 1 | Missing 1 |
| 16 | -completed sculpture -stands on its own with some support -details | -constructed out of wire -few supports -few connections are visually appealing | -average idea -visually interesting in a few areas | Missing 2 | Missing 2 |
| 14 | -mostly finished -leans against a wall -below average details | -constructed out of wire -no supports -connections are not visually appealing | -average idea -not visually interesting | Missing 3 | Missing 3 |
| 0 | -unfinished -does not stand on its own -no details | -not constructed out of wire | -below average idea -not visually interesting | Missing 4 | -stray wires everywhere -added materials (if any) are sloppy -low quality |

As a group, please answer these questions:

1. What did your group do well? Why?
2. What could your group improve on? Why?
3. What did your group learn while making this sculpture?
4. Did your group work well together? Why or why not?
5. Who worked on what parts of the sculpture? How did you figure that out?
6. What kinds of lines did you use?
7. How did you create interesting form & space?
8. Does your sculpture have unity? Why or why not?

Explorations in Art 8.4 CONSTRUCTED RESPONSE RUBRIC SAMPLE

Name: _____ Core: _____ Subject: _____ Term: _____

8th Grade Constructed Response Rubric

| | 3 | 2 | 1 | 0 |
|--|--|--|--|--|
| Restates the Question / Prompt (W8.2a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories. | The topic sentence is clear and thoughtful and effectively restates all aspects of the question/prompt. | The topic sentence clearly restates the question/prompt. | The topic sentence is relatively clear and addresses the main point fairly well. | There is no topic sentence. The paragraph begins with a supporting detail. |
| Evidence (RI 8.1) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | The student offers insightful observations that are well supported by relevant and specific evidence from the text. | The student supports their answer using evidence from the text but lacks some relevant and specific examples. The answer is not fully developed. | The student supports their answer using limited examples from the text. | The student does not use evidence from the text to support their answer. |
| Closing Sentence (W8.1e.2f.3e) Provide a conclusion that follows form and reflects on the narrated experiences or events. | Provides a meaningful and reflective conclusion that follows form and supports information / explanation presented. (thoughtfully sum it up and nothing new) | Provides a conclusion that follows form and supports information/explanation presented. (sum it up and nothing new) | Provides a sense of closure but may weakly articulate significance of the topic. (you're done, but what did you say) | There is no conclusion. I can't tell that you are finished writing. |
| Conventions (L8.1 & L8.2) Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing. | There are few, if any, errors in grammar and conventions (usage, spelling, punctuation, and capitalization). | There are some errors in grammar and conventions, but they do not interfere with understanding the response. | There are many errors in grammar and conventions that interfere with understanding parts of the response. | There are so many errors in grammar and conventions that it is difficult to understand the response. |

Explorations in Art 8.4 RUBRIC SAMPLE

Surrealism**Requirements**

- **Create 7 Surrealism designs based on Rene Magritte**
- **Make each design an ORIGINAL creation**
- **Show quality craftsmanship in each design**
- **Focus on these elements & principles of design: emphasis, unity, space, and rhythm**

| | Surrealism | Tools & Techniques | Originality | Elements & Principles | Craftsmanship |
|-----------|--|---|--|--|--|
| 20 | Successfully completed 7 designs based on Surrealism | -Use selection tools, eraser, and copy/paste to create new environment -All designs are correct size and resolution -Use of filters and effects -Has realism of a photograph | All 7 designs have a uniqueness of their own | -Clear point of emphasis on each design -Clear presentation of unity on each design -Quality use of space on each design -Evidence of all 3 rhythm types throughout | -No evidence of previous image when erasing or deleting -No evidence that images were altered -Quality use of entire document -Quality work |
| 18 | Successfully completed 5-6 designs based on Surrealism | Missing 1 | 5-6 designs have a uniqueness of their own | Missing 1 | Missing 1 |
| 16 | Successfully completed 3-4 designs based on Surrealism | Missing 2 | 3-4 designs have a uniqueness of their own | Missing 2 | Missing 2 |
| 14 | Successfully completed 1-2 designs based on Surrealism | Missing 3 | 1-2 designs have a uniqueness of their own | Missing 3 | Missing 3 |
| 0 | Completed no Surrealism designs | Missing 4 | Not original | Missing 4 | Missing 4 |

1. What Surrealism design did you like best? Why?
2. What Surrealism design was the most challenging for you to create? Why?
3. What did you do well? Why?
4. What could you improve? Why?
5. Explain how you used these elements & principles of design: emphasis, unity, space, and rhythm

Explorations in Art 8.5 RUBRIC SAMPLE

Watercolor Filter

You will be responsible for the following:

- Creating a series of four altered images using a core image
- Following a set of directions for the first image
- Creating three more altered images from the core image
- Transferring all images onto a final 10x8 document
- Utilizing these elements and principles of design: texture, rhythm, pattern, and emphasis
- Using quality craftsmanship

| | Manipulation of tools | Series | Originality | Elements & Principles | Craftsmanship |
|----|---|--|--|---|--|
| 20 | Use 3 effects, 3 filters, selection tools, and alter layers | Transferred four altered images from the core image to a final 10x8 document | Each altered image has a uniqueness of its own | -unique texture from layered effects and filters -a clear rhythm is evident in the series -a visually appealing pattern is created -the core image in the series is emphasized | -No evidence of previous image when erasing or deleting -No evidence that images were altered -Used correct measurements when images are moved to final draft |
| 17 | Missing 1 | Transferred 3 | 3 unique images | Missing 1 | -Minor evidence of previous image when erasing or deleting - Minor evidence that images were altered - Used correct measurements for most of the series when images are moved to final draft |
| 15 | Missing 2 | Transferred 2 | 2 unique images | Missing 2 | Missing 1 |
| 13 | Missing 3 | Transferred 1 | 1 unique images | Missing 3 | Missing 2 |
| 0 | Missing 4 | Transferred 0 | 0 unique images | Missing 4 | Missing 3 |

Please write down your steps for creating each image.

Image 1(watercolor)

Image 2

Image 3

Image 4

Explorations in Art 8.6 RUBRIC SAMPLE

Frank Lloyd Wright Inspired Structures

Requirements:

- choose an environment for your structure
- design your own structure that fits into it's surrounding environment
- draw everything in 2 or 3 point perspective
- add high quality details throughout the entire drawing
- use methods that Frank Lloyd Wright used to design his structures - cantilevers, repetition of geometric shapes, emphasizing natural light through large windows, replicating nature surrounding the structure, & extending living spaces inside and outside
- focus on these elements & principles of design: shape, texture, space, & unity

| | <i>Perspective</i> | <i>Frank Lloyd Wright Methods</i> | <i>Originality/Details</i> | <i>Craftsmanship</i> | <i>Elements & Principles of Design</i> |
|-----------|---|--|---|--|---|
| 20 | Everything drawn in correct perspective | Completely fits into environment & uses all methods listed above | -Unique & interesting drawing -High quality details throughout | -no erase marks -no smudges -used a ruler -neatly drawn | Used shape, texture, space, contrast, & unity |
| 18 | 1-3 things not drawn in correct perspective | Mostly fits into environment & uses all but one method | -Unique or interesting drawing -Quality details throughout | Missing 1 of the above | Missing 1 of the above |
| 16 | Less than 25% drawn in correct perspective | Barely fits into environment & uses 3 methods | -Average drawing -Average details | Missing 2 | Missing 2 |
| 14 | 25% - 50% drawn in correct perspective | Barely fits into environment & uses 1-2 methods | -Average drawing -Low quality details | Missing 3 | Missing 3-4 |
| 0 | More than 50% drawn incorrectly | Doesn't fit into environment & did not use methods | -Below average drawing -No details | Missing 4 | Missing 5 |

Please answer the following questions after you complete your drawing.

6. What inspired you to design this structure?
7. What design methods did you enjoy using? Why?
8. What did you do really well? Why?
9. What could you improve on? Why?

Explain how you used shape, texture, space, & unity

Explorations in Art 8.7 RUBRIC SAMPLE CARTOON

You will be responsible for the following:

- Choosing a famous person and turning them into a cartoon figure
- Distorting the image without losing the ability to recognize the person
- Altering the coloring of the image
- Altering the background of the image
- Using the elements and principles of design: color, value, shape, and emphasis
- Demonstrating quality craftsmanship

| | Manipulation of Tools | Cartoon Characteristics | Originality | Elements and Principles | Craftsmanship |
|-----------|---|---|---|--|--|
| 20 | Use liquify, warp, pucker, bloat, adjust hue/saturation, magnetic lasso, and the magic wand | Emphasized facial features, altered/flattened colors, altered the background, and maintained recognizable characteristics | Image and background are one of a kind | -Colors emphasized using hue/saturation -Values emphasized using hue/saturation -Shapes manipulated using warp, pucker, bloat -Facial features emphasized | -No evidence of previous image when erasing or deleting -No evidence that images were altered -No blurring of image evident -Quality work |
| 18 | Missing 1-2 | Missing 1 | Image or background are one of a kind | Missing 1 | Missing 1 |
| 16 | Missing 3-4 | Missing 2 | Image and background are average | Missing 2 | Missing 2 |
| 14 | Missing 5-6 | Missing 3 | Image and background are below average | Missing 3 | Missing 3 |
| 0 | Missing 7 | Missing 4 | Oops, I forgot to do this one! | Missing 4 | Missing 4 |

1. What features did you emphasize? Why did you choose those features?
2. Name one new technique you learned.
3. What did you do well? Why?
4. What could you improve on? Why?
5. Explain how you used color, value, shape, and emphasis.

High School Curriculum

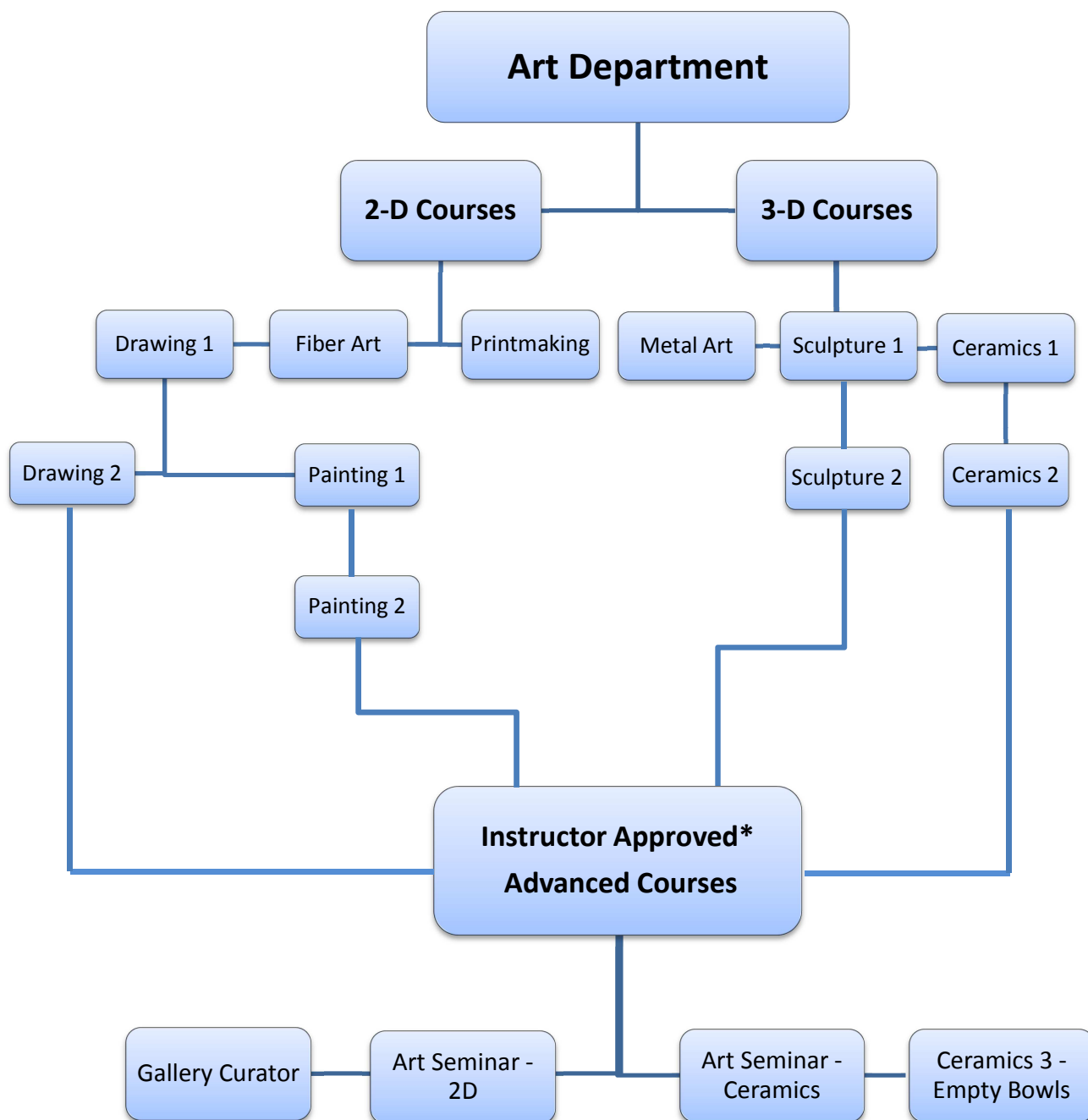
The Holmen High School Art Department curriculum is designed to provide meaningful appreciation and study of traditional and contemporary media, generating rich instructional environments where creativity, awareness, curiosity, and critical-thinking blends with content-specific experiences that adapts to meet the dynamic needs of all students. Structured to promote engaged teaching and learning to maximize student potential, the curriculum reflects and stretches students' technical abilities and personal vision fostering college and career readiness.

Foundation courses instill curiosity, imagination, and critical-thinking skills through challenging art-making problems. Advanced courses offer continuum experiences that act as a conduit to greater creativity and innovation, nurturing a culture of inventive thinkers for the 21st Century global economy. These courses build upon the collective energy, prior knowledge and experiences each student brings to the studio to share, developing an aesthetic awareness improving the quality of life.

Students will be able to independently use their learning to...

- Recognize and understand the many qualities of the visual arts using strategies that “*make their creative thinking visible.*”
- Take “risks” as they continue to challenge their art-making practices, deepening their knowledge, experiences and proficiencies, transferring understanding to college and career readiness, and lifelong learning.
- Refine artistic processes through complex investigation, application and practice of content-specific materials, tools, and techniques of the visual arts.
- Understand and apply vocabulary unique to the visual arts when they communicate visually, verbally and in writing.
- Understand and experience a rich studio environment where reading, writing, listening, speaking and critical-thinking through individual and collaborative learning experiences to support their development in the visual arts.
- Research and analyze visual art for aesthetic value of the social, historical and cultural roots of artists and artistic expression, promoting global citizenship and aesthetic valuing of the visual arts.
- Describe and/or demonstrate how skills transfer between the visual arts and other disciplines.

Holmen High School Art ~ Engaging young artists, fostering achievement and cultivating 21st-century global skills through the visual arts.



NOTE: Advanced art courses require the successful completion of an art course series **AND** signed instructor approval.

**Drawing 3, Painting 3, and Independent Study has been enhanced to meet students' instructional needs with the development of Art Seminar - 2D, Art Seminar – Ceramics, and Ceramics 3 – Empty Bowls courses. Please register for one of these courses for advanced art instruction (2D focuses on drawing and painting; Ceramics focus is clay work).*

ART

**Indicates Prerequisite requirement*

| GRADE 9 | | GRADE 10 | |
|----------------------------|------------------|----------------------------|------------------|
| <u>Course:</u> | <u>Course #:</u> | <u>Course:</u> | <u>Course #:</u> |
| Drawing 1 | 1122 | Drawing 1 | 1122 |
| * Drawing 2 | 1123 | * Drawing 2 | 1123 |
| * Painting 1 | 1125 | * Painting 1 | 1125 |
| * Painting 2 | 1126 | * Painting 2 | 1126 |
| Ceramics 1 | 1128 | Ceramics 1 | 1128 |
| * Ceramics 2 | 1129 | * Ceramics 2 | 1129 |
| Sculpture 1 | 1130 | * Ceramics 3 - Empty Bowls | 1142 |
| * Sculpture 2 | 1131 | Sculpture 1 | 1130 |
| Print Making | 1132 | * Sculpture 2 | 1131 |
| Fiber Art | 1133 | Print Making | 1132 |
| Metal Arts | 1145 | Fiber Art | 1133 |
| | | Metal Arts | 1145 |
| | | * Gallery Curator | 1121 |
| GRADE 11 | | GRADE 12 | |
| <u>Course:</u> | <u>Course #:</u> | <u>Course:</u> | <u>Course #:</u> |
| Drawing 1 | 1122 | Drawing 1 | 1122 |
| * Drawing 2 | 1123 | * Drawing 2 | 1123 |
| * Painting 1 | 1125 | * Painting 1 | 1125 |
| * Painting 2 | 1126 | * Painting 2 | 1126 |
| Ceramics 1 | 1128 | Ceramics 1 | 1128 |
| * Ceramics 2 | 1129 | * Ceramics 2 | 1129 |
| * Ceramics 3 - Empty Bowls | 1142 | * Ceramics 3 - Empty Bowls | 1142 |
| Sculpture 1 | 1130 | Sculpture 1 | 1130 |
| * Sculpture 2 | 1131 | * Sculpture 2 | 1131 |
| Print Making | 1132 | Print Making | 1132 |
| Fiber Art | 1133 | Fiber Art | 1133 |
| Metal Arts | 1145 | Metal Arts | 1145 |
| * Gallery Curator | 1121 | * Gallery Curator | 1121 |
| * Art Seminar - 2D | 1136 | * Art Seminar - 2D | 1136 |
| * Art Seminar - Ceramics | 1137 | * Art Seminar - Ceramics | 1137 |

| <u>Course Title</u> | <u>Description</u> |
|--|---|
| DRAWING 1 Credit: .5 Grade: 9-12 Pre: None | Drawing 1 is designed for all students interested in exploring various techniques, tools and vocabulary through the introduction and practice of drawing techniques and skills. Young artists complete this foundation course with an evaluation of work created at the beginning and the end of the term. Fee required. |
| *DRAWING 2 Credit: .5 Grade: 9-12 Pre: Drawing 1 | Drawing 2 provides the art students intermediate practice in techniques, tools, and vocabulary of drawing expanding on the knowledge gained and the skills mastered in Drawing I. Fee required. |
| *PAINTING 1 Credit: .5 Grade: 9-12 Pre: Drawing 1 | Painting 1 is an examination of the techniques, tools and terms commonly used by artists as they begin to develop their creative skills in painting media. Young artists begin in watercolor progressing into acrylic paint. Fee required. |
| *PAINTING 2 Credit: .5 Grade: 9-12 Pre: Painting 1 | Painting 2 provides intermediate experiences in painting processes and materials, expanding upon skills mastered and knowledge gained in Painting I. Use of non-traditional materials will be explored to broaden the young artists' art knowledge and skills in painting forms. Fee required. |
| CERAMICS 1 Credit: .5 Grade: 9-12 Pre: None | Ceramics 1 is a quarter-long foundation program in clay works. It is designed for all students interested in learning the fundamental techniques, tools, and vocabulary of ceramics. Fee required. |
| *CERAMICS 2 Credit: .5 Grade: 9-12 Pre: Ceramics 1 | Ceramics 2 is designed for all students interested in developing the fundamental techniques, tools, and vocabulary introduced in Ceramics I. Students will have the opportunity to be introduced to, and practice on, the potter's wheel. Fee required. |
| *CERAMICS 3 – Empty Bowls Credit: .5 Grade: 10-12 Pre: Ceramics 1 and 2 ("B" or Better in Ceramics 2 & Instructor Approval) | Ceramics 3 – Empty Bowls provides students with a unique art opportunity to learn and grow individually and as a team through experience, while you strengthen the community around you through service. Advisor-approved students are introduced to the concepts of service-learning, building leadership and problem-solving skills through a ceramic art focus. Students develop a strong voice in planning, implementing, and evaluating practices, while actively engaged in meaningful and personally relevant service activities. Outside of class time is required. Fee required. |
| SCULPTURE 1 Credit: .5 Grade: 9-12 Pre: None | Sculpture 1 is designed for all students interested in exploring the techniques, tools, and vocabulary of sculpture through subtractive and additive techniques in various materials. Fee required. |
| *SCULPTURE 2 Credit: .5 Grade: 9-12 Pre: Sculpture 1 | Sculpture 2 provides the art student intermediate experiences in 3-D projects in various materials. A focus on creativity and materials covered in Sculpture I will be expanded upon. Fee required. |
| PRINT MAKING Credit: .5 Grade: 10-12 Pre: None | Printmaking introduces the young artist to the basic methods of printmaking in the art studio, such as block, copper plate etching and intaglio. Introduction to printing vocabulary, blocking cutting tools and the use of a hand crank drive press for a true printmaking experience. Elements and principles of art will be emphasized. Fee required. |
| METAL ARTS Credit: .5 Grade: 9-12 Pre: None | Metal Arts is designed for students who are interested in creating 3-D artwork with metal. Students will work in the hot metals lab and art studio. Students will receive an introduction to metal art vocabulary and experience copper enameling, copper tooling, wire work and found object work. Fee required. |

| <u>Course Title</u> | <u>Description</u> |
|---|---|
| FIBER ART Credit: .5 Grade: 9-12 Pre: None | Fiber Art introduces the young artist to the techniques and creative process of fiber art relief and sculptures. Students would be introduced to various machine sewing, hand-stitching, and quilting techniques and skills to create their works. Fee required. |
| *GALLERY CURATOR Credit: .5 Grade: 10-12 Pre: Instructor Approved | Gallery Curator provides the students with sophisticated experiences in gallery management, exhibit installation, promotion, development, in addition to giving presentations to groups regarding shows and scheduling events. Advisor-approved students would work together to develop visually pleasing and exciting showcases, as well as maintaining the preservation of the gallery when housekeeping needs arise. |
| *ART SEMINAR – 2-D Credit: .5 Grade: 11-12 Pre: Instructor Approved | Art Seminar – 2-D provides sophisticated experiences in drawing and painting building upon the knowledge gained and skills mastered from previous art studio courses. Student artists will develop an art contract explaining their artistic focus for the term. This course replaces Drawing 3 and Painting 3. Fee required. |
| *ART SEMINAR – Ceramics Credit: .5 Grade: 11-12 Pre: Ceramics 1 and 2; Instructor Approved Students must have received a “B” or higher in Ceramics 2 and have Instructor approval. | Art Seminar – Ceramics intends to build upon the basic knowledge from prior ceramic classes, providing students the opportunity to develop specific ceramic art technical skills (materials and processes appropriate to clay concepts). Advisor-approved students will work with the instructor to identify personal content issues, problem-solve technical complications and grow through the process of investigation. Students are expected to maintain a sketchbook – collective resource of artistic thoughts and ideas, as well as participate in class discussions that assess their own art and that of other artists, in order to promote growth and exchange of creative ideas. Fee required. |

Course fees for ALL art courses EXCEPT Gallery Curator will be \$20 for materials and \$3 for a 9” X 12” sketchbook (they may use their own sketchbook that size if they already have one).

| COURSE NAME: DRAWING 1.1 | | | |
|--|---|---|-----------------------------------|
| Developers: Holmen HS Art Teachers | Development Date: 2014 | Instructional Level: 9-12 | Unit: Communication & Connections |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.1,6, C.12.1-4,10, D.12.4-6, E.12.1, 3-5, G.12.1-4, H.12.1-6, I.12.1-2, 6-7, J.12.10-2, 5-7, 9-10, K.12.3-4, L.12.1-4 Common Core Art Standards RH 12.1-2,4-5,7,9,10 RST 12.1-2,4-5,7,9,10 WHST12.1.a.c.d. 2.a.b.c.d.e 4. 5.7.8.9. SL.12. 1a.c 2, 3, 4, 5, 6 L.12. 4. 6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Recognize, understand and use the visual arts as a form of communication expressing ideas literally, verbally and aesthetically, as they connect and apply what is learned in the visual arts to other art forms, content areas, career skills, and lifelong learning. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Art is a universal form of communication that transcends all language barriers. Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art and Principles of Design. Art influences come from every time period, civilization, culture and geographical location. By studying art, one can understand society and the individual, to their own and other world cultures. Artists may create art of derived meaning to convey a message. Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness. | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What is Art? What are some purposes of art? What can we learn from studying art? How do artists use the language of art in communication? How can art (drawing) be used to show a person's identity? How does art encourage conversation and allow for multiple interpretations? How can art communicate cultural philosophies? Why do some artists learn 'rules in visual art' only to break them? Investigate works of art, and then speculate why they were created? Describe how knowledge and skills in art prepare us as 21st Century thinkers for life and the workplace? | |

| Acquisition | |
|--|--|
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts (drawing) to communicate verbally and in writing. • How to make thoughtful choices to create meaning in art. • How to develop personal aesthetic criteria to communicate artistic choice. • How to explore complex meaning of the Elements of Art and Principles of Design to communicate artistic purpose. • How to express the complexities of spirit and passion as a visual presence in art. • How to use respectful interpersonal skills when communicating with peers. • How to attempt multiple solutions to expressive problems in art. <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (drawing), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Creating artwork which expresses personal experiences and/or intended meaning. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning in art. • Time management, demonstrating an efficient 'studio workflow' starting with visualizing an image to skillfully and successfully completing the finished drawing. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
| Stage 2 - Evidence | |
| <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | |
| Evaluative Criteria | Assessment Evidence |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools (quizzes) |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • One-on-One Instruction • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. • Parental Consultation and Input |

COURSE NAME: DRAWING 1.2

| | | | |
|---|-------------------------------|----------------------------------|----------------------------------|
| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Artistic Perception</i> |
|---|-------------------------------|----------------------------------|----------------------------------|

Stage 1 Desired Results

| | | |
|---|--|---|
| ESTABLISHED GOALS A.12.1, A.12.6, C.12.1-10, D.12.4-6, E.12.1, E.12.3- 5, G.12.1-4, H.12.2-4, I.12.1-4, I.12.6, I.12.7, J.12.1, J.12.2, J.12.5-7, J.12.9, J.12.10, K.12.3, K.12.4, | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Recognize, understand and apply the elements of art, principles of design, and sensory and expressive qualities of the visual arts, as they develop an understanding between process, product, and personal direction. | |
| | Meaning | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art. • Principles of Design are used to effectively | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are the elements of art? What are principles of design? • How do artists use the elements of art and principles of design as building blocks to |

| | | |
|---|---|--|
| L.12.1-4 Common Core Art Standards RH 12.1-2,4-5,7,9,10 RST 12.1-2,4-5,7,9,10 WHST12.1.a.c.d. 2.a.b.c.d.e 4. 5.7.8.9. SL.12. 1a.c 2, 3, 4, 5, 6 L.12. 4. 6 | organize the elements of art in a work of art. <ul style="list-style-type: none"> • Art influences come from every time period, civilization, culture and geographical location. • Artists may create art of derived meaning to convey a message. • Art develops competencies in problem solving skills that contribute to lifelong knowledge and perception, supporting career readiness. • The means to create art always changes. • Individuals will recognize themselves as artists and capable of creating and evaluating art. | cohesively organize a work of art? <ul style="list-style-type: none"> • How can these concepts be applied in other areas? (careers, disciplines, life) • Why do some artists learn 'rules in visual art' only to break them? • Investigate works of art, then speculate why they were created? • Why do artists consider multiple approaches to visual problems? • How can knowledge and skills in art prepare us for life and the workplace in the 21st Century? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> • The elements of art the principles of design and how to apply these to their artwork. • How to discuss and critique a work of art using appropriate vocabulary. • About opportunities and careers in art. • Various materials, methods, and techniques to create art. • How to problem solve when processes fail/change and learn success from the experience. • How to maintain a record of ideas, thoughts, progress, and artwork through regular sketchbook entries. | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> • Using the language of art (drawing), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Creating artwork which expresses personal experiences and/or intended meaning. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Applying their understanding of the visual arts to decisions made in daily life, |

| | | |
|---|---|--|
| | | developing a personal belief system, career readiness and global view informed by the visual arts. |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success • Parental input and consultation | |

COURSE NAME: DRAWING 1.3

*Developers: Holmen HS
Art Teachers*

Development Date: 2014

Instructional Level: 9-12

*Unit: Creative Expression – Materials,
Tools, & Techniques*

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1, A.12.6,
C.12.1-10,
D.12.4-6,
E.12.1, E.12.3-5,
G.12.1-4,
H.12.2-4,
I.12.1-4, I.12.6,
I.12.7, J.12.1,
J.12.2, J.12.5-7,
J.12.9, J.12.10,
K.12.3, K.12.4,
L.12.1-4
Common Core Art Standards

RH 12.1-2,4-5,7,9,10
RST 12.1-2,4-5,7,9,10
WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.
SL.12. 1a.c 2, 3, 4, 5, 6
L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Understand, select and apply visual arts media, tools, techniques, processes and technology, with accepted safe and responsible use of materials, tools, and equipment.

Meaning

UNDERSTANDINGS

Students will understand that...

- Working with drawing media combines personal expression with design and meaning.
- Art influences come from every time period, civilization, culture and geographical location.
- Varied abilities, conditions, tools, and techniques applied to specific methods of drawing, influences artistic creation.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.
- Proper use of materials and tools as it relates to safe and appropriate technical proficiency is vital in the drawing studio.

ESSENTIAL QUESTIONS

- What is drawing?
- What does drawing mean to you and what drawings come to mind from your everyday life?
- What drawing techniques, tools, and processes best express your artistic concepts?
- How can a single medium, or technique, be used to create multiple effects in works of art?
- What conflicts might be encountered in the drawing process and or finished work?
- How can knowledge and skills in art prepare us for life, the workplace, or the professional art environment?

Acquisition

Students will KNOW...

- How to use vocabulary that is unique to the visual arts to communicate verbally and in writing.

Students will be skilled at (DO)...

- Using the language of art (drawing), both verbally and written form, to express observations.

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| | <ul style="list-style-type: none">• How to apply reading and listening skills through articles and multimedia study/research basics in drawing.• How basic knowledge of drawing conditions, tools, techniques, and processes provide a foundation for successful representation of a drawn works.• How to select, apply and adapt the knowledge of the elements of art and the principles of design to convey ideas in works of art.• How to balance experimentation and safety, freedom and responsibility while creating art.• How to select apply and mix drawing materials, tools and processes to achieve intended decorative meaning and /or representation in art.• How to identify the different stages of drawing and the limitations of each stage.• How to conduct themselves responsibly in cooperative practices in the use and maintenance of the drawing equipment and studio.• Maintain a record of ideas, thoughts, progress, and artwork through the use of sketchbook entries.• How to assess artwork in progress and/or completed through individual analysis. | <ul style="list-style-type: none">• Researching, understanding, and explaining visual works' themes and ideas.• Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art.• Selecting and using appropriate drawing materials, techniques, and tools.• Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art.• Creating drawings that are organizationally sound while achieving the intended imagery and/or functional purpose.• Experimentation with drawing materials, methods and techniques when creating art expresses personal experiences and/or intended meaning.• Demonstrating an efficient 'studio workflow' that starts with visualizing then is followed by skillfully applying proper techniques and successfully completing a quality work of art.• Applying their understanding of the visual arts as connections are made between their art, other disciplines, and daily life. |
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

| Evaluative Criteria | Assessment Evidence |
|--|---|
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final), drawn works such as: <ul style="list-style-type: none"> ○ Pre-assessment Self Portrait ○ Graphite Value Scale ○ Observation Drawings ○ Contour Line and Blind Line Drawings ○ One and Two Point Perspective Exercises ○ Color Theory Applications to Color Wheel ○ Imagination Transformation Drawing ○ Study of Facial Features ○ Portrait final (summative assessment) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: DRAWING 1.4

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Culture, History & Connection

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.3-5,
B.12.1-6,
B.12.8
D.12.1-3,
I.12.3
I.12.4,
I.12.5
J.12.3,
J.12.4
J.12.8,
K.12.1
K.12.5,
L.12.7

Common Core Art Standards

RH 12.1-2,4-5,7,9,10
RST 12.1-2,4-5,7,9,10
WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.
SL.12. 1a.c 2, 3, 4, 5, 6
L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Understand and analyze the role, development, and continuing connection of the arts in relation to world cultures, history and society.

Meaning

UNDERSTANDINGS

Students will understand that...

- Timeless works of art are deemed important for a number and variety of reasons.
- Art preserves and depicts history in ways that words cannot.
- Art influences come from every time period, civilization, culture and geographical location.
- The means to create art changes with the historical and geographical changes.
- The point of studying the arts is to foster meaning, making deeper emotional response and more inventive decision-making, while fostering artistic appreciation, interpretation, imagination, significance and value.
- Experts can, and do, disagree about the value, power and source of art.

ESSENTIAL QUESTIONS

- Does art define culture or does culture define art?
- What do drawings reveal about history or a culture?
- How does the art piece reflect and inform the culture in which it was created?
- What is old and what is new in any work of art? (style, technique and technologies)
- How important is "new" in art? (trends, techniques, and technologies)
- What makes some works of art great?
- When does a work of art have merit?

Acquisition

Students will KNOW...

- How to use vocabulary unique to the visual

Students will be skilled at (DO)...

- Using the language of art (drawing), both

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| | <p>arts to communicate verbally and in writing as it relates historically and culturally.</p> <ul style="list-style-type: none"> • How to make thoughtful choices to create meaning in art. • Art is a reflection of time, place, and society. • How to express the complexities of spirit and passion of a society as a visual presence in art. • How to explore complex meaning of artists and cultures, past and present, use art to communicate ideas. • How to analyze diversity in an art history timeline with relationship to advancements in drawing technology. | <p>verbally and written form, to express observations.</p> <ul style="list-style-type: none"> • Researching, understanding, and explaining visual works' themes, ideas, and messages in as it relates historically and culturally. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning of past traditions, norms, practices, values and beliefs. • Creating artwork which expresses personal experiences and/or intended meaning. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system and global view informed by the visual arts. |
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

| Evaluative Criteria | Assessment Evidence |
|--|--|
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) |

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| | <ul style="list-style-type: none"> • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: DRAWING 1.5

*Developers: Holmen HS
Art Teachers*

Development Date: 2014

Instructional Level: 9-12

Unit: Aesthetic Valuing

Stage 1 Desired Results

ESTABLISHED GOALS

G.12.1-4
H.12.1-6

Common Core Art Standards

RH 12.1-2,4-5,7,9,10
RST 12.1-2,4-5,7,9,10
WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.
SL.12. 1a.c 2, 3, 4, 5, 6
L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Critically and objectively analyze characteristics, merits and intended meanings of works of art.

Meaning

UNDERSTANDINGS

Students will understand that...

- Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- By examining and considering choices artists make, interpretation of final works promotes critical creative thinking in future challenges.
- Artists may create art of derived meaning to convey a message.
- Analyzing art from other cultures fosters an understanding of diversity and

ESSENTIAL QUESTIONS

- How do artists use the language of art to articulate ideas and inform aesthetic judgments?
- How can a viewer “read” art?
- How do life experiences influence works of art?
- How are similarities and differences defined among works of art?
- How can art communicate cultural philosophies?
- What makes some works of art great?

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| | <p>communication.</p> <ul style="list-style-type: none"> • Unsuccessful efforts can be a constructive part of the creative process. • Art develops competencies and creative skills to communicate, that contribute to lifelong learning and career readiness. • People analyze art based on various criteria. | <ul style="list-style-type: none"> • How is learning deepened through the study of art? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts to communicate verbally and in writing when reflecting upon and assessing works of art. • How to articulate thoughts and informed aesthetic judgments when analyzing their own art and works of others through critique. • How to analyze works of art to speculate why they were created. • How to describe personal responses to selected works of art. • The current trends and new technologies in the world of art. • How to evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art. • How to describe by what manner a work of art can convey a voice of one or a voice of many. • How to analyze unsuccessful efforts to reflect and refine works of art. | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (drawing), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and validating the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Assessing compositional and expressive ideas to form and validate intended meaning of their art and of others through knowledge of current trends, experiences and meaningful resources. • Analyzing unsuccessful personal efforts to reflect upon and refine works of art. • Applying their understanding of aesthetic to decisions made in daily life, developing a personal belief system, career readiness and global awareness. |

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

| Evaluative Criteria | Assessment Evidence |
|--|---|
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |



Drawing 1 - ASSESSMENT SAMPLE

Shoe Drawing Evaluation Form 1-10 pts. for 1-8

1. *Contour Line - Shoe outline is large and in proportion, then main shapes were added.*
2. *Shading - Create depth with tonal values in the foreground, middle ground and background.*
3. *Form - Demonstrate form with a full range of value transitions, used at least 3 pencils.*
4. *Contrast - Build contrast to define shoe edges instead of outlines. Outlines flatten form.*
5. *Blending - Seamless value transitions create realistic 3- dimensional form.*
6. *Composition - Interesting in contrast and creativity, Tilt the shoe, background shading etc.*
7. *Work Habits - Focused consistently and independently throughout the class time, (worked from shoe).*
8. *Neatness - Without creases, tears and smudges and signature is legible and well placed.*
9. *Growth, Struggles and Strengths experienced in this lesson. 20pts. Explain!*

COURSE NAME: DRAWING 2.1

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Communication & Connections

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1,6,
C.12.1-4,10,
D.12.4-6,
E.12.1, 3-5,
G.12.1-4,
H.12.1-6,
I.12.1-2, 6-7,
J.12.10-2, 5-7, 9-10,
K.12.3-4,
L.12.1-4

Common Core Art Standards

RH 12.1-2,4-5,7,9,10
RST 12.1-2,4-5,7,9,10
WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.
SL.12. 1a.c 2, 3, 4, 5, 6
L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Recognize, understand and use the visual arts as a form of communication expressing ideas literally, verbally and aesthetically, as they connect and apply what is learned in the visual arts to other art forms, content areas, career skills, and lifelong learning.

Meaning

UNDERSTANDINGS

Students will understand that...

- Art is a universal form of communication that transcends all language barriers.
- Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art and Principles of Design.
- Art influences come from every time period, civilization, culture and geographical location.
- By studying art, one can understand society and the individual, to their own and other world cultures.
- Artists may create art of derived meaning to convey a message.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.

ESSENTIAL QUESTIONS

- What is Art?
- What are some purposes of art?
- What can we learn from studying art?
- How do artists use the language of art in communication?
- How can art (drawing) be used to show a person's identity?
- How does art encourage conversation and allow for multiple interpretations?
- How can art communicate cultural philosophies?
- Why do some artists learn 'rules in visual art' only to break them?
- Investigate works of art, and then speculate why they were created?
- Describe how knowledge and skills in art prepare us as 21st Century thinkers for life and the workplace?

| Acquisition | | |
|--|---|--|
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts (drawing) to communicate verbally and in writing. • How to make thoughtful choices to create meaning in art. • How to develop personal aesthetic criteria to communicate artistic choice. • How to explore complex meaning of the Elements of Art and Principles of Design to communicate artistic purpose. • How to express the complexities of spirit and passion as a visual presence in art. • How to use respectful interpersonal skills when communicating with peers. • How to attempt multiple solutions to expressive problems in art. | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (drawing), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Creating advanced artwork, which expresses personal experiences and/or intended meaning. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Time management, demonstrating an efficient 'studio workflow' starting with visualizing an image to skillfully and successfully completing the finished drawing. • Applying a deeper understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. • |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |

| Evaluative Criteria | Assessment Evidence |
|--|---|
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools (quizzes) • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • One-on-One Instruction • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success • Parental input and consultation |

COURSE NAME: DRAWING 2.2

| | | | |
|---|--|----------------------------------|----------------------------------|
| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Artistic Perception</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS | <i>Transfer</i> | | |
| A.12.6, B.12.2, C.12.1-7,9, | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Recognize, understand and apply the elements of art, principles of design, and sensory and expressive qualities of the visual arts, as they develop an understanding between process and product, and personal direction. | | |

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| D.12.4, F.12.1-2, G.12.1-2, I.12.1,3, J.12.10, L.12.2 Common Core Art Standards RH 12.1-2,4-5,7,9,10 RST 12.1-2,4-5,7,9,10 WHST12.1.a.c.d. 2.a.b.c.d.e 4. 5.7.8.9. SL.12. 1a.c 2, 3, 4, 5, 6 L.12. 4. 6 | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • Art utilizes a system of advanced visual symbols to communicate the intended meaning or function – Elements of Art. • Principles of Design are used to effectively organize the elements of art in a work of art. • Art influences come from every time period, civilization, culture and geographical location. • Artists may create art of derived meaning to convey a message. • Art develops competencies in problem solve skills that contribute to lifelong knowledge and perception, supporting career readiness. • The means to create art always changes. • Individuals will recognize themselves as artists and capable of creating and evaluating art. | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • What are the elements of art? What are principles of design? • How do artists use the elements of art and principles of design as building blocks to cohesively organize a work of art? • How can these concepts be applied in other areas? (careers, disciplines, life) • Why do some artists learn ‘rules in visual art’ only to break them? • Investigate works of art, then speculate why they were created? • Why do artists consider multiple approaches to visual problems? • How can knowledge and skills in art prepare us for life and the workplace in the 21st Century? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> • The elements of art and principles of design and apply these to their art work. • How to discuss and critique a work of art using appropriate vocabulary. • About opportunities and careers in art. • Various materials, advanced methods, and techniques to create art. • How to problem solve when processes fail/change and learn success from the experience. | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> • Using the language of art (drawing), both verbally and written form, to express observations. • Researching, understanding, and explaining complex visual works’ themes and ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express a deeper meaning and intent in original works of art. • Creating artwork, which expresses |

| | | |
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| | <ul style="list-style-type: none"> How to maintain a record of ideas, thoughts, progress, and artwork through highly detailed sketchbook entries. | <p>sophisticated personal experiences and/or intended meaning.</p> <ul style="list-style-type: none"> Assessing compositional and highly expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

| Evaluative Criteria | Assessment Evidence |
|--|---|
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Pre-Mid-Post Assessment tools Checks for understanding Observation/Anecdotal Records Sketchbook assignments - weekly Student questions/comments Teacher questions and prompts Studio performance and hands-on activities Performance tasks (planning, in-progress, final) Critiques (in-progress, personal written reflection) Self-assessments Quizzes |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Collaborative Assessment - conferencing with the teacher Peer coaching Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. Parental input and consultation. |

COURSE NAME: DRAWING 2.3

*Developers: Holmen HS
Art Teachers*

Development Date: 2014

Instructional Level: 9-12

*Unit: Creative Expression – Materials,
Tools, & Techniques*

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1, 6,
C.12.1-10,
D.12.4-6,
E.12.1, 3-5,
F.12.1-2,
G.12.1-4,
H.12.2-4,
I.12.1-4, 7,
J.12.1-2, 5-7, 9-10,
K.12.3-4,
L.12.1-4

Common Core Art Standards

RH 12.1-2,4-5,7,9,10
RST 12.1-2,4-5,7,9,10
WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.
SL.12. 1a.c 2, 3, 4, 5, 6
L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Proficiently understand, select and apply visual arts media, tools, techniques, processes and technology, with accepted safe and responsible use of materials, tools, and equipment.

Meaning

UNDERSTANDINGS

Students will understand that...

- Advanced usage with drawing media combines personal expression with form and function.
- Art influences come from every time period, civilization, culture and geographical location.
- Varied complex qualities, conditions, tools, and techniques applied to advanced methods of drawing, influence sophisticated artistic construction.
- Art develops sophisticated competencies and highly creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.
- Proper, complex use of materials and tools as it relates to safe and appropriate technical proficiency is vital in the drawing studio.
-

ESSENTIAL QUESTIONS

- What is drawing?
- What are some of the drawing you have heard of before? What part of your everyday life did you encounter this drawing?
- What complex drawing techniques, tools, and processes best express your art concepts?
- How can a single medium, or technique, be used to create multiple effects in works of art?
- What conflicts might be encountered in sophisticated drawings?
- How can advanced knowledge and skills in art prepare us for life, the workplace, or the professional art environment?

| Acquisition | |
|--|---|
| <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use an advanced vocabulary unique to the visual arts to communicate verbally and in writing. • How to apply reading, and listening skills through articles and advanced multimedia study/research of drawing. • How deeper knowledge of drawing conditions, tools, techniques, and processes provide a solid foundation for successful drawing work. • How to skillfully select, apply and adapt the knowledge of the elements of art and the principles of design to convey complex ideas in works of art. • How to balance disciplined experimentation and safety, freedom and responsibility while creating high-level art. • How to select and expertly apply advanced level drawing materials, tools, processes to achieve decorative meaning and /or function in art. • How to identify and skillfully control the different states of advanced drawing and the limitations of each state. • How to conduct themselves with high-level proficiency in cooperative practices with the use and maintenance of the sophisticated drawing equipment. • Maintain an advanced record of complex ideas, thoughts, and progressive artwork through the use of highly detailed | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (drawing), both verbally and written form, to express complex observations. • Researching, understanding, and explaining complex visual works' themes and ideas. • Communicating and defending the use of sophisticated visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Selecting and using appropriate advanced drawing materials, techniques, and tools. • Creating sophisticated drawings that are complex in composition while achieving high-level mastery of the intended form and/or functional purpose. • Advanced experimentation with advanced drawing processes and techniques while creating art that deeply expresses personal experiences and/or intended meaning. • Time management, demonstrating a highly efficient 'studio workflow' starting with visualizing, followed by sophisticated application of complex techniques to successfully complete a quality work of art. • Applying their in-depth understanding of the visual arts as connections are created between their art, other disciplines, and daily life. |

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| | sketchbook entries. <ul style="list-style-type: none"> How to assess complex artwork in progress and/or completed through sophisticated individual analysis. | |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Pre-Mid-Post Assessment tools Checks for understanding Observation/Anecdotal Records Sketchbook assignments - weekly Student questions/comments Teacher questions and prompts Studio performance and hands-on activities Performance tasks (planning, in-progress, final), drawing pieces such as: <ul style="list-style-type: none"> Caricatures Optical Illusions Etching with Scratchboard Charcoal Drawings from Observation Critiques (in-progress, personal written reflection) Self-assessments Quizzes | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> Collaborative Assessment - conferencing with the teacher Peer coaching Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. Parental input and consultation. | |

COURSE NAME: DRAWING 2.4

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Culture, History & Connection

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.3-5,
B.12.1-6, 8
D.12.1-3
I.12.3-5,
J.12.4, 8,
K.12.1, 5,
L.12.7

Common Core Art Standards

RH 12.1-2,4-5,7,9,10
RST 12.1-2,4-5,7,9,10
WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.
SL.12. 1a.c 2, 3, 4, 5, 6
L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Understand and analyze the role, development, and continuing connection of the arts in relation to world cultures, history and society.

Meaning

UNDERSTANDINGS

Students will understand that...

- Timeless works of art are deemed important for a number and variety of reasons.
- Art preserves and depicts history in ways that words cannot.
- Art influences come from every time period, civilization, culture and geographical location.
- The means to create art changes with the historical and geographical changes.
- The point of studying the arts is to foster meaning, create deeper emotional response and more inventive decision-making, while fostering artistic appreciation, interpretation, imagination, significance and value.
- Experts can, do and will disagree about the value, power and source of art.

ESSENTIAL QUESTIONS

- Does art define culture, or culture defines art?
- What do drawn works reveal about history or a culture?
- How does the art piece reflect and inform the culture in which it was created?
- What is old and what is new in any work of art? (style, technique and technologies)
- How important is “new” in art? (trends, techniques, and technologies)
- What makes some works of art great?
- When does a work of art have merit?

Acquisition

Students will KNOW...

- How to use vocabulary unique to the visual arts

Students will be skilled at (DO)...

- Using the language of art (drawing), both verbally

| | | |
|--|--|---|
| | <p>to communicate verbally and in writing as it relates historically and culturally.</p> <ul style="list-style-type: none"> • How to make thoughtful choices to create meaning in art. • Art is a reflection of time, place, and society. • How to express the complexities of spirit and passion of a society as a visual presence in art. • How to explore complex meaning of artists and cultures, past and present, use art to communicate ideas. • How to analyze artistic diversity. • Art history timeline in the relationship to the advancements in drawing technology. | <p>and written form, to express observations.</p> <ul style="list-style-type: none"> • Researching, understanding, and explaining visual works' themes, ideas, and message in as it relates historically and culturally. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning of past traditions, norms, practices, values and beliefs. • Creating artwork which expresses personal experiences and/or intended meaning. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system and global view informed by the visual arts. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes | |

| | |
|--|--|
| | OTHER EVIDENCE: <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. • Parental input and consultation. |
|--|--|

| COURSE NAME: DRAWING 2.5 | | | |
|--|--|---|--------------------------------|
| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Aesthetic Valuing</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS G.12.1-4 H.12.1-6 Common Core Art Standards RH 12.1-2,4-5,7,9,10 RST 12.1-2,4-5,7,9,10 WHST12.1.a.c.d. 2.a.b.c.d.e 4. 5.7.8.9. SL.12. 1a.c 2, 3, 4, 5, 6 L.12. 4. 6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Critically and objectively analyze characteristics, merits and intended meanings of works of art. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. • By examining and considering choices artists make, interpretation of final works promotes critical creative thinking in future challenges. • Artists may create art of derived meaning to convey a message. • Analyzing art is an evaluation that reveals knowledge of how form communicates meaning. • Unsuccessful efforts can be a constructive part of the creative process. | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How do artists use the language of art to articulate ideas and inform aesthetic judgments? • How can a viewer “read” art? • How do life experiences influence works of art? • How are similarities and differences defined among works of art? • How can art communicate cultural philosophies? • Investigate works of art, and speculate why they were created? • What makes some works of art great? • How is learning deepened through the study of art? | |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> • Art develops competencies and creative skills to communicate, that contribute to lifelong learning and career readiness. • People analyze art based on various criteria. | |
| | <p style="text-align: center;">Acquisition</p> <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts to communicate verbally and in writing when reflecting upon and assessing works of art. • How to articulate thoughts and informed aesthetic judgments when analyzing their own art and works of others through critique. • How to analyze works of art to speculate why they were created. • How to describe personal responses to selected works of art. • How to investigate, reflect, form, and validate opinions through experiences and meaningful resources. • How to evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art. • How to describe by what manner a work of art can convey a voice of one or a voice of many. • How to analyze unsuccessful efforts to reflect and refine works of art. | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (drawing), both verbally and written form, to express detailed observations. • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and validating the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Assessing compositional and expressive ideas to form and validate a deeper intended meaning of their art and of others through knowledge of current trends, experiences and meaningful resources. • Analyzing unsuccessful personal efforts to reflect upon and refine works of art. • Applying their understanding of aesthetic to decisions made in daily life, developing a personal belief system, career readiness and global awareness. |

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

| Evaluative Criteria | Assessment Evidence |
|--|---|
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. • Parental input and consultation. |

Drawing 2 - RUBRIC SAMPLE



COLOR PAGE ASSESSMENT RUBRIC

Address each criteria with thoughtful consideration.

| | | | | | | | |
|---|--|-----------|------|---------|-------------------|--------------------|-----------------------|
| Name: | | | | | | Hour: | |
| Art work: | | | | | | Date: | |
| Circle the number in pencil that best shows how well you feel that you completed that criterion for the assignment. | | Excellent | Good | Average | Needs Improvement | Rate Yourself | Teacher's Rating |
| Criteria 1 – Objectives followed – did you carefully incorporate all of the projects requirements? | | 10-9 | 8-7 | 7-6 | 5 or less | | |
| Criteria 2 – Coloring of page design – did you use multiple (3 or more) different colors to show <i>value for form, texture of surfaces, or depth of field</i> . | | 10-9 | 8-7 | 7-6 | 5 or less | | |
| Criteria 3 – Attention to detail – did you keep revisiting your work to look for areas that needed improving. | | 10-9 | 8-7 | 7-6 | 5 or less | | |
| Criteria 4 – Effort: took time to develop idea & complete project? (Didn't rush.) Good use of creative time? " <i>Looks finished!</i> " | | 10-9 | 8-7 | 7-6 | 5 or less | | |
| Criteria 5 – Craftsmanship – Coloring application – neatly applied color so that pencil marks cannot be detected. Neatness, clean & complete? Skillful use of the art tools & media? | | 10-9 | 8-7 | 7-6 | 5 or less | | |
| Total: 50 x 2 (100 possible points) | Letter Grade: (What would you give?) | | | | | Your Total: | Teacher Total: |

Student Comments:

Teacher Comments:

ART MAKING NATIONAL STANDARDS:

| 1 | 2 | 3 | 5 | 6 |
|---|---|--|---|--|
| Understanding and applying media, techniques, and processes | Using knowledge of structures and functions | Choosing and evaluating a range of subject matter, symbols, and ideas | Reflecting upon and assessing the characteristics and merits of their work and the work of others | Making connections between visual arts and other disciplines (OPTIONAL) |
| Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks | Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art | Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture | Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works | |
| Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use | Students evaluate the effectiveness of artworks in terms of organizational structures and functions | Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life | Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts | Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences |
| | Students create artworks that use organizational principles and functions to solve specific visual arts problems | | Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art | |

Grade given by teacher: _____
Last updated on: 11/13/2014

THE ART CRITIQUING PROCESS

The Art Critiquing Process is a method of organizing the facts and your thoughts about a particular work of art. In some ways it is similar to the Scientific Method used in your science classes. The Art Critiquing Process is broken down into FOUR areas. Each area specifically looks at one section. The FOUR steps are Description, Analysis, Interpretation and Judgment. Each section must be covered in order, beginning with Description. This order helps you to organize your thoughts and to make intelligent and educated statements about a work of art. It is very important that you are familiar with the Elements of Art and the Principles of Design as they will provide you with the vocabulary and knowledge necessary to critique art intelligently.

Please remember that not all people are going to agree with everything you may say. People bring into the Art Critiquing Process their own sets of stored knowledge and experiences that are unique to them.

Also included in this section is the Credit Line. Often the Credit Line contains some valuable clues about a work of art. These clues can be used in your Description, Analysis or Interpretation. Let's see exactly how the Art Critiquing Process is broken down. Then we'll have an opportunity to try our hand at critiquing works of art. Make sure you explore each section in detail.

Description -- Often the first thing you do when you look at a work of art is to say "I like it" or "I think that is a terrible piece of art!" It is very difficult not to jump to your opinions first. However, in order to make intelligent statements and educated guesses, we must follow the Art Critiquing Process and begin with **Description**. **Description** simply means to describe the picture. Tell what you see. Talk about the subject, the medium and any information you have gotten from reading the Credit Line, if there is one. This is NOT the place to add your opinions. You must be objective, like a detective who is surveying the scene of a crime and writing down only what she sees

Analysis -- The next step of the Art Critiquing Process. Here is the section where you will express your thoughts about what the message of the artwork is. What idea does this work represent? This section relies on your knowledge of the Elements Of Art and Principles of Design to articulate in an intelligent manner the information or clues you see in the work.

Interpretation -- is the next step. Here you are invited to express your opinions about what you think the artist meant. Now you have the opportunity to discuss what this work means to you.

Judgment -- an important section where you can express your opinion. What do you think about this piece of work? Is it successful? Do you like it? You should be able to give some reasons as to why you like or do not like a work of art.

Credit Line -- is information that is usually published whenever a work of art is printed in a book, on a poster, or on a website. The Credit Line usually contains information such as the name of the artist, the title of the artwork and what medium or combination of mediums was used to create the work. The Credit Line often contains important information you would use in the **Description** portion of the **Art Critiquing Process**.

DRAWING:

The Vocabulary List

aesthetic --Relating to standards of beauty and art.

analysis-- The second stage in the art critiquing process focusing on identifying how an artist uses the elements of art and principles of design.

balance -- An equal arrangement of specific elements within a composition deliberately organized by the artist. Elements could include color, line, shape, or texture etc. for example.

color -- The element of art that is derived from reflected light.

composition -- In the visual arts it refers to the structure or organization of a work.

contrast --The amount of darkness or brightness between colors.

criticism --The process of describing, analyzing, interpreting, and judging works of art.

culture -- Culture is the values, customs, language, history, and traditions of a group of people.

dominant -- An area, element of art or principle of design that is a main focal point in a work of art.

drawing -- the making of marks, representing an image on a surface by means of adding lines and shades, such as with a pencil, crayon, pen, chalk, pastels, etc.

Elements of Art -- The language of art of the basic elements used when producing works of art. Those elements are color, value, line, shape, form, texture, and space. They can be used to describe a work of art.

emphasis -- The Principle of Design that appears to be the dominant, or the most noticeable quality of a work of art. Artists deliberately manipulate the elements of art to create such emphasis.

figurative -- Artwork representing the human form or an animal.

folk art -- Often textile or decorative arts made by people who have had little or no formal art training. Many of these folk arts are native to particular regions and have been produced over many generations.

form -- An Element of Art that is represented by three-dimensions (height, width, and depth) and encloses space. For example, a triangle, which is two-dimensional, is a shape, but a

pyramid, which is three-dimensional, is a form. Cubes, spheres, pyramids, cone, and cylinders are examples of various forms.

formalism -- One of the three theories of art, this one emphasizes the design qualities of a work.

genre -- A style or category of art characterized by representing scenes of everyday images of life.

harmony -- The principle of design that creates unity and harmony by stressing separate but related parts. Repetition is one example of a way that harmony is achieved.

imitational -- A theory of art which the realistic representation of objects is considered the most important means of measuring the success of a work of art.

intensity -- A term referencing the brightness or dullness of a color. The purity of a color is affected by adding other colors to the original, changing its intensity.

judgment -- The final step in the Art Critiquing Process in which the viewer determines the merit or success of a particular work of art.

line -- A mark created by moving a point along in one direction.

media -- The plural form of medium.

medium -- The material used to create a work of art.

mood -- A feeling inferred by an artist and felt by the viewer.

motif -- A design or designed image that is repeated over and over with little to no differences.

movement -- An illusion created by the artist to convey action in a piece of stationery art. This can be achieved by repetition, adding lines, or careful placement of objects.

narrative art -- Art which visually tells a story or relays information about an important event.

negative space -- The empty area or seemingly unimportant background area in an artwork.

original -- A unique work considered to be the first of its kind.

organic -- A shape having none of the geometric angularity associated with other shapes such as squares, triangles, rectangles, etc. Organic shapes are fluid and often are associated with things that occur in nature.

positive space -- The area(s) of a work of art that are filled with meaningful intentions. Often, it is the positive space that contains the image the viewer is expected to recognize.

primary colors -- The three colors, blue, red and yellow, from which most other colors can be made. Primary colors can not be mixed from other colors.

proportion -- Means one part in relation to another. Artists use their sense of Proportion to make statements or express a particular feeling about a subject in a work of art.

Principles of Design -- The rules by which an artist organizes the Elements of Art to create a work of art.

repetition -- A series of repeated elements.

rhythm -- A Principle of Art that refers to the visual movement created by repeating specific Elements of Art.

secondary colors -- The colors obtained by mixing equal amounts of two primary colors. The secondary colors are orange, green, and violet. Yellow and red create orange. Yellow and blue create green. Blue and red create violet.

shade -- Adding black (or other dark color) to a pure color to darken it. More black creates darker shades.

shape -- An object represented in two dimensions.

sketch -- A rough drawing capturing the most important features of a chosen subject and is usually used as a preliminary study.

space -- As an Element of Art, space is created by the emptiness between, around, behind or within a given object or group of objects. Space defines shapes.

style --An artist's personal way of using the Elements of Art and Principles of Design to convey his/her feelings and ideas. Style is also used to classify groups of artists who shared similar artist expressions.

subject -- The image that viewers can easily recognize in a work of art.

symbol -- Something that stands for or represents something else.

symmetry -- A special type of formal balance in which a work of art can be mentally or visually divided into two identical halves, a mirror image.

tapestry -- A heavy, hand woven textile depicting monumental scenes. Tapestries are designed to be hung on walls.

technique -- The way in which an artist uses a material to achieve a desired effect.

textiles -- Any material made with yarns, cloth or fibers.

texture -- An Element of Art which refers to how a surface feels or looks like it would feel.

tint -- Adding white to a color to lighten the value of that color. The more white that is added, the lighter the tint.

two-dimensional -- Any object or area having height and width, but no depth; flat.

unity -- The quality of wholeness achieved by such manipulation of the Elements of Art to achieve simplicity and repetition.

value -- An Element of Art, it is the lightness or darkness of a color. 2) The measure by which a work of art is viewed to be successful or meaningful, worthy of being studied.

value scale -- An organized linear scale of color swatches ranging from the darkest of shades, to the pure color and then on to the gradual tints of that color. A value scale usually begins with black and ends with white.

variety -- A Principle of Design that refers to the way an artist uses differences and various contrasts to add visual interests to a work.

viewer -- The person who looks at a work of art.

weaving -- The interlacing of yarn or thread to make cloth.

weight -- The psychological or visual importance of an area or element

COURSE NAME: PAINTING 1.1

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Communication & Connections

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1,6,
C.12.1-4,10,
D.12.4-6,
E.12.1, 3-5,
G.12.1-4,
H.12.1-6,
I.12.1-2, 6-7,
J.12.10-2, 5-7, 9-10,
K.12.3-4,
L.12.1-4

Common Core Art Standards

RH 12.1-2,4-5,7,9,10

RST 12.1-2,4-5,7,9,10

WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.

SL.12. 1a.c 2, 3, 4, 5, 6

L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Recognize, understand and use the visual arts as a form of communication expressing ideas literally, verbally and aesthetically, as they connect and apply what is learned in the visual arts to other art forms, content areas, career skills, and lifelong learning.

Meaning

UNDERSTANDINGS

Students will understand that...

- Art is a universal form of communication that transcends all language barriers.
- Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art and Principles of Design.
- Art influences come from every time period, civilization, culture and geographical location.
- By studying art, one can understand society and the individual, to their own and other world cultures.
- Artists may create art of derived meaning to convey a message.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.
-

ESSENTIAL QUESTIONS

- What is Art?
- What are some purposes of art?
- What can we learn from studying art?
- How do artists use the language of art in communication?
- How can art (Painting) be used to show a person's identity?
- How does art encourage conversation and allow for multiple interpretations?
- How can art communicate cultural philosophies?
- Why do some artists learn 'rules in visual art' only to break them?
- Investigate works of art, and then speculate why they were created?
- Describe how knowledge and skills in art prepare us as 21st Century thinkers for life and the workplace?

| Acquisition | |
|--|--|
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts (Painting) to communicate verbally and in writing. • How to make thoughtful choices to create meaning in art. • How to develop personal aesthetic criteria to communicate artistic choice. • How to explore complex meaning of the Elements of Art and Principles of Design to communicate artistic purpose. • How to express the complexities of spirit and passion as a visual presence in art. • How to use respectful interpersonal skills when communicating with peers. • How to attempt multiple solutions to expressive problems in art. |
| | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Painting), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Creating artwork which expresses personal experiences and/or intended meaning. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Time management, demonstrating an effective 'studio workflow' starting with creating an image to completing a painting. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
| Stage 2 - Evidence | |
| <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | |
| Evaluative Criteria | Assessment Evidence |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools (quizzes) • Checks for understanding |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Observation/Anecdotal Records • Sketchbook assignments – weekly homework • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • One-on-One Instruction • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: PAINTING 1.2

| | | | |
|--|---|--|----------------------------------|
| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Artistic Perception</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.6, B.12.2, C.12.1-7,9, D.12.4, F.12.1-2, G.12.1-2, I.12.1,3, J.12.10, | Transfer | | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Recognize, understand and apply the elements of art, principles of design, and sensory and expressive qualities of the visual arts, as they develop an understanding between process and product, and personal direction. | | |
| | Meaning | | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Art utilizes a system of visual symbols to communicate the intended meaning or | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are the elements of art? What are principles of design? • How do artists use the elements of art and | |

| | | |
|--|---|--|
| <p>L.12.2</p> <p>Common Core Art Standards</p> <p>RH 12.1-2,4-5,7,9,10</p> <p>RST 12.1-2,4-5,7,9,10</p> <p>WHST12.1.a.c.d. 2.a.b.c.d.e 4.5.7.8.9.</p> <p>SL.12. 1a.c 2, 3, 4, 5, 6</p> <p>L.12. 4. 6</p> | <p>function – Elements of Art.</p> <ul style="list-style-type: none"> Principles of Design are used to effectively organize the elements of art in a work of art. Art influences come from every time period, civilization, culture and geographical location. Artists may create art of derived meaning to convey a message. Art develops competencies in problem solve skills that contribute to lifelong knowledge and perception, supporting career readiness. The means to create art always changes. Individuals will recognize themselves as artists and capable of creating and evaluating art. | <p>principles of design as building blocks to cohesively organize a work of art?</p> <ul style="list-style-type: none"> How can these concepts be applied in other areas? (careers, disciplines, life) Why do some artists learn ‘rules in visual art’ only to break them? Investigate works of art, then speculate why they were created? Why do artists consider multiple approaches to visual problems? How can knowledge and skills in art prepare us for life and the workplace in the 21st Century? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> The elements of art and principles of design and apply these to their art work. How to discuss and critique a work of art using appropriate vocabulary. About opportunities and careers in art. Various materials, methods, and techniques to create art. How to problem solve when processes fail/change and learn success from the experience. How to maintain a record of ideas, thoughts, progress, and artwork through regular sketchbook entries. | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Using the language of art (Painting), both verbally and written form, to express observations. Researching, understanding, and explaining visual works’ themes and ideas. Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. Creating artwork which expresses personal experiences and/or intended meaning. Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. |

| | | |
|---|---|--|
| | | <ul style="list-style-type: none"> • Time management, demonstrating an effective 'studio workflow' starting with creating an image to completing a painting. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

COURSE NAME: PAINTING 1.3

*Developers: Holmen HS
Art Teachers*

Development Date: 2014

Instructional Level: 9-12

*Unit: Creative Expression – Materials,
Tools, & Techniques*

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1, 6,
C.12.1-10,
D.12.4-6,
E.12.1, 3-5,
F.12.1-2,
G.12.1-4,
H.12.2-4,
I.12.1-4, 7,
J.12.1-2, 5-7, 9-10,
K.12.3-4,
L.12.1-4

Common Core Art Standards

RH 12.1-2,4-5,7,9,10

RST 12.1-2,4-5,7,9,10

WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.

SL.12. 1a.c 2, 3, 4, 5, 6

L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Understand, select and apply visual arts media, tools, techniques, processes and technology, with accepted safe and responsible use of materials, tools, and equipment.

Meaning

UNDERSTANDINGS

Students will understand that...

- Working with Paint combines personal expression with form and function.
- Art influences come from every time period, civilization, culture and geographical location.
- Varied qualities, conditions, tools, and techniques that are specific to knowledge of Paint influence artistic construction.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.
- Proper use of materials and tools as it relates to safe and appropriate technical proficiency is vital in the Painting studio.

ESSENTIAL QUESTIONS

- What is Painting?
- What is Paint?
- What are some types of paint you have heard of before? What part of your everyday life did you encounter this Paint?
- What painting techniques, tools, and processes best express your art concepts?
- How can a single medium, or technique, be used to create multiple effects in works of art?
- What conflicts might be encountered in a painting?
- How can knowledge and skills in art prepare us for life, the workplace, or the professional art environment?

Acquisition

Students will KNOW...

- How to use vocabulary unique to the visual arts to communicate verbally and in writing.
- How to apply reading, and listening skills

Students will be skilled at (DO)...

- Using the language of art (Painting), both verbally and written form, to express observations.

| | | |
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| | <p>through articles and multimedia study/research of Paint basics.</p> <ul style="list-style-type: none"> • How basic knowledge of Paint conditions, tools, techniques, and processes provide a foundation for successful Paint work. • How to select, apply and adapt the knowledge of the elements of art and the principles of design to convey ideas in works of art. • How to balance experimentation and safety, freedom and responsibility while creating a painted work. • How to select and apply Paint materials, tools, processes to achieve intended decorative meaning and /or function in art. • How to identify the different states of Paint and the limitations of each state. • How to conduct themselves responsibly in cooperative practices in the use and maintenance of the Painting equipment and studio. • Maintain a record of ideas, thoughts, progress, and artwork through the use of sketchbook entries. • How to assess artwork in progress and/or completed through individual analysis. | <ul style="list-style-type: none"> • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Selecting and using appropriate painting materials, techniques, and tools. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Creating Paint works that are structurally sound while achieving the intended form and/or functional purpose. • Experimentation with Paint processes and techniques when creating art expresses personal experiences and/or intended meaning. • Time management, demonstrating an effective 'studio workflow' starting with creating an image to completing a painting. • Applying their understanding of the visual arts as connections are made between their art, other disciplines, and daily life. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools | |

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| | <ul style="list-style-type: none"> • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final), Paint pieces such as: <ul style="list-style-type: none"> ○ Watercolor weaving ○ Watercolor painting ○ Acrylic landscape painting ○ Artist's choice of media and subject • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: PAINTING 1.4

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| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Culture, History & Connection</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS | <i>Transfer</i> | | |
| A.12.3-5, B.12.1-6, 8 D.12.1-3 I.12.3-5, | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Understand and analyze the role, development, and continuing connection of the arts in relation to world cultures, history and society. | | |
| | <i>Meaning</i> | | |

| | | |
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| <p>J.12.4, 8, K.12.1, 5, L.12.7</p> <p>Common Core Art Standards</p> <p>RH 12.1-2,4-5,7,9,10</p> <p>RST 12.1-2,4-5,7,9,10</p> <p>WHST12.1.a.c.d. 2.a.b.c.d.e 4. 5.7.8.9.</p> <p>SL.12. 1a.c 2, 3, 4, 5, 6</p> <p>L.12. 4. 6</p> | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Timeless works of art are deemed important for a number and variety of reasons. Art preserves and depicts history in ways that words cannot. Art influences come from every time period, civilization, culture and geographical location. The means to create art changes with the historical and geographical changes. The point of studying the arts is to foster meaning, making deeper emotional response and more inventive decision-making, while fostering artistic appreciation, interpretation, imagination, significance and value. Experts can, and do, disagree about the value, power and source of art. | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Does art define culture, or culture defines art? What do paintings reveal about history or a culture? How does the art piece reflect and inform the culture in which it was created? What is old and what is new in any work of art? (style, technique and technologies) How important is “new” in art? (trends, techniques, and technologies) What makes some works of art great? When does a work of art have merit? |
| | <p>Acquisition</p> | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> How to use vocabulary unique to the visual arts to communicate verbally and in writing as it relates historically and culturally. How to make thoughtful choices to create meaning in art. Art is a reflection of time, place, and society. How to express the complexities of spirit and passion of a society as a visual presence in art. How to explore complex meaning of artists and cultures, past and present, use art to communicate ideas. | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Using the language of art (Painting), both verbally and written form, to express observations. Researching, understanding, and explaining visual works’ themes, ideas, and message in as it relates historically and culturally. Communicating and defending the use of visual symbols, themes, and ideas used to express meaning of past traditions, norms, practices, values and beliefs. Creating artwork which expresses personal experiences and/or intended meaning. |

| | | |
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| | <ul style="list-style-type: none"> • How to analyze artistic diversity. • Art History timeline in the relationship to the advancements in Painting technology. | <ul style="list-style-type: none"> • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system and global view informed by the visual arts. |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

COURSE NAME: PAINTING 1.5

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Aesthetic Valuing

Stage 1 Desired Results

ESTABLISHED GOALS

G.12.1-4

H.12.1-6

Common Core Art Standards

RH 12.1-2,4-5,7,9,10

RST 12.1-2,4-5,7,9,10

WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.

SL.12. 1a.c 2, 3, 4, 5, 6

L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Critically and objectively analyze characteristics, merits and intended meanings of works of art.

Meaning

UNDERSTANDINGS

Students will understand that...

- Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- By examining and considering choices artists make, interpretation of final works promotes critical creative thinking in future challenges.
- Artists may create art of derived meaning to convey a message.
- Analyzing art is an evaluation that reveals knowledge of how form communicates meaning.
- Unsuccessful efforts can be a constructive part of the creative process.
- Art develops competencies and creative skills to communicate, that contribute to lifelong learning and career readiness.
- People analyze art based on various criteria

ESSENTIAL QUESTIONS

- How do artists use the language of art to articulate ideas and inform aesthetic judgments?
- How can a viewer “read” art?
- How do life experiences influence works of art?
- How are similarities and differences defined among works of art?
- How can art communicate cultural philosophies?
- Investigate works of art, and speculate why they were created?
- What makes some works of art great?
- How is learning deepened through the study of art?

Acquisition

Students will KNOW...

- How to use vocabulary unique to the visual

Students will be skilled at (DO)...

- Using the language of art (Painting), both

| | | |
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| | <p>arts to communicate verbally and in writing when reflecting upon and assessing works of art.</p> <ul style="list-style-type: none"> • How to articulate thoughts and informed aesthetic judgments when analyzing their own art and works of others through critique. • How to analyze works of art to speculate why they were created. • How to describe personal responses to selected works of art. • How to investigate, reflect, form, and validate opinions through experiences and meaningful resources. • How to evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art. • How to describe by what manner a work of art can convey a voice of one or a voice of many. • How to analyze unsuccessful efforts to reflect and refine works of art. | <p>verbally and written form, to express observations.</p> <ul style="list-style-type: none"> • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and validating the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Assessing compositional and expressive ideas to form and validate intended meaning of their art and of others through knowledge of current trends, experiences and meaningful resources. • Analyzing unsuccessful personal efforts to reflect upon and refine works of art. • Applying their understanding of aesthetic to decisions made in daily life, developing a personal belief system, career readiness and global awareness. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts | |

| | |
|--|---|
| | <ul style="list-style-type: none">• Studio performance and hands-on activities• Performance tasks (planning, in-progress, final)• Critiques (in-progress, personal written reflection)• Self-assessments• Quizzes |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">• Collaborative Assessment - conferencing with the teacher• Peer coaching• Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success• Parental consultation and input |



Painting 1 - RUBRIC SAMPLE

Watercolor Evaluation

This assignment is worth 100 points. Following directions and technical skill will count for 30 points a piece. Creativity and Effort/Time Management will each count for 20 points. On the back side of this evaluation you are asked to talk about why the assignment was good and why it was not. You are also asked to explain on the back of this sheet what letter grade you deserve and why?

Great Job

Successful

Needs Work

Followed Directions

Artist completed the piece following all of the required instructions outlined in the syllabus and expressed by Ms. Michels

Technical Skill

Artist utilized the methods and techniques discussed in class that are necessary to compose an appealing piece.

Creativity

Work exhibits unique expression of ideas and original concepts that enhance the overall piece.

Effort and Time Management

Artist properly managed time and stayed on task during class. The artist also put forth the effort necessary to create the best work possible.

Don't forget, on the back of this paper explain what grade do you deserve on this assignment and why?

COURSE NAME: PAINTING 2.1

*Developers: Holmen HS
Art Teachers*

Development Date: 2014

Instructional Level: 9-12

Unit: Communication & Connections

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1,6,
C.12.1-4,10,
D.12.4-6,
E.12.1, 3-5,
G.12.1-4,
H.12.1-6,
I.12.1-2, 6-7,
J.12.10-2, 5-7, 9-10,
K.12.3-4,
L.12.1-4

Common Core Art
Standards

RH 12.1-2,4-5,7,9,10
RST 12.1-2,4-5,7,9,10
WHST12.1.a.c.d.
2.a.b.c.d.e 4. 5.7.8.9.
SL.12. 1a.c 2, 3, 4, 5, 6
L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Recognize, understand and use the visual arts as an advanced form of communication deeply expressing ideas literally, verbally and aesthetically, as they intuitively connect and apply what is learned in the visual arts to other art forms, content areas, career skills, and lifelong learning.

Meaning

UNDERSTANDINGS

Students will understand that...

- Art is a universal form of communication that transcends all language barriers.
- Art utilizes a system of visual symbols to communicate proficiently the intended meaning or function – Elements of Art and Principles of Design.
- Art influences come from every time period, civilization, culture and geographical location.
- By studying art, one can deeply appreciate society and the individual, to their own and other world cultures.
- Artists may create art of great meaning to convey a profound message.
- Art develops competencies and highly creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.

ESSENTIAL QUESTIONS

- What is Art?
- What are some innovative purposes of art?
- What can we learn from studying art?
- How do artists use the language of art in communication?
- How can art (Painting) be used to skillfully showcase a person's identity?
- How does art inspire thoughtful conversation and allow for multiple profound interpretations?
- How can art communicate a broad range of cultural philosophies?
- Why do some artists learn 'rules in visual art' only to then explore and experiment with alternate, methods?
- Investigate works of art, and then speculate why they were created?
- Describe how advanced knowledge and skills in art prepare us as 21st Century thinkers for life and the workplace?

| Acquisition | |
|--|---|
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to skillfully use vocabulary unique to the visual arts (Painting) to communicate verbally and in writing. • How to make confident, thoughtful choices to create in-depth meaningful art. • How to further develop personal aesthetic criteria to skillfully communicate artistic choice. • How to thoroughly explore extensive meaning of the Elements of Art and Principles of Design to communicate artistic purpose. • How to confidently express the complexities of spirit and passion as a visual presence in sophisticated art. • How to use highly effective and respectful interpersonal skills when communicating with peers. • How to analyze and distinguish multiple solutions that solve expressive problems in art. |
| | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Painting), both verbally and written form, to express detailed observations. • Researching, understanding, and explaining complex visual works' themes and ideas. • Effectively communicating and defending the use of visual symbols, themes, and ideas used to express sophisticated meaning and intent of original works of art. • Creating artwork that expresses in-depth personal experiences and/or intended meaning. • Analyzing compositional complex and expressive ideas or problems, refining artistic process when needed to achieve intended meaning in art. • Time management, demonstrating an accelerated effective 'studio workflow' starting with creating an image to completing a painting. • Skillfully applying their advanced understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
| Stage 2 - Evidence | |
| <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | |
| Evaluative Criteria | Assessment Evidence |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools (quizzes) |

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| | <ul style="list-style-type: none"> • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • One-on-One Instruction • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: PAINTING 2.2

| | | | |
|---|---|---|----------------------------------|
| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Artistic Perception</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.6, B.12.2, C.12.1-7,9, D.12.4, F.12.1-2, G.12.1-2, I.12.1,3, J.12.10, | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Recognize, understand and skillfully apply the elements of art, principles of design, and highly expressive qualities of the visual arts, as they develop an advanced understanding between process and product, and personal direction. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • Art utilizes a comprehensive system of visual symbols to communicate the | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • What are the elements of art? What are principles of design? • How do artists use advanced forms of the | |

| | | |
|---|---|---|
| <p>L.12.2</p> <p>Common Core Art Standards</p> <p>RH 12.1-2,4-5,7,9,10 RST 12.1-2,4-5,7,9,10 WHST12.1.a.c.d. 2.a.b.c.d.e 4. 5.7.8.9. SL.12. 1a.c 2, 3, 4, 5, 6 L.12. 4. 6</p> | <p>intended meaning or function – Elements of Art.</p> <ul style="list-style-type: none"> Principles of Design are skillfully used to effectively organize the elements of art. Art influences come from every time period, civilization, culture and geographical location. Artists may create art of derived meaning to convey a sophisticated message. Art develops competencies in complex problem solving skills that contribute to lifelong knowledge and perception, supporting career readiness. Skillful, innovative methods and practices for creating art with progressive outcomes are ever changing. Individuals will recognize themselves as serious artists and highly experienced in creating and evaluating art. | <p>elements of art and principles of design as building blocks to cohesively organize a work of art?</p> <ul style="list-style-type: none"> How can these concepts be refined and applied in other areas? (careers, disciplines, life) Why do some artists learn ‘rules in visual art’ then continually explore alternate methods of breaking them? Intuitively, investigate works of art, then speculate why they were created? Why do artists consider multiple innovative approaches to complex visual problems? How can advanced knowledge and high-level skills in art prepare us to be more successful in life and the workplace in the 21st Century? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> The complexities of elements of art and principles of design along with how to proficient, skillful application of these in their artwork. How to analyze, discuss and critique a work of art using advanced level vocabulary appropriately. How to make thoughtful choices towards competitive opportunities and careers in art. How to effectively control various complex stages materials, methods, and techniques to create art. | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Using the language of art (Painting), both verbally and written form, to express detailed observations. Researching, understanding, and explaining complex visual works’ themes and ideas. Effectively communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. Creating artwork that expresses in-depth personal experiences and/or intended meaning. |

| | <ul style="list-style-type: none"> • How to analyze and perceive multiple solutions when processes fail or change and be willing to learn from the experience. • How to maintain a detailed, accurate record of in-depth thoughts, ideas, progress, and artwork through sketchbook entries. | <ul style="list-style-type: none"> • Analyzing compositional complex and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Time management, demonstrating an accelerated effective 'studio workflow' starting with creating an image to completing a painting. • Skillfully applying their advanced understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
|--|---|---|
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

COURSE NAME: PAINTING 2.3

*Developers: Holmen HS
Art Teachers*

*Development Date:
2014*

Instructional Level: 9-12

*Unit: Creative Expression – Materials,
Tools, & Techniques*

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1, 6,
C.12.1-10,
D.12.4-6,
E.12.1, 3-5,
F.12.1-2,
G.12.1-4,
H.12.2-4,
I.12.1-4, 7,
J.12.1-2, 5-7, 9-10,
K.12.3-4,
L.12.1-4

Common Core Art Standards

RH 12.1-2,4-5,7,9,10
RST 12.1-2,4-5,7,9,10
WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.
SL.12. 1a.c 2, 3, 4, 5, 6
L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Understand, select and apply visual arts media, tools, techniques, processes and technology at an advanced level, with exceptionally safe and responsible use of materials, tools, and equipment.

Meaning

UNDERSTANDINGS

Students will understand that...

- Advanced usage with paint media combines in-depth personal expression with vision, imagery and function.
- Art influences are with in every time period, civilization, culture and geographical location.
- Varied, complex qualities, conditions, tools, and techniques are specific to advanced knowledge of Painting influences in artistic creation.
- Art develops sophisticated competencies and highly refined skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.
- Proper, and disciplined use of materials and tools as it relates to safe and appropriate technical proficiency is vital in the advanced Painting studio.

ESSENTIAL QUESTIONS

- What is Painting?
- What is Paint?
- What are some types of paint you have previously experimented with in the creative aspects of your everyday life?
- What complex painting techniques, innovative tools, and processes best express your concepts?
- How can a single medium, or technique, be used in unconventional ways to create far-reaching effects in works of art?
- What perceived conflicts might be encountered in sophisticated painting styles?
- How can advanced knowledge and high level skills in art prepare us for life, the workplace, or the professional art environment?

| Acquisition | | |
|--------------------|---|--|
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to intuitively use an advanced vocabulary unique to the visual arts to communicate verbally and in writing. • How to apply reading, and listening skills through articles and advanced multimedia study/research of innovative Painting procedures. • How in - depth knowledge of Paint conditions, tools, complex techniques, and processes provide a solid foundation for advanced Painting. • How to skillfully select, apply and adapt in-depth knowledge of the elements of art and the principles of design to convey sophisticated ideas in works of art. • How to balance disciplined high level experimentation and safety, freedom and responsibility while creating a quality painted work. • How to select and expertly apply Paint materials, tools and complex processes to achieve intended decorative meaning and /or function in art. • How to identify and effectively control the media during different states of the advanced Painting process with the limitations of each state. • How to conduct themselves with high-level proficiency in cooperative practices with the experienced use and maintenance of the Painting equipment in the studio. | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Painting), both verbally and written form, to express in – depth and detailed observations. • Researching, understanding, and explaining a works' complex, abstract themes and ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express mature meaning and intent in original works of art. • Selecting and showcasing various advanced painting techniques, materials, and tools in innovative ways. • Analyzing compositionally complex ideas or problems while refining the artistic process to achieve intended meaning or function in art. • Creating sophisticated paintings that are compositionally sound while achieving high-level intended imagery. • Advanced experimentation with Paint processes and techniques when creating art expresses personal experiences and/or intended meaning. • Time management, demonstrating an accelerated effective 'studio workflow' starting with creating an image to completing an advanced painting. • Applying their in-depth understanding of the visual arts as complex connections are made between their art, other disciplines, and daily life. |

| | <ul style="list-style-type: none"> • Maintain a comprehensive record of complex ideas, thoughts, progressions, and artwork through the use of highly detailed sketchbook entries. • How to critically and instinctively evaluate artwork in progress and/or completed through individual in – depth analysis. | |
|--|---|--|
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final), Paint pieces such as: <ul style="list-style-type: none"> ○ Bottle Painting ○ Barn Board Painting ○ Egg Painting ○ Acrylic Canvas Painting • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

COURSE NAME: PAINTING 2.4

*Developers: Holmen HS
Art Teachers*

Development Date: 2014

Instructional Level: 9-12

Unit: Culture, History & Connection

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.3-5,
B.12.1-6, 8
D.12.1-3
I.12.3-5,
J.12.4, 8,
K.12.1, 5,
L.12.7

Common Core Art Standards

RH 12.1-2,4-5,7,9,10
RST 12.1-2,4-5,7,9,10
WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.
SL.12. 1a.c 2, 3, 4, 5, 6
L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Deeply understand and extensively analyze the role, development, and continuing connection of the arts in relation to world cultures, history and society.

Meaning

UNDERSTANDINGS

Students will understand that...

- Timeless works of art are deemed important for a number and variety of reasons.
- Art preserves and depicts history in perceptive and profound ways that words cannot.
- Art influences are far reaching and encompass every time period, civilization, culture and geographical location.
- The means to create sophisticated art changes with the historical advancements and the various geographical locations.
- The point of studying the arts is to foster meaning, create an in-depth emotional response and confident, decision-making, while fostering artistic appreciation, interpretation, imagination, significance and value.
- Experts can, and do, disagree about the value, power and source of art.

ESSENTIAL QUESTIONS

- Does art define culture, or culture defines art?
- What do paintings reveal about history or a culture?
- How does the art piece reflect and inform the culture in which it was created?
- What is old and what is new in any work of art? (style, technique and technologies)
- How important is “new” in art? (trends, techniques, and technologies)
- What makes some works of art great?
- When does a work of art have merit?

| Acquisition | |
|---|---|
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to skillfully use advanced vocabulary unique to the visual arts to communicate verbally and in writing as it relates historically and culturally. • How to make thoughtful, confident choices to create profound meaning in art. • Art is a refined reflection of time, place, and society. • How to confidently express the complexities of spirit and passion of a society as a visual presence in art. • How to thoroughly explore complex meaning of artists and cultures, past and present, use art to communicate ideas. • How to confidently analyze artistic diversity. • Art History timeline in the relationship to the advancements in Painting technology. |
| | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Painting), both verbally and written form, to express observations. • Researching, understanding, and explaining complex visual works' themes, ideas, and message in as it relates historically and culturally. • Effectively communicating and defending the use of visual symbols, themes, and ideas used to express sophisticated meaning of past traditions, norms, practices, values and beliefs. • Creating artwork that expresses in-depth personal experiences and/or intended meaning. • Analyzing compositional complex and expressive ideas or problems, refining artistic process when needed to achieve intended meaning in art. • Skillfully applying their advanced understanding of the visual arts to decisions made in daily life, developing a personal belief system and global view informed by the visual arts. |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | |
| Evaluative Criteria | Assessment Evidence |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: PAINTING 2.5

| | | | |
|---|--|---|--------------------------------|
| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Aesthetic Valuing</i> |
| Stage 1 Desired Results | | | |
| <p>ESTABLISHED GOALS</p> <p>G.12.1-4</p> <p>H.12.1-6</p> <p>Common Core Art Standards</p> <p>RH 12.1-2,4-5,7,9,10</p> <p>RST 12.1-2,4-5,7,9,10</p> <p>WHST12.1.a.c.d. 2.a.b.c.d.e 4. 5.7.8.9.</p> | Transfer | | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Critically and objectively analyze characteristics, merits and intended meanings of exceptional works of art. | | |
| | Meaning | | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. • By examining and considering choices | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do advanced artists use the language of art to articulate ideas and inform aesthetic judgments? • How can a viewer “read” various in-depth | |

| | | |
|---|---|---|
| SL.12. 1a.c 2, 3, 4, 5, 6 L.12. 4. 6 | <p>artists make, interpretation of final works promotes critical creative thinking in future challenges.</p> <ul style="list-style-type: none"> • Artists may create advanced level art of derived meaning to convey a message. • Analyzing art is an evaluation that reveals high-level comprehension and knowledge of how form communicates meaning. • Unsuccessful efforts can be a constructive part of the creative process. • Art develops competencies and creative skills to communicate that contribute to lifelong learning and career readiness. • People analyze art based on various criteria. | <p>interpretations of a single work of art?</p> <ul style="list-style-type: none"> • How do life experiences influence mature works of art? • How are similarities and differences differentiated and defined among works of art? • How can art so thoroughly communicate cultural philosophies? • Investigate works of art, and speculate why they were created? • What makes some works of art great? • How is advanced knowledge deepened through the in-depth analysis of art? |
| Acquisition | | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to confidently use advanced vocabulary unique to the visual arts to communicate verbally and in writing when reflecting upon and assessing works of art. • How to articulate thoughts and informed aesthetic judgments when analyzing their own art and works of others through critique. • How to analyze sophisticated works of art to speculate why they were created. • How to skillfully describe detailed personal responses to selected works of art. • How to investigate, reflect, form, and validate opinions through advanced experiences and meaningful resources. • How to proficiently evaluate the artist's intent and effectiveness in communicating ideas | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Painting), both verbally and written form, to express detailed observations. • Researching, understanding, and explaining complex visual works' themes and ideas. • Effectively communicating and validating the sophisticated use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Assessing compositional and complex expressive ideas to form and validate intended meaning of their art and of others through knowledge of current trends, experiences and meaningful resources. • Analyzing unsuccessful personal efforts to reflect upon and refine works of art. |

| | <p>and emotions in works of art.</p> <ul style="list-style-type: none"> • How to describe with detailed and concise delivery by what manner a work of art can convey a voice of one or a voice of many. • How to analyze unsuccessful efforts to reflect and refine works of art. | <ul style="list-style-type: none"> • Applying their understanding of aesthetic to decisions made in daily life, developing a personal belief system, career readiness and global awareness. |
|--|--|--|
| <p style="text-align: center;">Stage 2 - Evidence</p> <p style="text-align: center;"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes | |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success • Parental consultation and input | |

Painting

Define the following **terms** in regards to the *world of art*, to the BEST of your knowledge. *They are worth 2 points each.* Short answers may NOT receive any points...*elaborate* on your definition appropriately! *Include drawings* if that will help with your definition.

Intensity:

Opaque:

“Masking” an area:

Wash:

Blotting, or sometimes called “lifting off:”

Explain the watercolor painting techniques below:

Wet-on-wet:

Dry-on-wet:

Wet-on-dry:

Dry-on-Dry:

List **AND Explain** the following color schemes used by artists (list colors that would be in each grouping):

Primary colors:

Secondary colors:

There are various means for an artist to imply emphasis within their artwork, list at least two unusual painting tools and how/what the artist would possibly use it for in their painting:



Here are some extra credit points for you. No points docked if incorrect, only positive points if answered correctly. Worth one point for each.

T or F – “Stretching” before watercolor painting refers to the securing of the watercolor paper to firm surface board to minimize the rippling effect water has on paper.

List one type of tool that you would purposely buy to make specific marks in a painting process:

T or F – “Chin in chest” was an Italian art movement in the early 1800’s.

List *three colors* from a group that would fall under an “Analogous Color Scheme”:

T or F – “Chiaroscuro” is a French word for “out of the darkness we fade”.

____/6pts + ____/5 pts EX CR

THE ART CRITIQUING PROCESS

The Art Critiquing Process is a method of organizing the facts and your thoughts about a particular work of art. In some ways it is similar to the Scientific Method used in your science classes. The Art Critiquing Process is broken down into FOUR areas. Each area specifically looks at one section. The FOUR steps are Description, Analysis, Interpretation and Judgment. Each section must be covered in order, beginning with Description. This order helps you to organize your thoughts and to make intelligent and educated statements about a work of art. It is very important that you are familiar with the Elements of Art and the Principles of Design as they will provide you with the vocabulary and knowledge necessary to critique art intelligently.

People bring into the Art Critiquing Process their own sets of stored knowledge and experiences that are unique to them.

Also included in this section is the Credit Line. Often the Credit Line contains some valuable clues about a work of art. These clues can be used in your Description, Analysis or Interpretation. Let's see exactly how the Art Critiquing Process is broken down. Then we'll have an opportunity to try our hand at critiquing works of art. Make sure you explore each section in detail.

Description -- Often the first thing you do when you look at a work of art is to say "I like it" or "I think that is a terrible piece of art!" It is very difficult not to jump to your opinions first. However, in order to make intelligent statements and educated guesses, we must follow the Art Critiquing Process and begin with **Description**. **Description** simply means to describe the picture. Tell what you see. Talk about the subject, the medium and any information you have gotten from reading the Credit Line, if there is one. This is NOT the place to add your opinions. You must be objective, like a detective who is surveying the scene of a crime and writing down only what she sees

Analysis -- The next step of the Art Critiquing Process. Here is the section where you will express your thoughts about what the message of the artwork is. What idea does this work represent? This section relies on your knowledge of the Elements Of Art and Principles of Design to articulate in an intelligent manner the information or clues you see in the work.

Interpretation -- is the next step. Here you are invited to express your opinions about what you think the artist meant. Now you have the opportunity to discuss what this work means to you.

Judgment -- an important section where you can express your opinion. What do you think about this piece of work? Is it successful? Do you like it? You should be able to give some reasons as to why you like or do not like a work of art.

Credit Line -- is information that is usually published whenever a work of art is printed in a book, on a poster, or on a website. The Credit Line usually contains information such as the name of the artist, the title of the artwork and what medium or combination of mediums was used to create the work. The Credit Line often contains important information you would use in the **Description** portion of the **Art Critiquing Process**.

PAINTING:

The Vocabulary List

aesthetic -- Relating to standards of beauty and the philosophy, psychology and sociology of art, which is broken into three theories: formalism, imitationalism, and emotionalism.

balance -- An equal arrangement of specific elements within a composition deliberately organized by the artist. Elements could include color, line, shape, or texture etc. for example.

color -- The element of art that is derived from reflected light on an object's surface.

composition -- In the visual arts it refers to the structure or organization of the elements of art using the principles of design as the guidelines to arrange the artwork.

contrast -- The amount of difference between elements located near, or next, to each other, such as the darkness or brightness between colors, or the smoothness or roughness of surface areas.

criticism -- The process of describing, analyzing, interpreting, and judging works of art.

drawing -- The making of marks, representing an image on a surface by means of making lines and shades, such as with a pencil, crayon, pen, chalk, pastels, etc.

Elements of Art -- The language of art of the basic elements used when producing works of art. Those elements are *color, value, line, shape, form, texture, and space*. They can be used to describe a work of art and are often referred to as the building blocks, or foundation of all art forms.

emphasis -- The Principle of Design that appears to be the dominant, or the most noticeable quality of a work of art. Artists deliberately manipulate the elements of art to create such emphasis often called the focal point.

emotionalism -- An aesthetic and critical theory of art which places emphasis on the expressive qualities. According to this theory, the most important thing about a work of art is the vivid communication of moods, feelings, and ideas.

form -- An Element of Art that is represented by three-dimensions (height, width, and depth) and encloses space. For example, a triangle, which is two-dimensional, is a shape, but a pyramid, which is three-dimensional, is a form. Cubes, spheres, pyramids, cone, and cylinders are examples of various forms.

formalism -- One of the three theories of art regarding aesthetics, this one emphasizes the design qualities of a work.

gouache -- A heavy, opaque watercolor paint, sometimes called body color, producing a less wet-appearance and more strongly colored picture than ordinary watercolor. It also can refer to any painting produced with gouache paint. (*pr. gwahsh*)

genre -- A style or category of art characterized by representing scenes of everyday images of life.

illustration -- Art which visually tells a story or relays information about an important event, often used in articles and books.

imitational -- A theory of art regarding aesthetics which the realistic representation of objects is considered the most important means of measuring the success of a work of art.

intensity -- A term referencing the brightness or dullness of a color. The purity of a color is affected by adding other colors to the original, changing its intensity.

judgment -- The final step in the Art Critiquing Process in which the viewer determines the merit or success of a particular work of art.

line -- A mark created by moving a point along in one direction.

media -- The plural form of medium.

medium -- The material used to create a work of art (singular form=one type of material).

mood -- A feeling inferred by an artist and felt by the viewer.

movement -- A Principle of Design which is an illusion created by the artist to convey action in a piece of stationary art. This can be achieved by repetition, adding lines, or careful placement of objects. It unknowingly forces the viewers' eyes to travel in particular path throughout the art piece.

negative space -- The empty area or seemingly unimportant background area in an artwork.

opaque -- Something that cannot be seen through; the opposite of transparent, although something through which some light passes would be described as translucent.

original -- A unique work considered to be the first of its kind.

organic -- A shape having none of the geometric angularity associated with other shapes such as squares, triangles, rectangles, etc. Organic shapes are fluid and often are associated with things that occur in nature.

paint -- pigment (mineral) that is dispersed into a liquid format that includes a binder to make it adhere both to itself and to the surface to which it is applied with a variety of tools. Many can have a matte, semi-gloss, or glossy finish. Types of paint include tempera, watercolor, oil paint, gouache, enamel, encaustic, fresco, lacquer, and acrylic to name a few.

painting -- The creation of an art piece by applying pliable medium (forms of paint material) with tools such as a brush and a palette knife, to a surface area such as paper, canvas, and much more.

pattern -- A series of evenly repeated elements of art, such as line, color and shape throughout an art piece.

pigment -- Finely ground color material, often a mineral, which produces the color of any medium when mixed with a binder.

positive space -- The area(s) of a work of art that are filled with meaningful intentions. Often, it is the positive space that contains the image the viewer is expected to recognize.

primary colors -- The three colors, blue, red and yellow, from which most other colors can be made. Primary colors can not be mixed from other colors.

proportion -- Means one part in relation to another. Artists use their sense of Proportion to make statements or express a particular feeling about a subject in a work of art.

Principles of Design -- The rules, or guidelines, by which an artist organizes the Elements of Art to create a work of art. They are: balance, contrast, unity, rhythm, movement, emphasis and pattern.

rhythm -- A Principle of Art that refers to the visual movement created by repeating specific yet related Elements of Art in an uneven pattern that is similar to that of a musical beat.

secondary colors -- The colors obtained by mixing equal amounts of two primary colors. The secondary colors are orange, green, and violet. Yellow and red create orange. Yellow and blue create green. Blue and red create violet.

shade -- Adding black (or other dark color) to a pure color to darken it. More black creates darker shades.

shape -- An object represented in two dimensions (height & width).

sketch -- A rough drawing capturing the most important features of a chosen subject and is usually used as a preliminary study.

space -- As an Element of Art, space is created by the emptiness between, around, behind or within a given object or group of objects. Space defines shapes and is organized by two types of areas, called positive and negative space.

style -- An artist's personal way of using the Elements of Art and Principles of Design to convey his/her feelings and ideas. Style is also used to classify groups of artists who shared similar artist expressions.

subject -- The image that viewers can easily recognize in a work of art.

symbol -- Something that stands for or represents something else, an image that conveys a message.

technique -- The way in which an artist uses a material to achieve a desired effect or look.

texture -- An Element of Art which refers to how a surface feels or looks like it would feel.

tint -- Adding white to a color to lighten the value of that color. The more white that is added, the lighter the tint.

tone -- Adding gray to a color to create mid-range values of that color.

transparent - Allowing light to pass through so that objects can be clearly seen on the other side; the opposite of opaque. Window glass, cellophane and watercolors are usually transparent. It is quite possible for one person to describe something as translucent if it is merely tinted, and for another to describe it as transparent because it is so easy to see through it clearly.

two-dimensional -- Any object or area having height and width, but no depth; flat shape.

unity -- A Principle of Design that provides the quality of wholeness achieved by such manipulation of the Elements of Art to achieve simplicity and repetition. A sense of completion, oneness in an art piece.

value -- An Element of Art, it is the lightness or darkness of a color. *It can also refer to:* The measure by which a work of art is viewed to be successful or meaningful, worthy of being studied.

value scale -- A value scale usually begins with black, to gray and ends with white. A color value is organized linear scale of color swatches ranging from the darkest of shades, to the pure color and then on to the gradual tints of that color.

variety -- A Principle of Design that refers to the way an artist uses differences and various contrasts to add visual interests to a work.

viewer -- The person who looks at a work of art.

weight -- The psychological or visual importance of an area or element that gives the appearance of being heavy or a sense of fullness.

wash -- A thin layer of translucent layer of pigment usually completed in watercolor or India inks.

watercolor -- Any paint that uses water as a solvent. Paintings created in this medium are referred to as watercolors.

watercolor painting techniques – commonly used painting skills used in watercolor painting practices. There are four basic from which others are based from:

Wet-on-wet – wet brush on wet paper

Wet-on-dry – wet brush on dry paper

Dry-on-wet – dry brush on wet paper

Dry-on-dry – dry brush on dry paper

All of these practices have very unique characteristics and chemical reactions to achieve a particular look. Of course, all painting presents unique opportunities with each application and experience.

watercolor paper -- specific paper made for use with watercolor painting. There are three types of paper classifications: Cold Press, Hot Press & Rough. The papers are then classified by weight which indicates their thickness and durability when used.

Hot Press – smoothest of all paper surfaces because it is pressed between two hot metal rollers. Creates an almost slippery surface with less ‘tooth’ than other watercolor papers. Not very absorbent so it does not work best with watercolor washes, but beauty for tight detailed work.

Cold Press – has a medium ‘tooth’ (textured surface). Very common watercolor paper used today.....that’s what we use in the studio classroom. I also use that in all of my professional watercolor works. (Arches, 140# or 300#, Cold Press.....to be exact).

Rough – has a distinctly textured surface that shows easily as the paint responds to the irregular surface. It gives washes a bright sparkle about it with all those little white areas peeking through.

Note about paper: I could be talking about watercolor paper for the entire term...this is just the basic information that you MUST have in order to understand anything about watercolor painting!

| COURSE NAME: FIBER ART 1 | | | |
|--|---|---|-----------------------------------|
| Developers: Holmen HS Art Teachers | Development Date: 2014 | Instructional Level: 9-12 | Unit: Communication & Connections |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.1,6 C.12.1-10 D.12.4-6 E.12.1, 3-5 G.12.1-4 H.12.1-6 I.12.1-2, 6-7 J.12.1-2, 5-7, 9-10 K.12.3-4 L.12.1-4 COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS RH.12.2, 3, 4, 6, 7, 9 RST.12.1-4, 6-10 W.12.2a-e, 4-10 SL.12.1a, 1c, 1d, 2-5 L.12.4, 6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Recognize, understand and use the visual arts as a form of communication expressing ideas literally, verbally and aesthetically, as they connect and apply what is learned in the visual arts to other art forms, content areas, career skills, and lifelong learning. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Art is a universal form of communication that transcends all language barriers. Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art and Principles of Design. Art influences come from every time period, civilization, culture and geographical location. By studying art, one can understand society and the individual, to their own and other world cultures. Artists may create art of derived meaning to convey a message. Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness. | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What is Art? What are some purposes of art? What can we learn from studying art? How do artists use the language of art in communication? How can art (Fiber Art) be used to show a person's identity? How does art encourage conversation and allow for multiple interpretations? How can art communicate cultural philosophies? Why do some artists learn 'rules in visual art' only to break them? Investigate works of art, and then speculate why they were created? Describe how knowledge and skills in art prepare us as 21st Century thinkers for life and the workplace? | |

| Acquisition | |
|---|--|
| <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts (Fiber Arts) to communicate verbally and in writing. • Apply reading and listening skills through articles and multimedia study of fibers basics. • How to make thoughtful choices to create meaning in art. • How to develop personal aesthetic criteria to communicate artistic choice. • How to explore complex meaning of the Elements of Art and Principles of Design to communicate artistic purpose. • How to express the complexities of spirit and passion as a visual presence in art. • How to use respectful interpersonal skills when communicating with peers. • How to attempt multiple solutions to expressive problems in art. <p><i>*See attached "Glossary of Fiber Arts" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Fiber Arts), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Documenting process of developing ideas from early stages to fully elaborated ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Creating artwork which expresses personal experiences and/or intended meaning, gaining personal insight and appreciation of their accomplishments and the accomplishments of others. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Time management, demonstrating an efficient 'artist's workflow' starting with idea conception of Fiber Art to finishing with the last stitch. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. • Integrating what is learned in Fiber Arts to learning in other discipline areas. |

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

| Evaluative Criteria | Assessment Evidence |
|--|---|
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools (quizzes) • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes • Rubrics |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the student • Collaborative Assessment - conferencing with other staff • One-on-One Instruction • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

| COURSE NAME: FIBER ART 2 | | | |
|---|---|---|---------------------------|
| Developers: Holmen HS Art Teachers | Development Date: 2014 | Instructional Level: 9-12 | Unit: Artistic Perception |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.6 B.12.2 C.12.1-7,9 D.12.4 F.12.1-2 G.12.1-2 I.12.1,3 J.12.10 L.12.2 COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS RH.12.2, 3, 4, 6, 7, 9 RST.12.1-4, 6-10 W.12.2a-e, 4-10 SL.12.1a, 1c, 1d, 2-5 L.12.4, 6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Recognize, understand and apply the elements of art, principles of design, and sensory and expressive qualities of the visual arts, as they develop an understanding between process and product, and personal direction. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art. Principles of Design are used to effectively organize the elements of art in a work of art. Art influences come from every time period, civilization, culture and geographical location. Artists may create art of derived meaning to convey a message. Art develops competencies in problem solve skills that contribute to lifelong knowledge and perception, supporting career readiness. The means to create art always changes. Individuals will recognize themselves as artists and capable of creating and evaluating art. | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What are the elements of art? What are principles of design? How do artists use the elements of art and principles of design as building blocks to cohesively organize a work of art? How can these concepts be applied in other areas? (careers, disciplines, life) Why do some artists learn 'rules in visual art' only to break them? Investigate works of art, and then speculate why they were created? Why do artists consider multiple approaches to visual problems? How can knowledge and skills in art prepare us for life and the workplace in the 21st Century? | |

| Acquisition | |
|---|--|
| <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • The elements of art and principles of design and apply these to their art work. • How to discuss and critique a work of art using appropriate vocabulary. • About opportunities and careers in Fiber Arts. • Various materials, methods, and techniques to create art. • Basic understanding of color and color theory as it relates to the use in fibers bodies and glaze/s use. • How to problem solve when processes fail/change and learn success from the experience. • How to maintain a record of ideas, thoughts, progress, and artwork through regular sketchbook entries. • How to identify and ask significant questions that clarify understanding in ceramic art. • That risk-taking with fibers work can produce unique artwork. <p><i>*See attached "Glossary of Fiber Arts" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Fiber Arts), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Documenting process of developing ideas from early stages to fully elaborated ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Creating artwork which expresses personal experiences and/or intended meaning. • Creating fibers work in a variety of ceramic forming and construction techniques and processes for surface enrichment, making choices as to what to apply in ceramic work. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Elaboration in initial ideas/sketches can enhance the final fibers work produced. • Applying a basic understanding of color and color theory as it relates to the use in fibers bodies and glaze. • Displaying originality and innovativeness by producing unique fibers work. • Time management, demonstrating an efficient 'artist's workflow' starting with idea conception of Fiber Art to finishing with the |

| | | |
|---|---|--|
| | | last stitch. <ul style="list-style-type: none"> Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Pre-Mid-Post Assessment tools (quizzes) Checks for understanding Observation/Anecdotal Records Sketchbook assignments – weekly homework – a collection of developing ideas. Student questions/comments Teacher questions and prompts Studio performance and hands-on activities Performance tasks (planning, in-progress, final) Critiques (in-progress, personal written reflection) Self-assessments Quizzes Rubrics | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> Collaborative Assessment - conferencing with the student Collaborative Assessment - conferencing with other staff One-on-One Instruction Peer coaching Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

COURSE NAME: FIBER ART 3

*Developers: Holmen HS
Art Teachers*

Development Date: 2014

Instructional Level: 9-12

*Unit: Creative Expression – Materials,
Tools, & Techniques*

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1, 6
C.12.1-10
D.12.4-6
E.12.1, 3-5
F.12.1-2
G.12.1-4
H.12.2-4
I.12.1-4, 7
J.12.1-2, 5-7, 9-10
K.12.3-4
L.12.1-4

COMMON CORE STATE
STANDARDS for LITERACY in
ALL SUBJECTS

RST.12.1-4, 6-10
W.12.4-9
SL.12.1a, 1c, 1d, 2-3
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Understand, select and apply visual arts media, tools, techniques, processes and technology, with accepted safe and responsible use of materials, tools, and equipment.

Meaning

UNDERSTANDINGS

Students will understand that...

- Working in Fiber Arts combines personal expression with form and function.
- Art influences come from every time period, civilization, culture and geographical location.
- Varied qualities, conditions, tools, and techniques that are specific to knowledge of fibers influence artistic construction.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.
- Proper use of materials and tools as it relates to safe and appropriate technical proficiency is vital in the Fiber Art studio.

ESSENTIAL QUESTIONS

- What is Fiber Art?
- What type of supplies would be considered 'fibers'? Yarn?
- What are some of the fiber/yarn types you have heard of before? What part of your everyday life did you encounter these materials?
- What techniques, tools, and processes best express your fiber art concepts?
- How can a single medium, or technique, be used to create multiple effects in works of Fiber Art?
- What conflicts might be encountered in fibers/yarn work?
- How can knowledge and skills in art prepare us for life, the workplace, or the professional art environment?

Acquisition

Students will KNOW...

- How to use vocabulary unique to the visual arts to communicate verbally and in writing.

Students will be skilled at (DO)...

- Using the language of art (Fiber Arts), both verbally and written form, to express

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • How to apply reading, and listening skills through articles and multimedia study/research of fibers basics. • How basic knowledge of fibers conditions, tools, techniques, and processes provide a foundation for successful fiber work. • How to select, apply and adapt the knowledge of the elements of art and the principles of design to convey ideas in works of art. • How to balance experimentation and safety, freedom and responsibility while creating art. • How to select and apply Fiber Art materials, tools, and processes to achieve intended decorative meaning and /or function. • How to identify the different types of fibers, material, and yarns, and the characteristics of each. • How to conduct themselves responsibly in cooperative practices in the use and maintenance of the Fiber Arts equipment and studio. • Maintain a record of ideas, thoughts, progress, and artwork through the use of sketchbook entries. • How to assess artwork in progress and/or completed through individual analysis. • Research current Fiber Art trends and current fiber artists. <p><i>*See attached "Glossary of Fiber Arts" for vocabulary reference.</i></p> | <p>observations.</p> <ul style="list-style-type: none"> • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Selecting and using appropriate Fiber Art materials, techniques, and tools. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Documenting process of developing ideas from early stages to fully elaborated ideas. • Creating fiber works that are structurally sound while achieving the intended form and/or functional purpose. • Creating artwork which expresses personal experiences and/or intended meaning. • Creating Fiber Art in a variety of fibers, yarns, materials, and stitching techniques and processes for surface enrichment, making choices as to what to apply in art. • Investigating decorative techniques including felting, specialty stitches/knots, and combination forms. • Experimentation with fiber processes and techniques when creating art expresses personal experiences and/or intended meaning. • Skillfully and patiently complete their fibers work with commendable technique. |
|--|--|--|

| | | |
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| | | <ul style="list-style-type: none"> • Time management, demonstrating an efficient 'artist's workflow' starting with idea conception of Fiber Art to finishing with the last stitch. • Applying their understanding of the visual arts as connections are made between their art, other disciplines, and daily life. |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools (quizzes) • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes • Rubrics | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the student • Collaborative Assessment - conferencing with other staff • One-on-One Instruction • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

| COURSE NAME: FIBER ART 4 | | | |
|--|---|---|-------------------------------------|
| Developers: Holmen HS Art Teachers | Development Date: 2014 | Instructional Level: 9-12 | Unit: Culture, History & Connection |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.3-5 B.12.1-6, 8 D.12.1-3 I.12.3-5 J.12.4, 8 K.12.1, 5 L.12.7 COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS RH.12.2, 3, 4, 6, 7, 9 RST.12.1-4, 6-10 W.12.2a-e, 4-9 SL.12.1a, 1c, 1d, 2-3 L.12.4, 6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Understand and analyze the role, development, and continuing connection of the arts in relation to world cultures, history and society. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Timeless works of art are deemed important for a number and variety of reasons. Art preserves and depicts history in ways that words cannot. Art influences come from every time period, civilization, culture and geographical location. The means to create art changes with the historical and geographical changes. The point of studying the arts is to foster meaning, making deeper emotional response and more inventive decision-making, while fostering artistic appreciation, interpretation, imagination, significance and value. Experts can, and do, disagree about the value, power and source of art. | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> Does art define culture, or culture defines art? What do hand-built fibers works reveal about history or a culture? How does the art piece reflect and inform the culture in which it was created? What is old and what is new in any work of art? (style, technique and technologies) How important is “new” in art? (trends, techniques, and technologies) What makes some works of art great? When does a work of art have merit? | |

| Acquisition | |
|--|---|
| <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts to communicate verbally and in writing as it relates historically and culturally. • How to make thoughtful choices to create meaning in art. • Art is a reflection of time, place, and society. • How to express the complexities of spirit and passion of a society as a visual presence in art. • Art is a visual record of humankind. • How to explore complex meaning of artists and cultures, past and present, and use art to communicate ideas. • How to analyze artistic diversity. • Ceramic timeline in the relationship to the advancements in Fiber Arts technology. <p><i>*See attached "Glossary of Fiber Arts" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Fiber Arts), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes, ideas, and message in as it relates historically and culturally. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning of past traditions, norms, practices, values and beliefs. • Creating artwork which expresses personal experiences and/or intended meaning. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system and global view. |
| Stage 2 - Evidence | |
| <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | |
| Evaluative Criteria | Assessment Evidence |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools (quizzes) • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes • Rubrics |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the student • Collaborative Assessment - conferencing with other staff • One-on-One Instruction • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: FIBER ART 5

| | | | |
|--|---|---|--------------------------------|
| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Aesthetic Valuing</i> |
| Stage 1 Desired Results | | | |
| <p>ESTABLISHED GOALS</p> <p>G.12.1-4</p> <p>H.12.1-6</p> <p>COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS</p> <p>RH.12.2, 3, 4, 6, 7, 9</p> <p>RST.12.1-4, 6-10</p> | Transfer | | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Critically and objectively analyze characteristics, merits and intended meanings of works of art. | | |
| | Meaning | | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. • By examining and considering choices | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do artists use the language of art to articulate ideas and inform aesthetic judgments? • How can a viewer "read" art? • How do life experiences influence works of | |

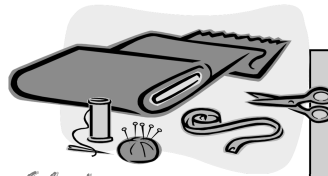
| | | |
|--|---|--|
| W.12.2a-e, 4-9 SL.12.1a, 1c, 1d, 2-3 L.12.4, 6 | <p>artists make, interpretation of final works promotes critical creative thinking in future challenges.</p> <ul style="list-style-type: none"> • Artists may create art of derived meaning to convey a message. • Analyzing art is an evaluation that reveals knowledge of how form communicates meaning. • Unsuccessful efforts can be a constructive part of the creative process. • Art develops competencies and creative skills to communicate, that contribute to lifelong learning and career readiness. • People analyze art based on various criteria. | <p>art?</p> <ul style="list-style-type: none"> • How are similarities and differences defined among works of art? • How can art communicate cultural philosophies? • Investigate works of art, and speculate why they were created? • What makes some works of art great? • How is learning deepened through the study of art? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts to communicate verbally and in writing when reflecting upon and assessing works of art. • How to articulate thoughts and informed aesthetic judgments when analyzing their own art and works of others through critique. • How critique as a standard for evaluating art, can be stated to others without strong personal opinions or vague preferences. • How to compare and contrast the merits of art. • How to analyze works of art to speculate why they were created. • How to describe personal responses to selected works of art. | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Fiber Arts), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Documenting process of developing ideas from early stages to fully elaborated ideas. • Communicating and validating the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Assessing compositional and expressive ideas to form and validate intended meaning of their art and of others through knowledge of current trends, experiences and meaningful resources. |

| | <ul style="list-style-type: none"> • How to investigate, reflect, form, and validate opinions through experiences and meaningful resources. • The current trends and new technologies in the Fiber Arts world. • How to evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art. • How to describe by what manner a work of art can convey a voice of one or a voice of many. • How to analyze unsuccessful efforts to reflect and refine works of art. <p><i>*See attached "Glossary of Fiber Arts" for vocabulary reference.</i></p> | <ul style="list-style-type: none"> • Analyzing unsuccessful personal efforts to reflect upon and refine works of art. • Applying their understanding of aesthetic to decisions made in daily life, developing a personal belief system, career readiness and global awareness. |
|---|--|--|
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools (quizzes) • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes • Rubrics | |

| | |
|--|--|
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">• Collaborative Assessment - conferencing with the student• Collaborative Assessment - conferencing with other staff• One-on-One Instruction• Peer coaching• Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |
|--|--|

Fiber Arts ~ Mid-Term Quiz

"Sight is a faculty....seeing is an art." ~ Mrs. Schank ~



**For Mrs.
Schank's
use only!**

Quiz Grade: _____

/ 34

Name: _____ Hour: _____

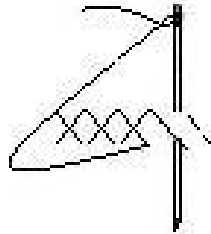
Match the words in the first column to the best available answer in the second column.

- | | |
|---------------------------|---|
| 1) _____ Spool | a. a mechanical pedal on sewing machines used to advance into sewing mode, varying the speed by the amount of pressure applied to the pedal (much like the gas pedal of a car). |
| 2) _____ Pile | b. a method of pulling fabric together to create fullness using a loose manner, or measured in precise folds. |
| 3) _____ Bias Tape | c. a row of functional, or decorative stitching that is visible on the finished art and/or clothing piece, such as the stitching you might find on a pair of jeans. |
| 4) _____ Grain line | d. the edge of raw fabric which is unable to fray (woven finished edge), which sometimes will include the fabric company information and color matching dots. |
| 5) _____ Selvage | e. a slender piece of steel with a hole in one end and used for sewing (hand or machine). |
| 6) _____ Seam Allowance | f. used to hold sewing thread for various hand and machine use. |
| 7) _____ Fibers | g. refers to the way the threads make up the weaving of a fabric piece. |
| 8) _____ Baste stitch | h. refers to fabric that has a full texture made of short fibers woven into the fabric grain (the nap of the fabric). The fibrous nap of this fabric make it change colors when it is brushed (smoothed by your hand) in different directions. Fabrics of this category are velvet, corduroy, and fake fur. |
| 9) _____ Gather | i. a mechanical part of the sewing machine that feeds the fabric in the sewing direction. |
| 10) _____ Foot controller | j. the area of fabric that is between the seam stitching and the cut edges. |
| 11) _____ Needle | k. filaments that are produced by the manufacturing of raw materials and/or synthetic chemicals, such as polyester, nylon, and spandex. Oh, how stretchy! |
| 12) _____ Man-made fibers | l. filaments produced by plants, animals, and geological processes, such as cotton, linen, jute, and hemp. |
| 13) _____ Presser Foot | m. strips of fabric which are cut at an angle of the fabric so that it may stretch to follow the curves of the sewn piece. These strips are usually folded on two sides to allow for a finished edge. |
| 14) _____ Embroidery | n. a form of ornamental hand stitching used to decorate fabric through arranged stitching patterns and various colored thread, called floss. |
| 15) _____ Top Stitch | |
| 16) _____ Bobbin | |
| 17) _____ Natural fibers | |
| 18) _____ Feed dogs | |

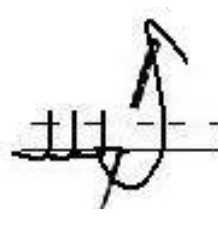
Label or create your response to the best of your ability. This is not timed, some of these problems to solve will take some time.

Using the illustrations below, correctly **label** each stitch illustration below using the list provided:

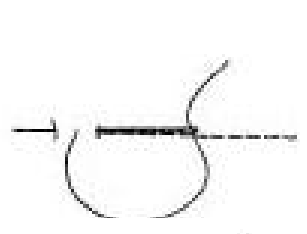
- Running Stitch
- Overcast
- Blind Hem
- Back Stitch
- Blanket Stitch
- Slip Stitch



1. _____



2. _____

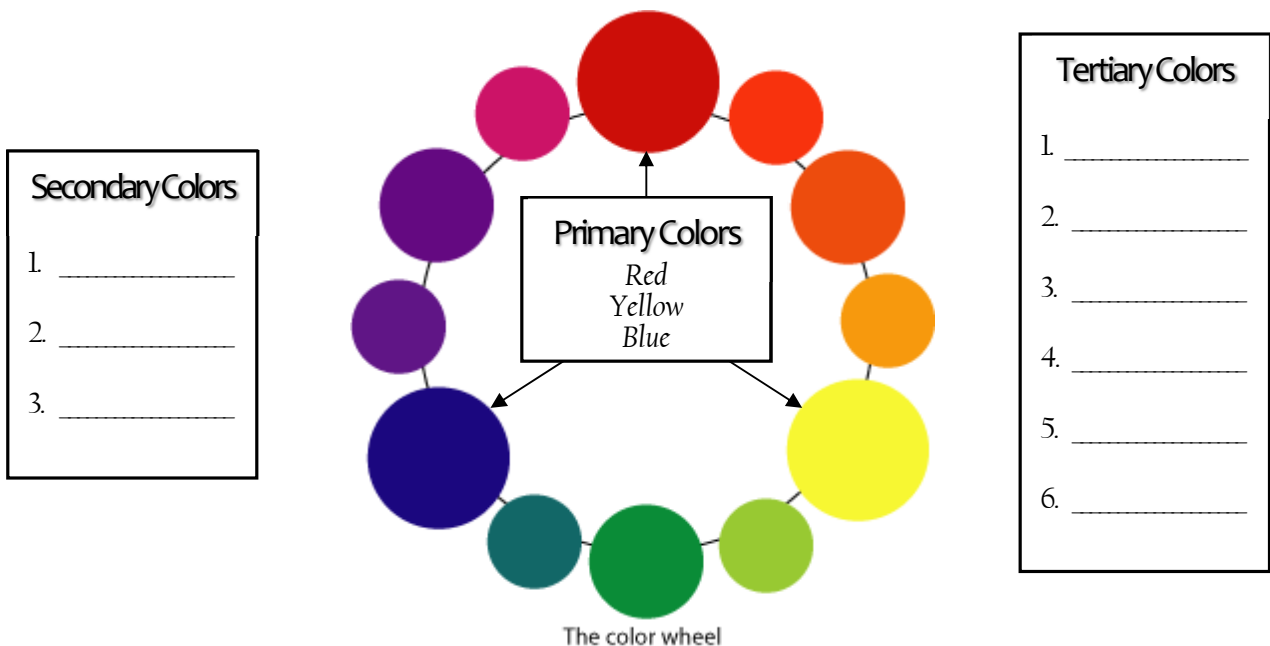


3. _____

Inside the squares below **create a color value scale** of Fiber Art materials (fabric, ribbon, yarn, buttons, etc.) you find in the center of your work table. Beginning with square #1, this scale changes from light to dark in the color of your choice. (Glue is available for attaching items in place.)

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Using the illustration below, **label the color wheel** with the list of options provided: **(NOTE: that the “Primary Colors” is already labeled for you.)**





Here's some extra credit giggles. No points docked if incorrect, only fun extra points! Yahoo!! Worth one point for each.

T or F – Mrs. Schank just loves these new digital sewing machines, so much more than her older model.

T or F – In reference to hand sewing needles size classification, the smaller the size number, the smaller the needle is. For example, a #4 needle is very small.

T or F – Hand sewing needles for general purpose use are called, sharps. These come in a variety of sizes.

T or F – Embroidery needles are no different than the general purpose needles.

T or F – Mrs. Schank has been sewing since she was 13 years old, and enjoys making her own clothing.

FIBER ART VOCABULARY

Glossary of Terms and Definitions



Airbrushing – A process of using compressed air for spraying liquid paints. Textile airbrush paints can be used with any standard airbrush and may be used with or without stencils.

Appliqué – A process of adding another shaped piece of fabric to the original fabric. The appliqué shape can be applied by stitching or fusing.

Batik – A process of using wax as a resist, and then dyeing to create a design. Typically many layers of wax and dyes are used. Most batik have a crackled finish where the wax has cracked during the dyeing.

Beading – The application of beads to fabric to further embellish it. The beads may be sewn, wired or glued on.

Cellulose Fiber – Any fiber produced by a plant; having a chemical structure that can react to fiber reactive dye molecules.

Collage – A process of layering many cut-out designs to create a new design.

Crazy Patch Work – A technique of piecing irregular shaped different fabrics together to create a new fabric. Very popular in Victorian times, the seams are often decorated with fancy hand or machine embroidery stitches. Other embellishments may also be added.

Crochet – process of creating fabric from yarn, thread, or other material strands using a crochet hook at one end for drawing the thread or yarn through intertwining loops.

Cure – The process of permanently fixing dyes or paints to fabric. This can be achieved through heat, time, or steaming.

Discharging – Removing or stripping the color from fabric. Typically this is done to black or dark fabric and uses either bleach or special discharging products. It is always a surprise what color is revealed when the top color is removed. Occasionally if a printed fabric has been over dyed, the print is revealed where the discharging agent is applied.

Dye - A chemical containing chromophore (any chemical group that produces color in a compound), which on application to another suitable material imparts color to it accordingly.

- **Basic Dyes** – Dyes containing basic amino Group and applied to natural fibers.
- **Immersion Dyeing** – Immersing fabric into a bucket of water or washing machine filled with water, dye and chemicals.
- **Hand-dyeing** – A process of dyeing fabric to change its color using a variety of dyeing techniques. The resulting fabric may be one overall color, mottled or textured, or a number of different colors. This one-of-a-kind fabric then may be further manipulated using other techniques.
- **Natural Dyes** – Dyes or colorants derived from plants, invertebrates, or minerals. The majority of natural dyes are vegetable dyes from plant sources—roots, berries, bark, leaves, and wood—and other organic sources such as fungi and lichens.
- **Tie-dye** -Is a modern term coined in the mid-1960s in the United States for a set of ancient resist-dyeing techniques, and for the products of these processes. The process of tie-dye

typically consists of folding, twisting, pleating, or crumpling fabric or a garment and binding with string or rubber bands, followed by application of dye(s).

- **Vat Dyes** - A class of dyes based upon the method by which they are applied. Vat dyeing is a process that refers to dyeing that takes place in a bucket or vat. Almost any dye, including fiber-reactive dyes, direct dyes, and acid dyes, can be used in a vat dye. Cotton, wool, and other fibers can be all dyed with vat dyes.

Embellishment – The process of adding three dimensional items to the fabric surface, such as beads, yarns, other fabrics, charms, etc. If it can be applied, it can be used!

Embroidery – Needle work by hand or machine producing decorative patterns onto cloth.

Fabric – General term used for all materials made of fiber/yarns by weaving, knitting, lace binding, braiding, felting, bonding, fusing or interlocking.

Fabric Manipulation - A process done by textile designers and artists using a variety of processes and techniques such as: pleating, folding, appliqué, layering, gathering, trap unto and other relevant textile techniques to come up with innovative designs and work that can be applied to creative textile, fine art or a fashion scenario.

Felting – Felt is the oldest known textile still in use. It is made today using techniques very similar to those used to create ancient textiles. Most felt is made from sheep's wool, but fibers from llamas, alpacas, rabbits, etc., can be used. The wool is washed, carded and laid out in a design, and the felting is accomplished through the use of moisture, soap and agitation.

Foiling – Fabric glues are used to adhere foil to the fabric, giving an incredible shine and richness to the surface.

Hand – A term that describes the weight, texture, and drape of a fabric.

Hand Painting – All heat-set, water-based textile paints or textile airbrush inks can be used for hand painting either thinned or thick.

Knitting – A fiber art in which loops of yarn are woven together using specially designed needles.

Mola – A Guatemalan colorful intricate reverse appliqué design.

Mud Cloth – A traditional African fabric created by dyeing using mud. Often it is only available in thin strips.

Needle Felting – A newer technique of felting that uses dry wool and a felting needle to embed it into the fabric.

Needle Work – Is another term for the handicraft of decorative sewing and textile arts, anything that uses a needle for construction can be called needlework.

Over Dyeing – A process that adds color on top of a colored or patterned fabric.

Piecing – The process of cutting and rejoining sections of fabric to create a new pieced fabric. Often involves many of the techniques from the quilting world.

Photo Transfer – Any method by which a photographic image is transferred to fabric.

Resist – Anything used to prevent penetration of the dyes into the fiber. For example, wax, tape, flour paste, glue, stitching, gutta.

Salting – A method of dyeing in which salt is applied to the fabric surface, causing the dyes to spread differently and creating an interesting finish.

Scour – This process removes excess wax, oil, dirt and surface finishes, often required to all the dyes to penetrate.

Silk Fusion - Washed, carded, and dyed raw silk fibers are laid out indifferent directions on a base layer. Soapy water and a textile medium are painted on this surface and allowed to dry.

Silk Screen – A process of adding paint or dye to fabric using a screen covered with synthetic or silk mesh that has an image emulsified onto it.

Stamping – A stamp is a raised surface design that can be painted and then transferred to fabric to create designs and texture.

Stenciling – A stencil is any thin, flat surface material used to prevent paint or thickened dyes from spreading into a protected area.

Textile Paint – Any paint identified as water-based textile paint. It can be permanently set into the fabric.

Thread Lace – Creating fabric by stitching thread on a water-soluble stabilizer that is removed to leave a very light and airy fabric. The threads must overlap sufficiently to prevent unraveling.

Thread Painting – A technique in which designs are “painted” using thread and stitches rather than paint.

Viscose Rayon – Rayon made from wood fiber, a cellulose fabric.

Warp – Yarn running lengthwise in woven fabric, parallel to the fabrics’ selvedge edge.

Weaving – The interlacing of two sets of yarn usually at right angles to form fabric.

Weft – Yarn woven at right angles over and under the warp threads.

Yarn – Long, continuous threads created by spinning fibers. Spinning adds a twist to the fibers for strength.

COURSE NAME: PRINTMAKING 1

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Communication & Connections

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1,6
C.12.1-10
D.12.4-6
E.12.1, 3-5
G.12.1-4
H.12.1-6
I.12.1-2, 6-7
J.12.1-2, 5-7, 9-10
K.12.3-4
L.12.1-4

COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS

RH.12.2, 3, 4, 6, 7, 9
RST.12.1-4, 6-10
W.12.2a-e, 4-10
SL.12.1a, 1c, 1d, 2-5
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Recognize, understand and use the visual arts as a form of communication expressing ideas literally, verbally and aesthetically, as they connect and apply what is learned in the visual arts to other art forms, content areas, career skills, and lifelong learning.

Meaning

UNDERSTANDINGS

Students will understand that...

- Art is a universal form of communication that transcends all language barriers.
- Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art and Principles of Design.
- Art influences come from every time period, civilization, culture and geographical location.
- By studying art, one can understand society and the individual, to their own and other world cultures.
- Artists may create art of derived meaning to convey a message.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.

ESSENTIAL QUESTIONS

- What is Art?
- What are some purposes of art?
- What can we learn from studying art?
- How do artists use the language of art in communication?
- How can art (Printmaking) be used to show a person's identity?
- How does art encourage conversation and allow for multiple interpretations?
- How can art communicate cultural philosophies?
- Why do some artists learn 'rules in visual art' only to break them?
- Investigate works of art, and then speculate why they were created?
- Describe how knowledge and skills in art prepare us as 21st Century thinkers for life and the workplace?

| Acquisition | |
|--|--|
| <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts (Printmaking) to communicate verbally and in writing. • Apply reading and listening skills through articles and multimedia study of printmaking basics. • How to make thoughtful choices to create meaning in art. • How to develop personal aesthetic criteria to communicate artistic choice. • How to explore complex meaning of the Elements of Art and Principles of Design to communicate artistic purpose. • How to express the complexities of spirit and passion as a visual presence in art. • How to use respectful interpersonal skills when communicating with peers. • How to attempt multiple solutions to expressive problems in art. <p><i>*See attached "Glossary of Printmaking" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Printmaking), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Documenting process of developing ideas from early stages to fully elaborated ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Creating artwork which expresses personal experiences and/or intended meaning, gaining personal insight and appreciation of their accomplishments and the accomplishments of others. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning in art. • Time management, demonstrating an effective 'artist's workflow' starting with conception of the idea to the finished print. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. • Integrating what is learned in printmaking to learning in other discipline areas. |

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

| Evaluative Criteria | Assessment Evidence |
|--|---|
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools (quizzes) • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes • Rubrics |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the student • Collaborative Assessment - conferencing with other staff • One-on-One Instruction • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: PRINTMAKING 2

Developers: Holmen HS
Art Teachers

Development Date:
2014

Instructional Level: 9-12

Unit: Artistic Perception

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.6
B.12.2
C.12.1-7,9
D.12.4
F.12.1-2
G.12.1-2
I.12.1,3
J.12.10
L.12.2

COMMON CORE STATE
STANDARDS for LITERACY in
ALL SUBJECTS

RH.12.2, 3, 4, 6, 7, 9
RST.12.1-4, 6-10
W.12.2a-e, 4-10
SL.12.1a, 1c, 1d, 2-5
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Recognize, understand and apply the elements of art, principles of design, and sensory and expressive qualities of the visual arts, as they develop an understanding between process and product, and personal direction.

Meaning

UNDERSTANDINGS

Students will understand that...

- Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art.
- Principles of Design are used to effectively organize the elements of art in a work of art.
- Art influences come from every time period, civilization, culture and geographical location.
- Artists may create art of derived meaning to convey a message.
- Art develops competencies in problem solve skills that contribute to lifelong knowledge and perception, supporting career readiness.
- The means to create art always changes.
- Individuals will recognize themselves as artists and capable of creating and evaluating art.

ESSENTIAL QUESTIONS

- What are the elements of art? What are principles of design?
- How do artists use the elements of art and principles of design as building blocks to cohesively organize a work of art?
- How can these concepts be applied in other areas? (careers, disciplines, life)
- Why do some artists learn 'rules in visual art' only to break them?
- Investigate works of art, and then speculate why they were created?
- Why do artists consider multiple approaches to visual problems?
- How can knowledge and skills in art prepare us for life and the workplace in the 21st Century?

| Acquisition | |
|--|--|
| <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • The elements of art and principles of design and apply these to their art work. • How to discuss and critique a work of art using appropriate vocabulary. • About opportunities and careers in Printmaking. • Various materials, methods, and techniques to create art. • Basic understanding of color and color theory as it relates to the use in printmaking. • How to problem solve when processes fail/change and learn success from the experience. • How to maintain a record of ideas, thoughts, progress, and artwork through regular sketchbook entries. • How to identify and ask significant questions that clarify understanding in printmaking. • That risk-taking with print work can produce unique artwork. <p><i>*See attached "Glossary of Printmaking" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Printmaking), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Documenting process of developing ideas from early stages to fully elaborated ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Creating artwork which expresses personal experiences and/or intended meaning. • Creating prints work in a variety of prints forming and construction techniques and processes for surface enrichment, making choices as to what to apply in prints work. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Elaboration in initial ideas/sketches can enhance the final prints work produced. • Applying a basic understanding of color and color theory as it relates to the use in printmaking. • Displaying originality and innovativeness by producing unique prints work. • Time management, demonstrating an effective 'artist's workflow' starting with creating in prints to finishing with the use of |

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| | | <p>printmaking.</p> <ul style="list-style-type: none"> Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Pre-Mid-Post Assessment tools (quizzes) Checks for understanding Observation/Anecdotal Records Sketchbook assignments – weekly homework – a collection of developing ideas. Student questions/comments Teacher questions and prompts Studio performance and hands-on activities Performance tasks (planning, in-progress, final) Critiques (in-progress, personal written reflection) Self-assessments Quizzes Rubrics | |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Collaborative Assessment - conferencing with the student Collaborative Assessment - conferencing with other staff One-on-One Instruction Peer coaching Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

COURSE NAME: PRINTMAKING 3

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Creative Expression – Materials,
Tools, & Techniques

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1, 6
C.12.1-10
D.12.4-6
E.12.1, 3-5
F.12.1-2
G.12.1-4
H.12.2-4
I.12.1-4, 7
J.12.1-2, 5-7, 9-10
K.12.3-4
L.12.1-4

COMMON CORE STATE
STANDARDS for LITERACY in
ALL SUBJECTS

RST.12.1-4, 6-10
W.12.4-9
SL.12.1a, 1c, 1d, 2-3
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Understand, select and apply visual arts media, tools, techniques, processes and technology, with accepted safe and responsible use of materials, tools, and equipment.

Meaning

UNDERSTANDINGS

Students will understand that...

- Working in prints media combines personal expression with form and function.
- Art influences come from every time period, civilization, culture and geographical location.
- Varied qualities, conditions, tools, and techniques that are specific to knowledge of prints influence artistic construction.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.
- Proper use of materials and tools as it relates to safe and appropriate technical proficiency is vital in the Printmaking studio.

ESSENTIAL QUESTIONS

- What is Printmaking?
- What are some types of prints/printing methods?
- What are some of the prints types you have heard of before? What part of your everyday life did you encounter this prints?
- What hand-building techniques, tools, and processes best express your art concepts?
- How can a single medium, or technique, be used to create multiple effects in works of printed art?
- What conflicts might be encountered in printmaking?
- How can knowledge and skills in art prepare us for life, the workplace, or the professional art environment?

Acquisition

Students will KNOW...

- How to use vocabulary unique to the visual arts to communicate verbally and in writing.
- How to apply reading, and listening skills

Students will be skilled at (DO)...

- Using the language of art (Printmaking), both verbally and written form, to express observations.

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| | <p>through articles and multimedia study/research of prints basics.</p> <ul style="list-style-type: none"> • How basic knowledge of printing formats, tools, techniques, and processes provide a foundation for successful print work. • How to select, apply and adapt the knowledge of the elements of art and the principles of design to convey ideas in works of art. • How to balance experimentation and safety, freedom and responsibility while creating art. • How to select and apply printmaking materials, tools, and processes to achieve intended decorative meaning and /or function in art. • How to identify the different states of prints and the limitations of each state. • How to conduct themselves responsibly in cooperative practices in the use and maintenance of the Printmaking equipment and studio. • Kiln firing process. • Maintain a record of ideas, thoughts, progress, and artwork through the use of sketchbook entries. • How to assess artwork in progress and/or completed through individual analysis. • Research current printmaking trends and current artists working with print art. <p><i>See attached "Glossary of Printmaking" for vocabulary reference.</i></p> | <ul style="list-style-type: none"> • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Selecting and using appropriate prints materials, techniques, and tools. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Documenting process of developing ideas from early stages to fully elaborated ideas. • Creating prints works that are structurally sound while achieving the intended form and/or functional purpose. • Creating artwork which expresses personal experiences and/or intended meaning. • Creating printed work in a variety of techniques and processes for surface enrichment, making choices as to what to apply in print work. • Investigating decorative techniques including textures, various ink materials, and combination thereof. • Experimentation with prints processes and techniques when creating art expresses personal experiences and/or intended meaning. • Skillfully and patiently complete their prints work with commendable technique. • Time management, demonstrating an |
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| | | <p>efficient 'artist's workflow' starting with developing idea concept to finished press work.</p> <ul style="list-style-type: none"> Applying their understanding of the visual arts as connections are made between their art, other disciplines, and daily life. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Pre-Mid-Post Assessment tools (quizzes) Checks for understanding Observation/Anecdotal Records Sketchbook assignments – weekly homework – a collection of developing ideas. Student questions/comments Teacher questions and prompts Studio performance and hands-on activities Performance tasks (planning, in-progress, final) Critiques (in-progress, personal written reflection) Self-assessments Quizzes Rubrics | |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Collaborative Assessment - conferencing with the student Collaborative Assessment - conferencing with other staff One-on-One Instruction Peer coaching Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

COURSE NAME: PRINTMAKING 4

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Culture, History & Connection

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.3-5
B.12.1-6, 8
D.12.1-3
I.12.3-5
J.12.4, 8
K.12.1, 5
L.12.7

COMMON CORE STATE
STANDARDS for LITERACY in
ALL SUBJECTS

RH.12.2, 3, 4, 6, 7, 9
RST.12.1-4, 6-10
W.12.2a-e, 4-9
SL.12.1a, 1c, 1d, 2-3
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Understand and analyze the role, development, and continuing connection of the arts in relation to world cultures, history and society.

Meaning

UNDERSTANDINGS

Students will understand that...

- Timeless works of art are deemed important for a number and variety of reasons.
- Art preserves and depicts history in ways that words cannot.
- Art influences come from every time period, civilization, culture and geographical location.
- The means to create art changes with the historical and geographical changes.
- The point of studying the arts is to foster meaning, making deeper emotional response and more inventive decision-making, while fostering artistic appreciation, interpretation, imagination, significance and value.
- Experts can, and do, disagree about the value, power and source of art.

ESSENTIAL QUESTIONS

- Does art define culture, or culture defines art?
- What do printed works reveal about history or a culture?
- How does the art piece reflect and inform the culture in which it was created?
- What is old and what is new in any work of art? (style, technique and technologies)
- How important is “new” in art? (trends, techniques, and technologies)
- What makes some works of art great?
- When does a work of art have merit?

| Acquisition | |
|---|--|
| <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts to communicate verbally and in writing as it relates historically and culturally. • How to make thoughtful choices to create meaning in art. • Art is a reflection of time, place, and society. • How to express the complexities of spirit and passion of a society as a visual presence in art. • Art is a visual record of humankind. • How to explore complex meaning of artists and cultures, past and present, and use art to communicate ideas. • How to analyze artistic diversity. • Prints timeline in the relationship to the advancements in Printmaking technology. <p><i>*See attached "Glossary of Printmaking" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Printmaking), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes, ideas, and message in as it relates historically and culturally. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning of past traditions, norms, practices, values and beliefs. • Creating artwork which expresses personal experiences and/or intended meaning. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system and global view. |
| Stage 2 - Evidence | |
| <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | |
| Evaluative Criteria | Assessment Evidence |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools (quizzes) • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments |

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| | <ul style="list-style-type: none"> • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes • Rubrics |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the student • Collaborative Assessment - conferencing with other staff • One-on-One Instruction • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: PRINTMAKING 5

*Developers: Holmen HS
Art Teachers*

Development Date: 2014

Instructional Level: 9-12

Unit: Aesthetic Valuing

Stage 1 Desired Results

ESTABLISHED GOALS

G.12.1-4
H.12.1-6

COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS

RH.12.2, 3, 4, 6, 7, 9
RST.12.1-4, 6-10

Transfer

Students will be able to independently use their learning to...

- Critically and objectively analyze characteristics, merits and intended meanings of works of art.

Meaning

UNDERSTANDINGS

Students will understand that...

- Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- By examining and considering choices

ESSENTIAL QUESTIONS

- How do artists use the language of art to articulate ideas and inform aesthetic judgments?
- How can a viewer "read" art?
- How do life experiences influence works of

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| <p>W.12.2a-e, 4-9 SL.12.1a, 1c, 1d, 2-3 L.12.4, 6</p> | <p>artists make, interpretation of final works promotes critical creative thinking in future challenges.</p> <ul style="list-style-type: none"> • Artists may create art of derived meaning to convey a message. • Analyzing art is an evaluation that reveals knowledge of how form communicates meaning. • Unsuccessful efforts can be a constructive part of the creative process. • Art develops competencies and creative skills to communicate, that contribute to lifelong learning and career readiness. • People analyze art based on various criteria. | <p>art?</p> <ul style="list-style-type: none"> • How are similarities and differences defined among works of art? • How can art communicate cultural philosophies? • Investigate works of art, and speculate why they were created? • What makes some works of art great? • How is learning deepened through the study of art? |
| Acquisition | | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts to communicate verbally and in writing when reflecting upon and assessing works of art. • How to articulate thoughts and informed aesthetic judgments when analyzing their own art and works of others through critique. • How critique as a standard for evaluating art, can be stated to others without strong personal opinions or vague preferences. • How to compare and contrast the merits of art. • How to analyze works of art to speculate why they were created. • How to describe personal responses to | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Printmaking), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Documenting process of developing ideas from early stages to fully elaborated ideas. • Communicating and validating the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Assessing compositional and expressive ideas to form and validate intended meaning of their art and of others through knowledge of current trends, experiences and meaningful resources. |

| | | |
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| | <p>selected works of art.</p> <ul style="list-style-type: none"> • How to investigate, reflect, form, and validate opinions through experiences and meaningful resources. • The current trends and new technologies in the printmaking world. • How to evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art. • How to describe by what manner a work of art can convey a voice of one or a voice of many. • How to analyze unsuccessful efforts to reflect and refine works of art. <p><i>*See attached "Glossary of Printmaking" for vocabulary reference.</i></p> | <ul style="list-style-type: none"> • Analyzing unsuccessful personal efforts to reflect upon and refine works of art. • Applying their understanding of aesthetic to decisions made in daily life, developing a personal belief system, career readiness and global awareness. |
|--|--|--|


Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

| Evaluative Criteria | Assessment Evidence |
|--|--|
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools (quizzes) • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes |

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| | <ul style="list-style-type: none">• Rubrics |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">• Collaborative Assessment - conferencing with the student• Collaborative Assessment - conferencing with other staff• One-on-One Instruction• Peer coaching• Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

Address each criteria with thoughtful consideration.

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|  <p>Circle the number in pencil that best shows how well you feel that you completed that criterion for the assignment.</p> | | MRS. SCHANK'S PRINTMAKING RUBRIC | | | | | |
| | | Name: | | | | Hour: | |
| | | Art work: | | | | Date: | |
| | | Excellent | Good | Average | Needs Improvement | Rate Yourself | Teacher's Rating |
| Criteria 1 – Objectives followed – did you carefully incorporate <i>all</i> of the projects requirements? | | 10-9 | 8-7 | 7-6 | 5 or less | | |
| Criteria 2 – Color ink layering of page design – did you use multiple (3 or more) different colors to show <i>value</i> for form, texture of surfaces, or depth of field. | | 10-9 | 8-7 | 7-6 | 5 or less | | |
| Criteria 3 – Attention to detail – did you keep revisiting your work to look for areas that needed improving. | | 10-9 | 8-7 | 7-6 | 5 or less | | |
| Criteria 4 – Effort: took time to develop idea & complete project? (Didn't rush.) Good use of creative time? " <i>Looks finished!</i> " | | 10-9 | 8-7 | 7-6 | 5 or less | | |
| Criteria 5 – Craftsmanship – Ink application – neatly applied color to create texture, depth. Neatness, clean & complete? Skillful use of the art tools & media? | | 10-9 | 8-7 | 7-6 | 5 or less | | |
| Total: 50 x 2 (100 possible points) | Letter Grade: (What would you give?) | | | | | Your Total: | Teacher Total: |

Student Comments:

Teacher Comments:

Grade given by teacher: _____



PRINTMAKING VOCABULARY

Glossary of Terms and Definitions

BRAYER A small, hand-held rubber roller used to spread printing ink evenly on a surface before printing.

BAREN A round, smooth pad, either flat or slightly convex, used to press paper against an inked wood or linoleum block to lift an impression from the block.

RELIEF PRINT A means of making prints by creating a raised design on a flat surface. The design is inked or covered with color and stamped on paper or another surface.

BENCH HOOK A metal or wooden plate with a raised edge on each end (opposite sides) to hold a woodcut or linocut in place on a table while cutting.

BLOCK In printing, a piece of thick, flat material, with a design on its surface, used to print repeated impressions of that design. Called a **PLATE** in etching and engraving (metal).

PRINT The actual picture the artist makes from a printmaking process.

PRINTMAKING The process of designing and producing prints using a printing block, woodcut, etching, lithographic, or screen-printing.

ARTIST'S PROOF One of a small group of prints set aside from the edition for the artist's use.

COLLAGRAPH A print made from an image built up with glue and sometimes other materials.

EDITION A set of identical prints that are numbered and signed. This set of prints has been pulled by, or under the supervision of the artist, and are authorized for distribution.

GOUGE In relief printing, a tool for clearing non-image areas from a block of wood or linoleum.

BURIN An engraver's tool with a steel shaft and a sharp, oblique point at one end and a handle at the other. A burin cuts into a metal plate by being pushed forward rather than being drawn toward the artist.

IMPRESSION NUMBER The number of a print in an edition. The first three prints in an edition 10 would be 1/10, 2/10, 3/10 etc.

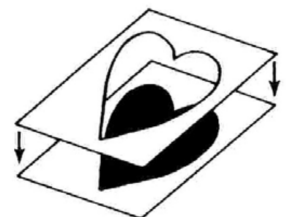
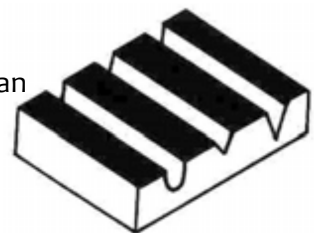
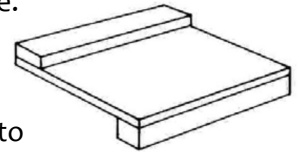
INK Coloring material composed of pigment (color), a binder, and a vehicle. Ink is usually thicker than most paints, and has a slower drying rate.

LINOLEUM PRINT A type of relief print in which the image is cut into a piece of linoleum.

REGISTRATION Adjustment of separate plates, blocks, screens or paper in color printing to ensure correct alignment of the colors.

RELIEF Printmaking technique in which the image is printed from a raised surface, usually produced by cutting away non-image material.

STENCIL A printing process by which areas are blocked out to keep ink from non-image areas.

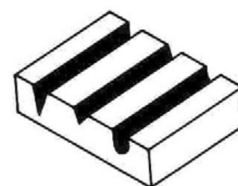


TRIAL PRINT A proof pulled from a block, plate, or stone to check the appearance of the image to make sure it is all right before making the edition. After a critical or important change is made on a plate, it is necessary to see what has been done before going to the next step; checking to see if a change was successful.
(PROOFING)

MONOPRINT (monotype) A print pulled in an edition of one. There is no series of identical prints that are signed and numbered. It is actually an image usually painted on glass or Plexi-glass, and transferred (or stamped) on paper.

ENGRAVING When lines are **cut** into a metal plate with a V-shaped tool called a burin; ink is then forced into these lines and wiped from the flat surface of the plate, which is then printed with paper that has first been soaked in water and then blotted. The damp paper is forced down into the grooves, where it picks up ink.

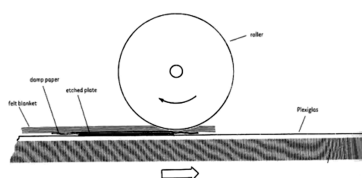
ETCHING A drawing is scratched through a wax-covered or tar covered metal plate which is then placed in acid that eats into the exposed areas that were scratched forming shallow grooves. The plate is cleaned and inked; ink is cleaned from all areas except the grooves. Printing paper that has been soaked in water and then blotted is forced through a press against the plate; the damp paper is forced down into the grooves, where it picks up ink.



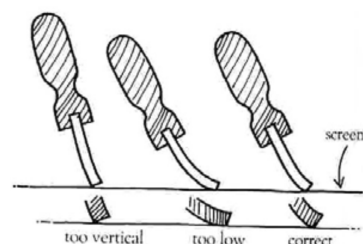
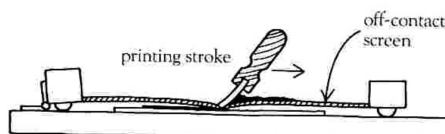
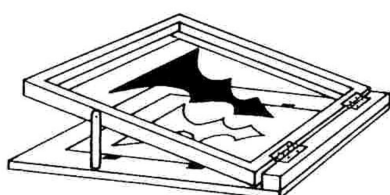
INTAGLIO PRINTING (an Italian term) the ink is deposited below the surface of the plate which has been corroded, scratched, or incised, and the surface wiped clean; a damp paper is forced into the surface in a press.

REDUCTION BLOCK PRINT When one block is printed several times, removing a portion and changing color each time (working from lightest to darkest and registration is critical).

PRINTING PRESS A device used by a fine art printmaker to produce prints one copy at a time. It applies pressure between a sheet of paper and an inked printing plate. Presses for intaglio printing apply considerable pressure as they force the paper and plate between a roller and a flat bed, thus squeezing the paper into the inked grooves of the plate.



SILKSCREEN A print made by forcing ink through a stencil attached to a woven mesh. The screen has certain areas blocked out to prevent ink from getting through those areas. Today cheaper fabrics are used, and because silk is not usually used, the more generic name screen print may be more appropriate. The term serigraph is meant to designate a fine art of screen prints on paper. The stencil may be painted on by hand or done photographically.



| COURSE NAME: ART SEMINAR 2-D 1 | | | |
|---|---|---|-----------------------------------|
| Developers: Holmen HS Art Teachers | Development Date: 2014 | Instructional Level: 9-12 | Unit: Communication & Connections |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.1,6, C.12.1-4,10, D.12.4-6, E.12.1, 3-5, G.12.1-4, H.12.1-6, I.12.1-2, 6-7, J.12.10-2, 5-7, 9-10, K.12.3-4, L.12.1-4 Common Core Art Standards RH 12.1-2,4-5,7,9,10 RST 12.1-2,4-5,7,9,10 WHST12.1.a.c.d. 2.a.b.c.d.e 4. 5.7.8.9. SL.12. 1a.c 2, 3, 4, 5, 6 L.12. 4. 6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Recognize, understand and use the visual arts as an advanced form of communication deeply expressing ideas literally, verbally and aesthetically, as they intuitively connect and apply what is learned in the visual arts to other art forms, content areas, career skills, and lifelong learning. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Art is a universal form of communication that transcends all language barriers. Art utilizes a system of visual symbols to communicate proficiently the intended meaning or function – Elements of Art and Principles of Design. Art influences come from every time period, civilization, culture and geographical location. By studying art, one can deeply appreciate society and the individual, to their own and other world cultures. Artists may create art of great meaning to convey a profound message. Art develops competencies and highly creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness. | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What is Art? What are some innovative purposes of art? What can we learn from studying art? How do artists use the language of art in communication? How can art (2-D work) be used to skillfully showcase a person's identity? How does art inspire thoughtful conversation and allow for multiple profound interpretations? How can art communicate a broad range of cultural philosophies? Why do some artists learn 'rules in visual art' only to then explore and experiment with alternate, methods? Investigate works of art, and then speculate why they were created? Describe how advanced knowledge and skills in art prepare us as 21st Century thinkers for life and the workplace? | |

| Acquisition | |
|--|--|
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to skillfully use vocabulary unique to the visual arts (2-D work) to communicate verbally and in writing. • How to make confident, thoughtful choices to create in-depth meaningful art. • How to further develop personal aesthetic criteria to skillfully communicate artistic choice. • How to thoroughly explore extensive meaning of the Elements of Art and Principles of Design to communicate artistic purpose. • How to confidently express the complexities of spirit and passion as a visual presence in sophisticated art. • How to use highly effective and respectful interpersonal skills when communicating with peers. • How to analyze and distinguish multiple solutions that solve expressive problems in art. |
| | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (2-D work), both verbally and written form, to express detailed observations. • Researching, understanding, and explaining complex visual works' themes and ideas. • Effectively communicating and defending the use of visual symbols, themes, and ideas used to express sophisticated meaning and intent of original works of art. • Creating artwork that expresses in-depth personal experiences and/or intended meaning. • Analyzing compositional complex and expressive ideas or problems, refining artistic process when needed to achieve intended meaning in art. • Time management, demonstrating an accelerated effective 'studio workflow' starting with creating an image to completing a 2-D artwork. • Skillfully applying their advanced understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
| Stage 2 - Evidence | |
| <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | |
| Evaluative Criteria | Assessment Evidence |
| See attached rubrics, worksheets, drawing/painting terms and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools (quizzes) |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • One-on-One Instruction • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |



Art Seminar 2-D – ASSESSMENT TOOL SAMPLE



Art Seminar

HOW TO LOOK AT ART

The following is a guideline containing four basic components or stages of looking at art. The questions can be used to provoke curiosity and inquiry, and encourage active participation ... and to help viewers better understand and share their feelings on a work or works of art.

DESCRIPTION

- Describe what you see.
- Describe the artist's use of color. How many colors have been used?
- How has the artist applied the paint?
- Describe the texture.
- Describe the lines in the work.
- What kinds of shapes do you see?

ANALYSIS

- Is your eye drawn to any particular area of the painting?
- Is there an element that stands out in the composition?
- Is the composition balanced?
- Does the work make you think of movement? How does the artist show movement?
- Does the painting look flat or does it give a feeling of depth or space?
- Where might the artist have stood while painting this picture?

INTERPRETATION

- What kind of mood or feeling do you get from the painting?
- If you could imagine yourself within the painting, how would you feel?
- What sounds would you hear?
- Why do you think the artist choose this particular subject to paint?
- What part of the landscape, building, person, animal etc. most interested the artist? Why do you think so?

JUDGEMENT

- Find an interesting painting. Why is it interesting to you?
- What do you like or dislike about the work?
- The more you look ... the more you will see.

| COURSE NAME: CERAMICS 1.1 | | | |
|--|--|--|-----------------------------------|
| Developers: Holmen HS Art Teachers | Development Date: 2014 | Instructional Level: 9-12 | Unit: Communication & Connections |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.1,6 C.12.1-10 D.12.4-6 E.12.1, 3-5 G.12.1-4 H.12.1-6 I.12.1-2, 6-7 J.12.1-2, 5-7, 9-10 K.12.3-4 L.12.1-4 COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS RH.12.2, 3, 4, 6, 7, 9 RST.12.1-4, 6-10 W.12.2a-e, 4-10 SL.12.1a, 1c, 1d, 2-5 L.12.4, 6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Recognize, understand and use the visual arts as a form of communication expressing ideas literally, verbally and aesthetically, as they connect and apply what is learned in the visual arts to other art forms, content areas, career skills, and lifelong learning. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Art is a universal form of communication that transcends all language barriers. Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art and Principles of Design. Art influences come from every time period, civilization, culture and geographical location. By studying art, one can understand society and the individual, their own and other world cultures. Artists may create art of derived meaning to convey a message. Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness. | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What is Art? What are some purposes of art? What can we learn from studying art? How do artists use the language of art in communication? How can art (ceramics) be used to show a person's identity? How does art encourage conversation and allow for multiple interpretations? How can art communicate cultural philosophies? Why do some artists learn 'rules in visual art' only to break them? Investigate works of art, and then speculate why they were created? Describe how knowledge and skills in art prepare us as 21st Century thinkers for life and the workplace? | |

| Acquisition | | |
|--------------------|---|---|
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts (ceramics) to communicate verbally and in writing. • Apply reading and listening skills through articles and multimedia study of clay basics. • How to make thoughtful choices to create meaning in art. • How to develop personal aesthetic criteria to communicate artistic choice. • How to explore complex meaning of the Elements of Art and Principles of Design to communicate artistic purpose. • How to express the complexities of spirit and passion as a visual presence in art. • How to use respectful interpersonal skills when communicating with peers. • How to attempt multiple solutions to expressive problems in art. <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (ceramics), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Documenting process of developing ideas from early stages to fully elaborated ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Creating artwork which expresses personal experiences and/or intended meaning, gaining personal insight and appreciation of their accomplishments and the accomplishments of others. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Time management, demonstrating an effective 'potter's workflow' starting with creating in clay to finishing with the use of glaze. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. • Integrating what is learned in ceramics to learning in other discipline areas. |

Stage 2 - Evidence

*How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?*

| Evaluative Criteria | Assessment Evidence |
|--|---|
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools (quizzes) • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes • Rubrics |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the student • Collaborative Assessment - conferencing with other staff • One-on-One Instruction • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

| COURSE NAME: CERAMICS 1.2 | | | |
|---|---|--|---------------------------|
| Developers: Holmen HS Art Teachers | Development Date: 2014 | Instructional Level: 9-12 | Unit: Artistic Perception |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.6 B.12.2 C.12.1-7,9 D.12.4 F.12.1-2 G.12.1-2 I.12.1,3 J.12.10 L.12.2 COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS RH.12.2, 3, 4, 6, 7, 9 RST.12.1-4, 6-10 W.12.2a-e, 4-10 SL.12.1a, 1c, 1d, 2-5 L.12.4, 6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Recognize, understand and apply the elements of art, principles of design, and sensory and expressive qualities of the visual arts, as they develop an understanding between process and product, and personal direction. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art. Principles of Design are used to effectively organize the elements of art in a work of art. Art influences come from every time period, civilization, culture and geographical location. Artists may create art of derived meaning to convey a message. Art develops competencies in problem solve skills that contribute to lifelong knowledge and perception, supporting career readiness. The means to create art always changes. Individuals will recognize themselves as artists and capable of creating and evaluating art. | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What are the elements of art? What are principles of design? How do artists use the elements of art and principles of design as building blocks to cohesively organize a work of art? How can these concepts be applied in other areas? (careers, disciplines, life) Why do some artists learn 'rules in visual art' only to break them? Investigate works of art, and then speculate why they were created? Why do artists consider multiple approaches to visual problems? How can knowledge and skills in art prepare us for life and the workplace in the 21st Century? How is ceramics a sensory activity? How is clay work an intellectual activity? What are the differences between representation, interpretation, and expression? | |

| Acquisition | | |
|-------------|---|---|
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • The elements of art and principles of design and apply these to their art work. • How to discuss and critique a work of art using appropriate vocabulary. • About opportunities and careers in ceramics. • Various materials, methods, and techniques to create art. • Basic understanding of color and color theory as it relates to the use in clay bodies and glaze/s use. • How to problem solve when processes fail/change and learn success from the experience. • How to maintain a record of ideas, thoughts, progress, and artwork through regular sketchbook entries. • How to identify and ask significant questions that clarify understanding in ceramic art. • That risk-taking with clay work can produce unique artwork. <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (ceramics), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Documenting process of developing ideas from early stages to fully elaborated ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Creating artwork which expresses personal experiences and/or intended meaning. • Creating clay work in a variety of ceramic forming and construction techniques and processes for surface enrichment, making choices as to what to apply in ceramic work. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Elaboration in initial ideas/sketches can enhance the final clay work produced. • Applying a basic understanding of color and color theory as it relates to the use in clay bodies and glaze. • Displaying originality and innovativeness by producing unique clay work. • Time management, demonstrating an effective 'potter's workflow' starting with creating in clay to finishing with the use of |

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| | | glaze. <ul style="list-style-type: none"> Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Pre-Mid-Post Assessment tools Checks for understanding Observation/Anecdotal Records Sketchbook assignments – weekly homework – a collection of developing ideas. Student questions/comments Teacher questions and prompts Studio performance and hands-on activities Performance tasks (planning, in-progress, final) Critiques (in-progress, personal written reflection) Self-assessments Quizzes Rubrics | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> Collaborative Assessment - conferencing with student Collaborative Assessment - conferencing with other staff Peer coaching Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

| COURSE NAME: CERAMICS 1.3 | | | |
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| Developers: Holmen HS Art Teachers | Development Date: 2014 | Instructional Level: 9-12 | Unit: Creative Expression – Materials, Tools, & Techniques |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.1, 6 C.12.1-10 D.12.4-6 E.12.1, 3-5 F.12.1-2 G.12.1-4 H.12.2-4 I.12.1-4, 7 J.12.1-2, 5-7, 9-10 K.12.3-4 L.12.1-4 COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS RST.12.1-4, 6-10 W.12.4-9 SL.12.1a, 1c, 1d, 2-3 L.12.4, 6 | Transfer | | |
| | Students will be able to independently use their learning to... <ul style="list-style-type: none">Understand, select and apply visual arts media, tools, techniques, processes and technology, with accepted safe and responsible use of materials, tools, and equipment. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">Working in clay media combines personal expression with form and function.Art influences come from every time period, civilization, culture and geographical location.Varied qualities, conditions, tools, and techniques that are specific to knowledge of clay influence artistic construction.Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.Proper use of materials and tools as it relates to safe and appropriate technical proficiency is vital in the ceramics studio | ESSENTIAL QUESTIONS <ul style="list-style-type: none">What is ceramics?What is clay?What are some of the clay body types you have heard of before? What part of your everyday life did you encountered this clay?What hand-building techniques, tools, and processes best express your art concepts?How can a single medium, or technique, be used to create multiple effects in works of art?What conflicts might be encountered in clay work?What is a kiln?What are the types of kiln firingsHow can knowledge and skills in art prepare us for life, the workplace, or the professional art environment? | |
| | Acquisition | | |
| | Students will KNOW... <ul style="list-style-type: none">How to use vocabulary unique to the visual arts to communicate verbally and in writing. | Students will be skilled at (DO)... <ul style="list-style-type: none">Using the language of art (ceramics), both verbally and written form, to express | |

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| | <ul style="list-style-type: none"> • How to apply reading, and listening skills through articles and multimedia study/research of clay basics. • How basic knowledge of clay conditions, tools, techniques, and processes provide a foundation for successful clay work. • How to select, apply and adapt the knowledge of the elements of art and the principles of design to convey ideas in works of art. • How to balance experimentation and safety, freedom and responsibility while creating art. • How to select and apply clay materials, tools, processes to achieve intended decorative meaning and /or function in art. • How to identify the different states of clay and the limitations of each state. • How to conduct themselves responsibly in cooperative practices in the use and maintenance of the ceramics equipment and studio. • Kiln firing process. • Maintain a record of ideas, thoughts, progress, and artwork through the use of sketchbook entries. • How to assess artwork in progress and/or completed through individual analysis. • Research current ceramic trends and current ceramicists/potters. <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <p>observations.</p> <ul style="list-style-type: none"> • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Selecting and using appropriate ceramic materials, techniques, and tools. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Documenting process of developing ideas from early stages to fully elaborated ideas. • Creating clay works that are structurally sound while achieving the intended form and/or functional purpose. • Creating artwork which expresses personal experiences and/or intended meaning. • Creating clay work in a variety of ceramic forming and construction techniques and processes for surface enrichment, making choices as to what to apply in ceramic work. • Investigating decorative techniques including textures, slip, and combination forms. • Experimentation with clay processes and techniques when creating art expresses personal experiences and/or intended meaning. • Skillfully and patiently complete their clay work with commendable technique. • Time management, demonstrating an |
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| | | <p>efficient 'potter's workflow' starting with creating in clay to finishing with the use of glaze.</p> <ul style="list-style-type: none"> Applying their understanding of the visual arts as connections are made between their art, other disciplines, and daily life. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i></p> <p align="center"><i>How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Pre-Mid-Post Assessment tools Checks for understanding Observation/Anecdotal Records Sketchbook assignments – weekly homework – a collection of developing ideas. Student questions/comments Teacher questions and prompts Studio performance and hands-on activities Performance tasks (planning, in-progress, final), clay pieces such as: <ul style="list-style-type: none"> Clay Cjops Glaze Test Tiles Pinch Construction Coil Construction (extruded and hand-rolled) Slab Construction (clay-pressed and hand-rolled) Mold Work (slump & hump molds). Critiques (in-progress, personal written reflection) Self-assessments Quizzes Rubrics | |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Collaborative Assessment - conferencing with student Collaborative Assessment - conferencing with other staff | |

- Peer coaching
- Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success.

COURSE NAME: CERAMICS 1.4

*Developers: Holmen HS
Art Teachers*

Development Date: 2014

Instructional Level: 9-12

Unit: Culture, History & Connection

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.3-5
B.12.1-6, 8
D.12.1-3
I.12.3-5
J.12.4, 8
K.12.1, 5
L.12.7

COMMON CORE STATE
STANDARDS for LITERACY
in ALL SUBJECTS

RH.12.2, 3, 4, 6, 7, 9
RST.12.1-4, 6-10
W.12.2a-e, 4-9
SL.12.1a, 1c, 1d, 2-3
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Understand and analyze the role, development, and continuing connection of the arts in relation to world cultures, history and society.

Meaning

UNDERSTANDINGS

Students will understand that...

- Timeless works of art are deemed important for a number and variety of reasons.
- Art preserves and depicts history in ways that words cannot.
- Art influences come from every time period, civilization, culture and geographical location.
- The means to create art changes with the historical and geographical changes.
- The point of studying the arts is to foster meaning, making deeper emotional response and more inventive decision-making, while fostering artistic appreciation, interpretation, imagination, significance and

ESSENTIAL QUESTIONS

- Does art define culture, or culture defines art?
- What do hand-built clay works reveal about history or a culture?
- How does the art piece reflect and inform the culture in which it was created?
- What is old and what is new in any work of art? (style, technique and technologies)
- How important is “new” in art? (trends, techniques, and technologies)
- What makes some works of art great?
- When does a work of art have merit?

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| | <p>value.</p> <ul style="list-style-type: none"> Experts can, and do, disagree about the value, power and source of art. | |
| Acquisition | | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> How to use vocabulary unique to the visual arts to communicate verbally and in writing as it relates historically and culturally. How to make thoughtful choices to create meaning in art. Art is a reflection of time, place, and society. How to express the complexities of spirit and passion of a society as a visual presence in art. Art is a visual record of humankind. How to explore complex meaning of artists and cultures, past and present, and use art to communicate ideas. How to analyze artistic diversity. Ceramic timeline in the relationship to the advancements in ceramics technology. <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Using the language of art (ceramics), both verbally and written form, to express observations. Researching, understanding, and explaining visual works' themes, ideas, and message in as it relates historically and culturally. Communicating and defending the use of visual symbols, themes, and ideas used to express meaning of past traditions, norms, practices, values and beliefs. Creating artwork which expresses personal experiences and/or intended meaning. Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system and global view. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i></p> <p align="center"><i>How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Pre-Mid-Post Assessment tools Checks for understanding | |

| | |
|--|---|
| | <ul style="list-style-type: none">• Observation/Anecdotal Records• Sketchbook assignments – weekly homework – a collection of developing ideas.• Student questions/comments• Teacher questions and prompts• Studio performance and hands-on activities• Performance tasks (planning, in-progress, final)• Critiques (in-progress, personal written reflection)• Self-assessments• Quizzes• Rubrics |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">• Collaborative Assessment - conferencing with student• Collaborative Assessment - conferencing with other staff• Peer coaching• Group discussions• Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |



| COURSE NAME: CERAMICS 1.5 | | | |
|---|---|---|-------------------------|
| Developers: Holmen HS Art Teachers | Development Date: 2014 | Instructional Level: 9-12 | Unit: Aesthetic Valuing |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS G.12.1-4 H.12.1-6 COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS RH.12.2, 3, 4, 6, 7, 9 RST.12.1-4, 6-10 W.12.2a-e, 4-9 SL.12.1a, 1c, 1d, 2-3 L.12.4, 6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Critically and objectively analyze characteristics, merits and intended meanings of works of art. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. By examining and considering choices artists make, interpretation of final works promotes critical creative thinking in future challenges. Artists may create art of derived meaning to convey a message. Analyzing art is an evaluation that reveals knowledge of how form communicates meaning. Unsuccessful efforts can be a constructive part of the creative process. Art develops competencies and creative skills to communicate, that contribute to lifelong learning and career readiness. People analyze art based on various criteria. | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do artists use the language of art to articulate ideas and inform aesthetic judgments? How can a viewer “read” art? How do life experiences influence works of art? How are similarities and differences defined among works of art? How can art communicate cultural philosophies? Investigate works of art, and speculate why they were created? What makes some works of art great? How is learning deepened through the study of art? | |

| Acquisition | |
|--|--|
| <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts to communicate verbally and in writing when reflecting upon and assessing works of art. • How to articulate thoughts and informed aesthetic judgments when analyzing their own art and works of others through critique. • How critique as a standard for evaluating art, can be stated to others without strong personal opinions or vague preferences. • How to compare and contrast the merits of art. • How to analyze works of art to speculate why they were created. • How to describe personal responses to selected works of art. • How to investigate, reflect, form, and validate opinions through experiences and meaningful resources. • The current trends and new technologies in the ceramic world. • How to evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art. • How to describe by what manner a work of art can convey a voice of one or a voice of many. • How to analyze unsuccessful efforts to reflect and refine works of art. <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (ceramics), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Documenting process of developing ideas from early stages to fully elaborated ideas. • Communicating and validating the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Assessing compositional and expressive ideas to form and validate intended meaning of their art and of others through knowledge of current trends, experiences and meaningful resources. • Analyzing unsuccessful personal efforts to reflect upon and refine works of art. • Applying their understanding of aesthetic to decisions made in daily life, developing a personal belief system, career readiness and global awareness. |

Stage 2 - Evidence

*How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?*

| Evaluative Criteria | Assessment Evidence |
|--|---|
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes • Rubrics |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with student • Collaborative Assessment - conferencing with other staff • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success |

STAGES OF CLAY



| Characteristics/Categories | Stage 1 Slurry | Stage 2 Moist/Wet | Stage 3 Leatherhard | Stage 4 Greenware | Stage 5 Bisqueware | Stage 6 Glazeware |
|-------------------------------------|-------------------|----------------------|------------------------|----------------------|-----------------------|----------------------|
| Defined As... | | | | | | |
| Color | | | | | | |
| Temperature (To the Touch) | | | | | | |
| Other Physical Properties | | | | | | |
| Can you attach two pieces together? | | | | | | |
| Can it be fired? | | | | | | |
| How many times has it been fired? | | | | | | |
| Can it be recycled? | | | | | | |
| Other | | | | | | |

THREE CLAY PROPERTIES

Name _____ HR _____

| Property #1 | Property #2 | Property #3 |
|--|--|---|
| PLASTICITY | SHRINKAGE | Porosity |
| Plasticity is... | Shrinkage is... | Porosity is... |
| I can test my clay's plasticity by... | I can test my clay's shrinkage by... | I can test my clay's porosity by... |
| I can improve my clay's plasticity by... | I can keep my clay from shrinking unevenly and warping by... | I can decrease my clay's porosity by... |

COMMON CERAMIC HANDBUILDING TOOLS

Identify the following clay tools from the Word Bank provided below.



WORD BANK

- a) Rib
- b) Sponge
- c) Loop Tool
- d) Extruder
- e) Needle Tool
- f) Ribbon Tool
- g) Wire Cutting Tool
- h) Modeling Tool
- i) Fettling Knife
- j) Cjop

EXTRA CREDIT POINT!

Can this item be used in ceramics? And if so explain how:





Mrs. Schank's Studio

Hour:

Week/Date:

* * * * *

Marked as follows:

NA * PR = Proficient * SA = Satisfactory * EM = Emerging

School District of Holmen

CERAMIC HANDBUILT PROJECTS RUBRIC

The following is to serve **as a general guide for assessment factors in Ceramic Art**. Please note there may be specific projects that have additional learning objectives, and/or components for the most successfully academic outcome, which in all fairness would result in amended factors. No points have been assigned to this rubric as projects vary in complexity and size requirements. Project assessment will be given when assignment is given using the point values below.

| 10 Superior | 9 Good | 8 Emerging | 7 Needs Work | 6-0 Incomplete/Other | |
|--|---|---|--|---|---------------|
| OBJECTIVES | LOW PERFORMANCE | AT OR BELOW AVERAGE | AT OR ABOVE AVERAGE | EXEMPLARY PERFORMANCE | EARNED POINTS |
| Sketches and notes for ceramic design concept/s are well developed and organized. | Student completed some design notes and sketches, but lack attention to detail and neatness. | Student completed design notes and sketches, which are easy to read and neatly drawn. | Student completed design notes and sketches with attention to detail and neatness. | Student completed design notes and sketches with attention to detail and neatness represented extremely well. | |
| Project plans are drawn neatly, complete with dimensions and any unique design details. (Please note that the required number of plans may vary with each project.) | Student did not complete the required number of design plans, or some/all plans lack neatness and/or design details. | Student completed all designs neatly, yet missing design details, and/or lack attention to neatness. | Student completed all designs neatly with attention to design details. | Student completed all designs neatly with attention to details that show above average skill and creative insight. | |
| Ceramic tiles are created neatly from template provided with straight - smooth edges and even thickness, properly drying to ensure a flat surface. (Inclusion of interesting design elements is always encouraged.) | Student did not follow directions very well. Tiles are uneven and/or incomplete, with little attention to neatness and craftsmanship. | Student followed directions, but tiles lack neatness and craftsmanship. | Student followed directions and completed tiles of even thickness, with attention to neatness and craftsmanship. | Student completed tiles neatly and show above average skill in slab construction and craftsmanship, with attention to design and details. | |
| Ceramic piece/s created by either using pinch, coil or slab construction methods, created without seam visibility or separation (if applicable). | Student did not follow directions very well. Seam/s is quite visible with separations. Lacks attention to neatness and craftsmanship. | Student followed directions, but piece/s lack neatness and craftsmanship. Seams are somewhat visible, but there are no separations. | Student followed directions with attention to neatness and craftsmanship. Seam of piece/s are almost invisible. | Student completed piece/s neatly above average in construction and craftsmanship, as well as attention to design and details. No visible seams. | |
| Sides of piece/s are even (this includes thickness and height). | Thickness and/or height of walls are quite uneven, or walls are too thick. Very heavy piece. | Thickness and/or height of walls have some unevenness. | Thickness and/or height of walls are quite even and smooth. | Thickness and/or height of walls are perfectly even and smooth. | |

| | | | | | |
|--|---|---|---|---|--|
| Ceramic piece/s is glazed neatly, with at least 3 coats of glaze for proper coverage eliminating evidence of brushstrokes. | Ceramic piece/s is glazed, but lacks neatness revealing brushstroke marks over the majority of the clay piece. | Ceramic piece/s is glazed somewhat neatly and there are only a few areas that show evidence of brushstrokes. | Ceramic piece/s is glazed neatly, with even and consistent glaze coverage. | Ceramic piece/s is glazed <i>with neatness & craftsmanship</i> . There are at least three coats of glaze creating an aesthetically pleasing finish. | |
| Designs elements are neatly pressed in, drawn in, or securely attached (scoring & slip) within the clay piece/s. Design details are smooth and easily recognized. | Student did not neatly pressed designs, or attach securely into clay piece/s. Lacks attention to neatness and craftsmanship. | Student pressed some designs within the clay piece/s with attention to neatness and craftsmanship. None have detached. | Designs are pressed with neatness and attention of craftsmanship. | Student has taken their design solution to a higher level of creative thinking with intricate design elements through impression and/or additive measures. | |
| General Craftsmanship and Neatness. | Student lacked an overall serious approach to this clay piece/s, compromising the finished product. | Clear of student's effort over this piece, greater focus on neatness and craftsmanship would benefit. | Piece/s is neat, designs are orderly. Acceptable and within means for overall neatness and craftsmanship. | Piece/s is neatly created, while neatness and craftsmanship is well above average. Excellent work. | |
| Completion | Student made little attempt to finish clay piece/s with poor use of their studio time. | Student was unable to finish, but made good use of their time while making an effort to finish. | Student finished work with success. Used studio time well. | Student finished work with success, remaining organized and focused throughout the project. | |
| Student writes about his/her finished clay piece/s. (May not be required of all clay pieces completed during ceramics art course.) | Student writes at least five sentences about how they made their piece and who they made it for. Sentences are incomplete and/or have misspelled words. | Student writes at least 6-7 sentences regarding how they made their piece, whom it was made for, and how the designs elements play a role in the connection to the individual it is intended for. Sentences are complete. | Student writes at least 8-9 sentences regarding how they made their piece, whom it was made for, and how the designs elements play a role in the connection to the individual it is intended for, in addition to how their design idea developed. Sentences are complete. | Student writes at least 10-12 sentences regarding how they made their piece, whom it was made for, and how the designs elements play a role in the connection to the individual it is intended for, how their design idea developed, <i>as well as reflect on how clay piece/s can symbolically hold meaning.</i> | |
| | | | | SCORE: | |

NAME: _____ CLASS: _____ HOUR: _____ DATE: _____

CLAY PROJECT: _____ PROJECT POINT VALUE: _____

NOTES:



CERAMICS PROJECT ASSESSMENT SHEET

NAME: _____

CERAMIC PROJECT: _____ HOUR: _____ DATE: _____

THUMBNAIL SKETCH SHOWING GLAZE DETAILS.

#1

#2

THUMBNAIL SKETCH SHOWING GLAZE DETAILS.

Size of clay piece (wet clay): _____ Size after bisque fire: _____

GLAZING NOTES:

Use exact glaze names (record them immediately after applying). How was glaze applied? Brushed on? Poured? Too much? Not enough?

Inside of clay piece: _____

Outside of clay piece: _____

Decorative effects: _____

Additional Notes: _____

#2

FIRING NOTES:

Bisque Fire: _____

Include date of firing & any unique details.

Glaze Fire: _____

REFLECTION NOTES:

Complete, informative responses – this is for your own benefit in regards to future clay works. Remember Reflect!

1. What is successful about this clay piece?

#1

#2

2. What didn't work out as you had hoped?

#1

#2

3. What would you do differently next time?

#1

#2

4. What did you learn while creating this clay piece?

#1

#2

5. Here's the biggie....do you like your project? Why/why not?

#1

#2

| TEACHER ASSESSMENT | COMMENTS | |
|---|----------|--|
| PROJECT CRITERIA: Project is done according to objectives & directions given. | | |
| CRAFTSMANSHIP: How well is technique & attention to detail executed? Smooth, clean surface; proper amount of glaze applied for a finished look. | | |
| ORIGINAL/CREATIVE: Clay piece is interesting, with a unique expression of idea, personal style & emotion. Your own idea...no clichés. | | |
| EFFORT: On time & prepared to work each day. Continuous effort to master technique; kept trying over & over until it was right. | | |
| OVERALL CLAY PROJECT: The overall piece is appropriate for the project requirements, unified, & aesthetically pleasing. | | |

Construction -

PROJECT SCORE at the moment: Glaze - _____/ _____ possible pts.
If applicable, correct and resubmit clay project for possible higher grade.

Completed by Mrs. Schank on: _____

| COURSE NAME: CERAMICS 2.1 | | | |
|--|---|---|-----------------------------------|
| Developers: Holmen HS Art Teachers | Development Date: 2014 | Instructional Level: 9-12 | Unit: Communication & Connections |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.1,6 C.12.1-10 D.12.4-6 E.12.1, 3-5 G.12.1-4 H.12.1-6 I.12.1-2, 6-7 J.12.1-2, 5-7, 9-10 K.12.3-4 L.12.1-4 COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS RH.12.2, 3, 4, 6, 7, 9 RST.12.1-4, 6-10 W.12.2a-e, 4-10 SL.12.1a, 1c, 1d, 2-5 L.12.4, 6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Recognize, understand and use the visual arts as a form of communication expressing ideas literally, verbally and aesthetically, as they connect and apply what is learned in the visual arts to other art forms, content areas, career skills, and lifelong learning. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Art is a universal form of communication that transcends all language barriers to express ideas, moods, and feelings and the unique perceptions of the individual artist. Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art and Principles of Design. Art influences come from every time period, civilization, culture and geographical location. By studying advanced art, one can understand themselves as artists, and how artists reflect and contribute to global society. Artists may create art of derived meaning to convey a message. Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> Why do people create art? Why do people create ceramic art? What are some purposes of art? What is the difference between “functional” versus “non-functional” ceramics? What is the value of studying advanced art? Why is the artist important in our global society? What does the artists’ unique vision add to our culture? How can art communicate cultural philosophies? How does art encourage conversation and allow for multiple interpretations? How does art bring about change? What do we gain in our own development as artists and individuals, from critiquing master works, contemporary works, and student works? What is the artist’s role and responsibility in the community? | |

| | | |
|--|---|---|
| | to lifelong learning and career readiness. | <ul style="list-style-type: none"> • What is the relevance of art to your own life? • How does knowledge and skills in advanced art prepare us as 21st Century thinkers for life and the workplace? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use developed vocabulary unique to the visual arts (ceramics) to communicate verbally and in writing. • Apply reading and listening skills through articles and multimedia study of complex clay practices. • How to make comprehensive choices to create meaning in art. • There is a purpose and function of art. • How to develop personal aesthetic criteria to communicate artistic choice. • How to explore multifaceted meaning of the Elements of Art and Principles of Design to communicate artistic purpose. • How to exercise multiple solutions to expressive problems in art. • How to express the intricacies of spirit and passion as a visual presence in art. • Collaborate respectfully with peers, listen with intent and respond thoughtfully when communicating. • Of the opportunities and careers in art (ceramics). <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using sophisticated language of art (ceramics), both verbally and written form, to express observations. • In-depth exploration of visual concepts and global perspectives through comparing and contrasting themes and ideas. • Documenting creative growth through sketchbook, or art journal entries, developing increasing fluency in visual communication and exhibit greater artistic competence. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Creating sophisticated artwork articulating distinctive experiences and/or intended complex meaning, gaining personal insight and appreciation of their accomplishments and the accomplishments of others. • Assessing compositional and expressive ideas or complexities, refining artistic practice when needed to achieve intended meaning or function in art. • Time management, establishing an efficient 'potter's workflow' from the conception of a visual concept to the finished art piece. . • Applying their understanding of the visual |

| | | |
|---|--|--|
| | | <p>arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts.</p> <ul style="list-style-type: none"> Integrating what is learned in ceramics to learning in other discipline areas. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i></p> <p align="center"><i>How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Pre-Mid-Post Assessment tools (quizzes) Checks for understanding Observation/Anecdotal Records Sketchbook assignments – weekly homework – a collection of developing ideas. Student questions/comments Teacher questions and prompts Studio performance and hands-on activities Performance tasks (planning, in-progress, final) Critiques (in-progress, personal written reflection) Self-assessments Quizzes Rubrics | |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Collaborative Assessment - conferencing with the student Collaborative Assessment - conferencing with other staff One-on-One Instruction Peer coaching Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

| COURSE NAME: CERAMICS 2.2 | | | |
|---|---|--|---------------------------|
| Developers: Holmen HS Art Teachers | Development Date: 2014 | Instructional Level: 9-12 | Unit: Artistic Perception |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.6 B.12.2 C.12.1-7,9 D.12.4 F.12.1-2 G.12.1-2 I.12.1,3 J.12.10 L.12.2 COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS RH.12.2, 3, 4, 6, 7, 9 RST.12.1-4, 6-10 W.12.2a-e, 4-10 SL.12.1a, 1c, 1d, 2-5 L.12.4, 6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Recognize, understand and apply the elements of art, principles of design, and sensory and expressive qualities of the visual arts, as they develop an understanding between process and product, and personal direction. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art. Principles of Design are used to effectively organize the elements of art in a work of art. Art influences come from every time period, civilization, culture and geographical location. Artists may create art of derived meaning to convey a message. Art develops competencies in problem solve skills that contribute to lifelong knowledge and perception, supporting career readiness. The means to create art always changes. Individuals will recognize themselves as artists and capable of creating and evaluating art. | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What are the elements of art? What are principles of design? How do artists use the elements of art and principles of design as building blocks to cohesively organize a work of art? How can these concepts be applied in other areas? (careers, disciplines, life) Why do some artists learn 'rules in visual art' only to break them? Investigate works of art, and then speculate why they were created? Why do artists consider multiple approaches to visual problems? How can knowledge and skills in art prepare us for life and the workplace in the 21st Century? How is ceramics a sensory activity? How is clay work an intellectual activity? What are the differences between representation, interpretation, and expression? | |

| Acquisition | |
|--|---|
| <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • The elements of art and principles of design and apply these to their art work. • How to discuss and critique a work of art using sophisticated vocabulary. • About opportunities and careers in ceramics. • Various innovative ceramic materials, methods, and techniques to create art. • Complex understanding of color and color theory as it relates to the use in clay bodies and glaze/s use. • How to problem solve when processes fail/change and learn success from the experience. • How to maintain a record of ideas, thoughts, progress, and artwork through regular sketchbook entries. • How to identify and ask significant questions to clarify understanding in ceramic art. • That risk-taking with clay work can produce unique artwork. <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using sophisticated language of art (ceramics), both verbally and written form, to express observations. • Comprehensive research, understanding, and explaining visual works' themes and ideas. • Independently monitor their understanding and learning needs so as to continually improve as artists. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Producing in-depth and more profound works of visual art that reflect the maturity of their creative and problem-solving skills. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Elaboration in initial ideas/sketches can enhance the final clay work produced. • Applying a complex understanding of color and color theory as it relates to the use in clay bodies and glaze. • Demonstrating initiative to advance skill level through the production of unique ceramic works of originality and innovativeness. • Time management, demonstrating an effective 'potter's workflow' starting with creating in clay to finishing with the use of glaze. |

| | | |
|--|---|---|
| | | <ul style="list-style-type: none"> Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Pre-Mid-Post Assessment tools Checks for understanding Observation/Anecdotal Records Sketchbook assignments – weekly homework – a collection of developing ideas. Student questions/comments Teacher questions and prompts Studio performance and hands-on activities Performance tasks (planning, in-progress, final) Critiques (in-progress, personal written reflection) Self-assessments Quizzes Rubrics | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> Collaborative Assessment - conferencing with student Collaborative Assessment - conferencing with other staff Peer coaching Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

| COURSE NAME: CERAMICS 2.3 | | | |
|--|--|--|---|
| Developers: Holmen HS Art Teachers | Development Date: 2014 | Instructional Level: 9-12 | Unit: Creative Expression – Materials, Tools, & Techniques |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.1, 6 C.12.1-10 D.12.4-6 E.12.1, 3-5 F.12.1-2 G.12.1-4 H.12.1-4 I.12.1-4, 6-7 J.12.1-2, 5-7, 9-10 K.12.3-4 L.12.1-4 COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS RST.12.1-4, 6-10 W.12.4-9 SL.12.1a, 1c, 1d, 2-3 L.12.4, 6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Understand, select and apply visual arts media, tools, techniques, processes and technology, with accepted safe and responsible use of materials, tools, and equipment. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Working in clay media combines personal expression with form and function. Art influences come from every time period, civilization, culture and geographical location. Varied qualities, conditions, tools, and techniques that are specific to knowledge of clay influence artistic construction. Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness. Proper use of materials and tools as it relates to safe and appropriate technical proficiency is vital in the ceramics studio. | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What are some new trends and innovative developments in ceramic art? Advanced decorative approaches? Compare and contrast the roles of “Production Potter” versus “Fine Art Ceramicist”, and how they impact ceramic art. What is a potter’s wheel? What is the step-by-step process of throwing on the potter’s wheel? What is the history of the potter’s wheel? How do you properly load/unload a kiln? What is slipcasting? What and how are slipcast molds made? How has slipcasting played a role in ceramic art? What issues might be encountered with the glaze from a kiln firing? What conflicts might be encountered in a kiln firing? How can knowledge and skills in art prepare us for life, the workplace, or the professional art environment? | |

| Acquisition | | |
|--------------------|---|--|
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use sophisticated vocabulary unique to the visual arts to communicate verbally and in writing. • How to apply reading, and listening skills through articles and multimedia study/research of clay basics. • How skillful knowledge of clay conditions, tools, techniques, and processes provide are essential for successful clay work. • How to select, apply and adapt their knowledge of the elements of art and the principles of design to convey ideas in works of art. • How to productively balance experimentation and safety, freedom and responsibility while creating art. • How to confidently select and apply clay materials, tools, processes to achieve intended decorative meaning and /or function in art. • How to conduct themselves respectfully, working effectively, adapting to varied roles and responsibilities in the ceramics studio. • How to independently maintain a collection of ideas, thoughts, progress, and artwork in sketchbook/art journal entries as a reflective learner. • How to assess artwork in progress and/or completed through established criteria to expand learning and advance skill levels. • How to independently investigate current | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using sophisticated language of art (ceramics), both verbally and written form, to express observations. • Defining, prioritizing, and completing tasks without oversight. • Reflective assessment of compositional and expressive ideas or problems, refining artistic process when needed demonstrating their commitment to learning as a lifelong process. • Documenting process of developing ideas from early stages to fully elaborated ideas. • Create and exhibit original decorative and functional ceramic artworks of increasing complexity and with enhanced skill. • Undertaking expressive art experiences, gaining personal insight and skill mastery to explore new and challenging ceramic opportunities. • Patient construction and sophisticated artistic practice, creating ceramic artwork with commendable technique. • Recognizing how scale of art work will affect technique. • Select and apply surface decoration and design treatments to elaborate and communicate specific expression on clay art work. • Self-directed studio practices, utilizing time efficiently and managing ceramic work load. • Applying their knowledge of the visual arts |

| | | |
|---|---|---|
| | ceramic trends and artists. <i>*See attached "Glossary of Ceramics" for vocabulary reference.</i> | as connections are made between their art, other disciplines, and daily life. |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final), clay pieces such as: <ul style="list-style-type: none"> ○ Advanced hand-built ceramic art (pinch, coil, extruded and/or slab construction) ○ Various wheel thrown work ○ Mold work (slump & hump molds) ○ Slipcast work (poured mold work) ○ Glaze application • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes • Rubrics | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with student • Collaborative Assessment - conferencing with other staff • Peer coaching • Creativity/Originality • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

| COURSE NAME: CERAMICS 2.4 | | | |
|--|---|--|-------------------------------------|
| Developers: Holmen HS Art Teachers | Development Date: 2014 | Instructional Level: 9-12 | Unit: Culture, History & Connection |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.3-5 B.12.1-6, 8 D.12.1-3 I.12.3-5 J.12.3-4, 8 K.12.1, 5 L.12.7 COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS RH.12.2, 3, 4, 6, 7, 9 RST.12.1-4, 6-10 W.12.2a-e, 4-9 SL.12.1a, 1c, 1d, 2-3 L.12.4, 6 | Transfer | | |
| | Students will be able to independently use their learning to... | | |
| | <ul style="list-style-type: none">Understand and analyze the role, development, and continuing connection of the arts in relation to world cultures, history and society. | | |
| | Meaning | | |
| | UNDERSTANDINGS Students will understand that... | ESSENTIAL QUESTIONS | |
| | <ul style="list-style-type: none">Timeless works of art are deemed important for a number and variety of reasons.Art preserves and depicts history in ways that words cannot.Art influences come from every time period, civilization, culture and geographical location.The means to create art changes with the historical and geographical changes.The point of studying the arts is to foster meaning, making deeper emotional response and more inventive decision-making, while fostering artistic appreciation, interpretation, imagination, significance and value.Experts can, and do, disagree about the value, power and source of art. | <ul style="list-style-type: none">Does art define culture, or culture defines art?What does the potter's wheel/wheel-thrown pottery reveal about history or a culture?How does the art piece reflect and inform the culture in which it was created?What is old and what is new in any work of art? (style, technique and technologies)How important is "new" in art? (trends, techniques, and technologies)What makes some works of art great?When does a work of art have merit? | |
| Acquisition | | | |
| Students will KNOW... | Students will be skilled at (DO)... | | |
| <ul style="list-style-type: none">How to use sophisticated vocabulary unique | <ul style="list-style-type: none">Using sophisticated language of art | | |

| | | |
|--|--|---|
| | <p>to the visual arts to communicate verbally and in writing as it relates historically and culturally.</p> <ul style="list-style-type: none"> • How to make complex choices to create meaning in art. • Art is a reflection of time, place, and society. • How to express the complexities of spirit and passion of a society as a visual presence in art. • Art is a visual record of humankind. • How to explore complex meaning of artists and cultures, past and present, and use art to communicate ideas. • How to analyze artistic diversity. • Ceramic timeline in the relationship to the advancements in ceramics technology. <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <p>(ceramics), both verbally and written form, to express observations.</p> <ul style="list-style-type: none"> • Researching, understanding, and explaining visual works' themes, ideas, and message in as it relates historically and culturally. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning of past traditions, norms, practices, values and beliefs. • Creating artwork which expresses personal experiences and/or intended meaning. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system and global view. |
|--|--|---|

Stage 2 - Evidence

***How will you monitor and/or measure evidence of student learning? How will you communicate student learning?
How do students provide feedback about their learning?***

| Evaluative Criteria | Assessment Evidence |
|--|---|
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) |

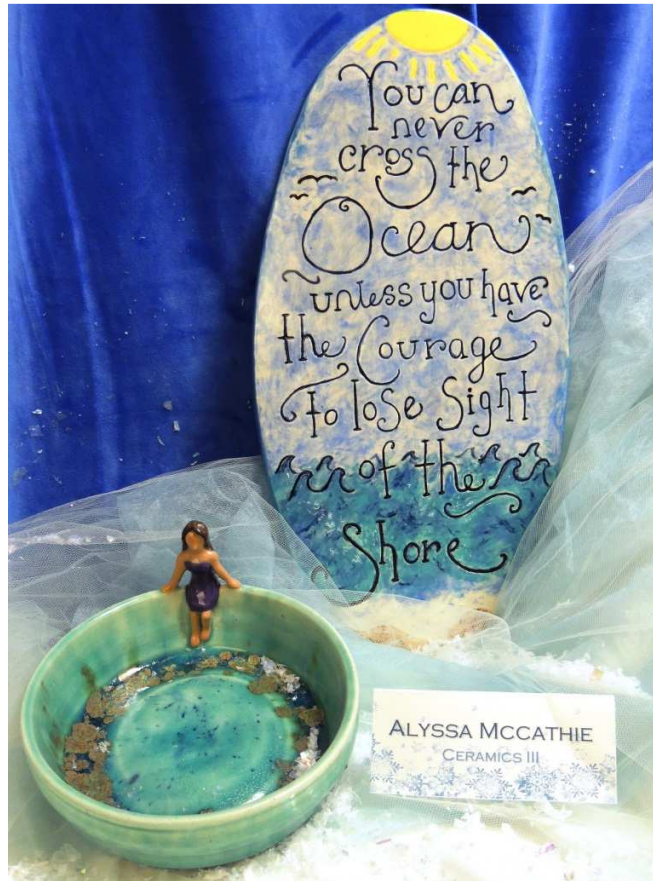
| | |
|--|---|
| | <ul style="list-style-type: none"> • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes • Rubrics |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with student • Collaborative Assessment - conferencing with other staff • Peer coaching • Group discussions • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

| COURSE NAME: CERAMICS 2.5 | | | |
|---|---|--|--------------------------------|
| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Aesthetic Valuing</i> |
| Stage 1 Desired Results | | | |
| <p>ESTABLISHED GOALS</p> <p>G.12.1-4 H.12.1-6</p> <p>COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS</p> <p>RH.12.2, 3, 4, 6, 7, 9 RST.12.1-4, 6-10 W.12.2a-e, 4-9 SL.12.1a, 1c, 1d, 2-3 L.12.4, 6</p> | Transfer | | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Critically and objectively analyze characteristics, merits and intended meanings of works of art. | | |
| | Meaning | | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. • By examining and considering choices artists make, interpretation of final works promotes critical creative thinking in future challenges. | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do artists use the language of art to articulate ideas and inform aesthetic judgments? • How can a viewer “read” art? • How do life experiences influence works of art? • How are similarities and differences defined among works of art? | |

| | | |
|--------------------|--|--|
| | <ul style="list-style-type: none"> • Artists may create art of derived meaning to convey a message. • Analyzing art is an evaluation that reveals knowledge of how form communicates meaning. • Unsuccessful efforts can be a constructive part of the creative process. • Compositional elements may be used to create tension and conflict in art. • People analyze art based on various criteria. • How critique as a standard for evaluating art, can be stated to others without strong personal opinions or vague preferences. | <ul style="list-style-type: none"> • How can art communicate cultural philosophies? • Investigate works of art, and speculate why they were created? • What makes some works of art great? • How is learning deepened through the study of art? • What aesthetic features distinguish functional art? • Can functional art be fine art? |
| Acquisition | | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use complex vocabulary unique to the visual arts to communicate verbally and in writing when reflecting upon and assessing works of art. • How to articulate in-depth thoughts and informed aesthetic judgments when analyzing their own art and works of others through critique. • How to compare and contrast the merits of art. • How to analyze works of art to speculate why they were created. • How to describe personal responses for selected works of art. • How to investigate, reflect, form, and validate opinions through experiences and meaningful resources. | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using complex language of art (ceramics), both verbally and written form, to express in-depth observations. • Researching, understanding, and explaining visual works' themes and ideas. • Documenting process of emerging ideas from early stages to fully elaborated ideas, developing a sense of personal style in art-making. • Communicating and validating the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Demonstrate competencies assessing compositional and expressive ideas to form and validate intended meaning of their art and of others through knowledge of current |

| | | |
|---|---|--|
| | <ul style="list-style-type: none"> • The current trends and new technologies in the ceramic world. • How to evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art. • How to describe by what manner a work of art can convey a voice of one or a voice of many. • How to analyze unsuccessful efforts to reflect and refine works of art. <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <p>trends, experiences and meaningful resources.</p> <ul style="list-style-type: none"> • Analyzing unsuccessful personal efforts through reflective strategies to refine works of art, processes and constructive approach. • Applying their understanding of aesthetics to decisions made in daily life, developing a personal belief system, career readiness and global awareness. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i></p> <p align="center"><i>How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes • Rubrics | |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with student | |

- Collaborative Assessment - conferencing with other staff
- Peer coaching
- Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success





CERAMICS ART PROFICIENCY GUIDE

Name: _____

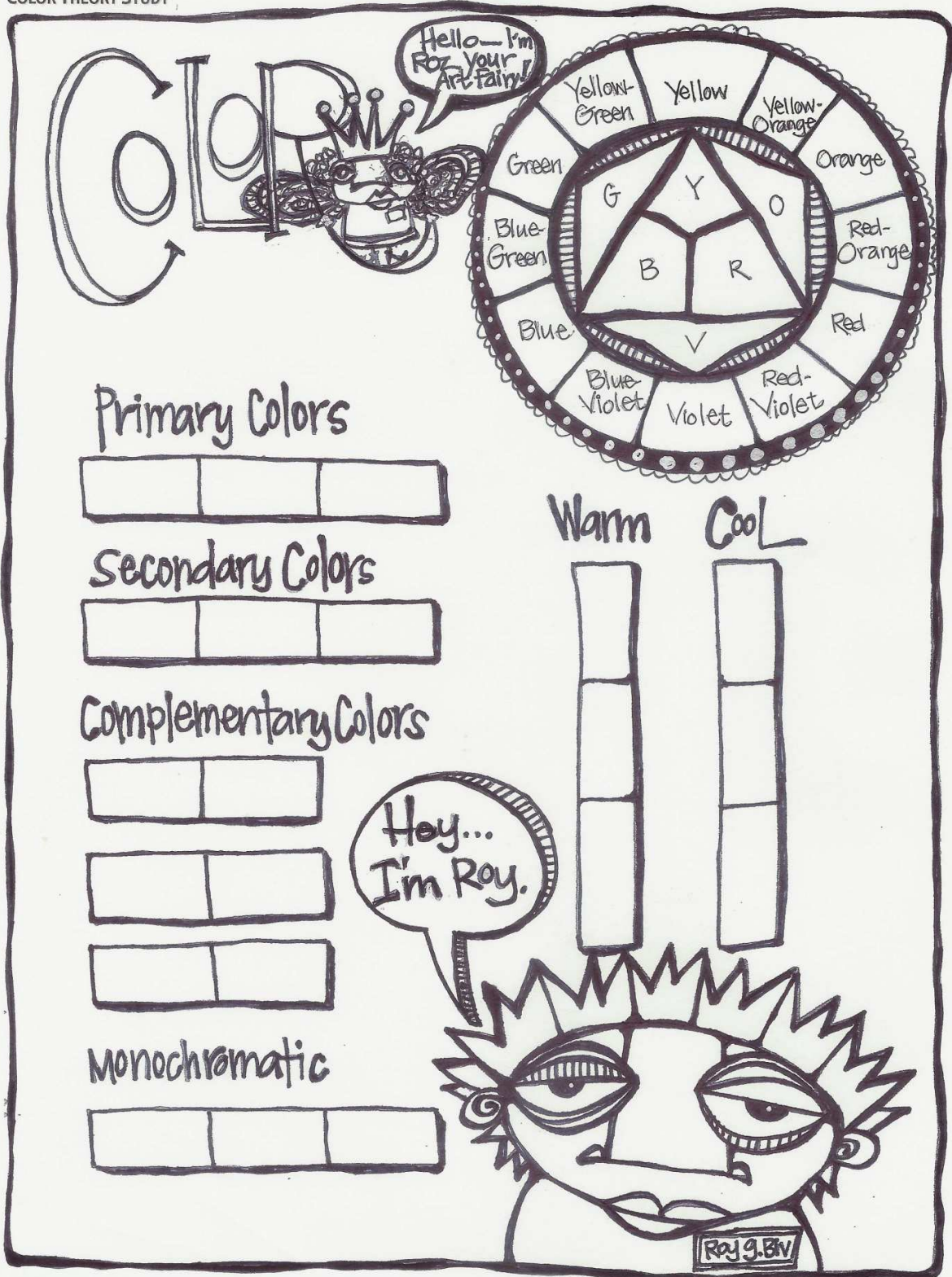
| | SKILLS | DEMONSTRATES KNOWLEDGE, SKILLS AND PRACTICE | | | |
|-----------------------|--|---|------------------------|-----------------------------|------------------------|
| | | Beginning Heard of it | Consolidate Know it | Established Can apply it | Expert Can teach it |
| ART PRACTICE | Able to create/recreate art works using | | | | |
| | • Hand-building techniques | | | | |
| | • Slip Cast techniques | | | | |
| | • Slump & Hump Mould techniques | | | | |
| | • Wheel Throwing techniques | | | | |
| | • Additive/Subtractive techniques | | | | |
| | • Decorative techniques | | | | |
| | • Engobe (Underglazes) | | | | |
| | • Glaze practices | | | | |
| | Demonstrates skills and techniques to interpret and understand art ideas and process | | | | |
| | • Use of color schemes | | | | |
| | • Function vs. Form | | | | |
| | • Proportions | | | | |
| | Works as an individual or in collaboration to create clay pieces. | | | | |
| | Compares the use of color as a meaning to provoke emotion | | | | |
| ART IN CONTEXT | • Natural/tertiary colors | | | | |
| | • Primary/secondary colors | | | | |
| ART ANALYSIS | Ability to document work in progress – sketchbook entries, project profile sheet, and personal art journaling | | | | |
| | • Thumbnail sketches/notes | | | | |
| | • Construction designs | | | | |
| ART IN CONTEXT | Ability to connect ceramic art with art historical cultures, movements, artists, and traditions. | | | | |
| | Demonstrates understanding of art theory and philosophy. | | | | |
| ART ANALYSIS | Utilize ceramic art terminology to articulate ideas and informed aesthetic judgments about their own art and that of their peers through critique. | | | | |
| | Ability to investigate, reflect, form and validate opinions of art (their own and others) through their knowledge of current trends, experiences and meaningful resources. | | | | |

YEAR:

TERM:

NOTES:

SELF-ASSESSMENT OF KNOWLEDGE & SKILL COMPLETED ON: _____



Name:

Class:

Hour:

Date:

CERAMICS

~ Sketchbook Assignments ~

Mrs. Schank ~ Room 506 – [Current Term] ~ [Current Semester]

The student will sketch and collect artifacts from a variety of sources that will inspire original decorative and structural design ideas for possible projects during this Ceramics course. Sketchbook assignments are due at the beginning of class on the Wednesday of each week. Every effort will be made to grade sketchbooks during class, time permitting of course. The purpose of a sketchbook assignment is to make you look harder at objects, use your imagination, and explore ideas and techniques that interest, challenge, and stimulate you. You will find that practice does indeed pay off and your confidence in your abilities will increase proportionally to the amount of effort and care you put into your work.

As you participate in various daily activities, push yourself to become aware of the variety of design applications in the world around you. Take time to read the arts section of the newspaper. Visit a local bookstore and explore the various art books available. Visit a museum or gallery. Check the Internet to find out what other artists are doing. Read a book, listen to music, see a movie and let your imagination run wild. Pay attention to what's hot in fashion and home decor as you go shopping at a local mall. Explore the architectural forms and details you see in the community around you. Discover the design in everyday objects, even the ones that aren't man-made. Analyze the objects you enjoy. Why do these designs demand your attention? Why are they popular with the mass population? Appreciate the designs you don't enjoy. How would you make them better?

As you become more aware of design in your environment, begin sketching and collecting images, jotting down ideas, recording quotes, copying articles, taking pictures etc. You are required to fill a minimum of 9 sketchbook pages per term. Yet, there is no maximum on the amount you collect. But keep in mind, the more thoughtful sketches and artifacts you include in your sketchbook assignments, the more ideas you will have to pull from throughout the term.

Jot down notes with arrows to remind you of where these artifacts came from and why you included them in your journal. Not all artifacts are meant for you to "copy." They are to be used as inspiration for your own ideas. Therefore, you will want to include sketches that reinterpret the artist's approach or concept in order for you to develop your own artistic voice and style.

Sketchbooks not turned in when due will be marked as "Missing", with the exception of excused absences. You are encouraged to submit your missing sketchbook as soon as possible, however late points will be subtracted from that sketchbook's grade. Working ahead is certainly an option since the sketchbook requirements are given to you in advance. A personalized "Coupon" is given to each artist with the option to request an extra day to turn in their sketchbook assignment with no loss of points....you must turn in the coupon at the time when sketchbooks are due in order to receive this "coupon request option".

SCORING RUBRIC (Total x 10 = 100 points)

- 10 A very thoughtful collection of artifacts from a variety of sources. Demonstrates deep exploration and experimentation of ideas through personal notes and sketches in order to convey highly original artistic concepts and voice. Well-organized in design, very useful and timely. Is willing to take 'risks' in their art!
- 9 Usually a thoughtful collection of artifacts from a variety of sources. Demonstrates adequate exploration of ideas through personal notes and sketches. Evidence of original artistic concepts and voice with few instances of the cliché. Organized in design, useful and timely.
- 8 Somewhat thoughtful collection of artifacts from a limited variety of sources. Demonstrates some exploration of ideas through personal notes and sketches. Some originality, but often cliché. Student's voice and style is emerging. Somewhat organized in design concept, needs more work to be useful. Somewhat timely.
- 7 Limited collection of artifacts from a few sources. Little personal sketches. Always cliché and unoriginal. Student's voice needs to develop. Little or no organization in design. Needs a lot of work to be useful.
- 6 Little or no collection of artifacts. Makes no personal connection with artifacts. Incomplete. No attempt to organize, or make connections throughout. Demonstrates minimal exploration or ideas with limited personal notes....simply not useful.

SKETCHBOOK ASSIGNMENT DUE DATES & LOG


NAME: _____ CERAMICS: _____ HOUR: _____

| SKETCHBOOK DUE DATES | <p>As you become more aware of design in your environment, begin sketching and collecting images, jotting down ideas, recording quotes, copying articles, taking pictures etc. You are required to fill a minimum of 9 sketchbook pages per term. Yet, there is no maximum on the amount you collect. But keep in mind, the more thoughtful sketches and artifacts you include in your sketchbook assignments, the more ideas you will have to pull from throughout the term.</p> <p>Jot down notes with arrows to remind you of where these artifacts came from and why you included them in your Sketchbook/Art Journal. Not all artifacts are meant for you to "copy." They are to be used as inspiration for your own ideas. Therefore, you will want to include sketches that reinterpret the artist's approach or concept in order for you to develop your own artistic voice and style for a future ceramic piece. Note any reference information that would need to be cited if working from a creative idea of another artist.</p> |
|--|---|
| Wednesday [1 st Term Wed.] | Briefly describe sketchbook design and components in this area. |
| Wednesday [2 nd Term Wed.] | Briefly describe sketchbook design and components in this area. |
| Wednesday [3 rd Term Wed.] | Briefly describe sketchbook design and components in this area. |
| Wednesday [4 th Term Wed.] | Briefly describe sketchbook design and components in this area. |
| Wednesday [5 th Term Wed.] | Briefly describe sketchbook design and components in this area. |
| Wednesday [6 th Term Wed.] | Briefly describe sketchbook design and components in this area. |
| Wednesday [7 th Term Wed.] | Briefly describe sketchbook design and components in this area. |
| Wednesday [8 th Term Wed.] | Briefly describe sketchbook design and components in this area. |
| Wednesday [9 th Term Wed.] | Briefly describe sketchbook design and components in this area. |


NOTE: Craftsmanship and neatness is a must in all of the above artworks. Take your time to create work you are proud of....make your sketchbook assignments fun for yourself! It is not necessary that you draw well....all that is required is that you follow directions and put forth effort!

CERAMICS 2 - ARTWORK EXPECTATIONS/CLAY PROJECT CHECKLIST

NAME: _____ HOUR: _____

| | | | |
|---|---|--|--|
|  | <p>FOR ALL CLAY WORKS, YOU SHOULD BE.... <i>Researching ideas of the various clay construction techniques will not only inspire, but help you develop ideas for ceramic pieces of your own design using one or more of those techniques. Make a sketch of your design concept for each clay piece. Include multiple views, design details, planned size, colors, textures....everything you plan to incorporate as you begin. Note any reference information that should be acknowledged if working from a creative idea of another artist.</i></p> | <p>Completed Construction placed on Ware Cart to be fired, on:</p> | <p>Completed Glazing & Firing process, on:</p> |
| <p>GLAZE TEST TILES <i>(This is optional; new tile pattern for cart.)</i></p> | <p>Glaze Test Tile Slab Pieces for Mrs. Schank Using "Big Bertha" (table-top slab roller), create 5 slab rolled glaze test tiles of clay, you MUST use the paper pattern template. DO NOT GLAZE!</p> | <p>Optional for extra points! <i>See Mrs. Schank for the details!</i></p> | |
| <p>HAND-BUILT CERAMIC PIECES * POSSIBLE IDEAS * <i>(Must create two hand-built ceramics pieces that meet the minimum size requirement of 6 inches. See Mrs. Schank with any questions.)</i></p> | <p>Abstract (Non-objective) Ceramic Sculpture Simply lines, shapes and patterns to make form. Make sketches of these elements to develop a concept, from there transform a concept into a non-objective ceramic sculpture of your own design (Realism is easy....it's the abstract of an object from life that is tough). Consider whether you want an open or closed (openings in it) and/or active or static sculpture (piece that seems to have a sense of movement). Give thought to all of the art elements and design principles and how you might use any or all of them as you develop your design. <i>Should be 8 inches high minimum.</i></p> | | |
| | <p>Stylized Ceramic Sculpture Some of the characteristics of stylized art are abstraction by simplification, exaggeration, strong use of pattern, and bright colors. Sketch a stylized person, animal, or 'character' that you could sculpt from clay. Try to draw the piece to look 3 dimensional in your planning stage (<i>this will help you in the creation part</i>). Use colored pencil to indicate the color and pattern decoration that would be applied to the finished sculpture. <i>Should be 8 inches high minimum.</i></p> | | |
| | <p>Stylized Ceramic Mask Some of the characteristics of stylized art are abstraction by simplification of features, shapes and forms. Sketching inspires concepts....plan out your clay piece. Do some research on masks. Remember to simplify your design. <i>Should be 10 inches high minimum.</i></p> | | |
| | <p>Ceramic Figurative Sculpture Develop ideas through sketch....work from photographs, magazine images, etc. Figure may be stylized, or realistic. <i>Should be 8 inches high minimum.</i></p> | | |
| | <p>Ceramic Bust Just like all of the other clay pieces, develop ideas through sketch....work from photographs, magazine images, etc. Bust may be from the neck, or shoulders up. It may free stand on a base, or wall mount as if busting out of the wall (<i>no pun intended</i>). Design may be stylized, or realistic. <i>Should be 8 inches high minimum.</i></p> | | |

| | | | | |
|--|--|--|--|--|
| <p>HAND-BUILT CERAMIC PIECES * MORE POSSIBLE IDEAS *</p> | <p>POSSIBLE CERAMIC SLAB CONSTRUCTION DESIGN IDEAS....</p> | <p>Textured Tile Wall Plaque A collection of textured tiles constructed of etched and carved slabs arranged to create a pattern and/or textured relief wall plaque. Consider the shapes of the slabs and how they would be pieced together, as well as the texture and pattern for decoration. Considerable thought and planning are needed for success ...sketch design ideas, details, and construction notes...then begin. <i>Should be 12 inches height and width minimum.</i></p> | | |
| | | <p>Box with Attached Figures Sketch a design for a box to which 3-dimensional figures are attached in relief. The figures can be human, animal, mythical, or objects, but they must be of your own design. The figures should decorate and create a theme for the box. A figure, or part of a figure, should decorate each side of the box. (A figure can be wrapped around more than one side of the box. Consider the size and shape of the box (it does not have to be rectangular) as well as the figurative decoration. <i>Should be 6 inches minimum in either height, or width. discuss</i></p> | | |
| | | <p>Chess or Cartoon Character Set Design and sketch either a set of chessboard pieces or a set of figurines for a nativity scene that could be constructed from clay. In planning your design, think about the construction method(s) you would use in their creation. You will need to make a sketch of each of the following pieces: king, queen, bishop, rook, knight, and pawn. For the cartoon character set sketch each of the figures you would include in your set, including animals, including the background scene upon which they will be placed. <i>Should be 10 inches high minimum.</i></p> | | |
| | | <p>House with Character A house is much more than a roof over our heads, it is a statement of who we are. If interested in this slab work, see Mrs. Schank for details to take this creative concept much further. <i>Should be 8 inches high minimum.</i></p> | | |
| | | <p>Teapot Ceramic teapots are common to many different cultures and time periods. In more recent years, in addition to performing their function, teapots have also taken on sculptural, decorative and even whimsical qualities. In order to perform their function, to steep tea, teapot needs to consist of the pot body, a spout, a lid, and a handle, these components must be constructed with use in mind, yet can be (should be) designed and arranged in many different and creative ways. New extruder die disks can be made if needed for your design. <i>Should be 6 inches high minimum.</i></p> | | |
| | | <p>Sculpture Piece Design and create a sculpture made entirely of extruded components and sections. Carefully plan out your piece through sketches, with consideration to possible creation of new die disks to make for the handheld extruder in order to complete this piece. <i>Should be 10 inches high minimum.</i></p> | | |
| | | <p>Abstract (Non-objective) Ceramic Sculpture Simply lines, shapes and patterns to make form. Make sketches of these elements to develop a concept, from there transform a concept into a non-objective ceramic sculpture of your own design (Realism is easy....it's the abstract of an object from life that is tough). <i>Should be 8 inches high minimum.</i></p> | | |

| | | | |
|--|---|--|--|
| <p>SLIP CASTING OR MOLD WORK</p> <p>*</p> <p>(Must create one form from this category.)</p> | <p>Slip cast or Plaster Mold Form</p> <p>Using the plaster molds from the Ceramics Studio, create either a slip cast clay piece using slurry, or press mold work using a plaster mold/plastic form with a slab of clay. No size requirement listed...see Mrs. Schank should you wish to create this form from molds other than those in the studio room.</p>  | | |
| <p>WHEEL THROWN PIECES</p> <p>*</p> <p>(Must create a <u>total of five thrown clay pieces</u> listed to the right. Minimum size requirement vary depending on clay piece being made. See Mrs. Schank with any questions.)</p> | <p>Large Open Form (1)</p> <p>Such as a bowl, platter, or serving container. <i>Must be 7 inches wide or larger.</i></p> | | |
| | <p>Small Open Form (1)</p> <p>Such as a bowl, cup, or container. <i>This piece would be 6 inches wide or smaller.</i></p> | | |
| | <p>Tall Cylinder Form (1)</p> <p>Such as a tall bowl, cup, or vase. <i>Must be 7 inches high or taller, but may be as wide as you like. HINT: It is much easier to throw wider to successfully throw taller clay pieces....trust me on this!</i></p> | | |
| | <p>Thrown Clay Piece of Your Choice (1)</p> <p>Your choice. <i>Must be at least 4 inches in height, or width.</i></p> | | |
| | <p>Altered Thrown Form (1)</p> <p>Originally thrown pieces can be combined to create clay pieces for either functional or form (non-functional sculpture). A perfect "Altered-Thrown" clay piece (composite piece). <i>Must be 7 inches in either width or height, and incorporating a <u>minimum of three thrown pieces</u> securely scored & slipped together to complete the piece.</i></p> | | |

SOME OF YOUR OTHER IDEAS....



CERAMIC WHEEL THROWN PROJECTS RUBRIC

The following is to serve as a general guide for assessment factors in Ceramic Art. Please note there may be specific projects that have additional learning objectives, and/or components for the most successfully academic outcome, which in all fairness would result in amended factors. No points have been assigned to this rubric as projects vary in complexity and size requirements. Assessment values listed below.

10 Superior 9 Good 8 Emerging 7 Needs Work 6-0 Incomplete/Other

| OBJECTIVES | LOW PERFORMANCE | AT OR BELOW AVERAGE | AT OR ABOVE AVERAGE | EXEMPLARY PERFORMANCE | EARNED POINTS |
|--|---|---|---|---|---------------|
| Sketches and notes for ceramic design concept/s are well developed and organized. | Student completed some design notes and sketches, but lack attention to detail and neatness. | Student completed design notes and sketches, which are easy to read and neatly drawn. | Student completed design notes and sketches with attention to detail and neatness. | Student completed design notes and sketches with attention to detail and neatness represented extremely well. | |
| Project plans are drawn neatly, complete with dimensions and any unique design details. <i>(Please note that the required number of plans may vary with each project.)</i> | Student did not complete the required number of design plans, or some/all plans lack neatness and/or design details. | Student completed all designs neatly, yet missing design details, and/or lack attention to neatness. | Student completed all designs neatly with attention to design details. | Student completed all designs neatly with attention to details that show above average skill and creative insight. | |
| Sides of piece/s are thrown even <i>(this includes thickness and height).</i> | Thickness and/or height of walls are quite uneven, or walls are too thick. Very heavy piece. | Thickness and/or height of walls have some unevenness. | Thickness and/or height of walls are quite even and smooth. | Thickness and/or height of walls are perfectly even and smooth. | |
| Thrown clay pieces are trimmed/fettled properly <i>(this includes thickness and height).</i> | Thickness and/or height of clay piece foot is quite uneven, or foot ring is too thick. Very heavy piece. | Thickness and/or height of clay piece foot has some unevenness. | Thickness and/or height of clay piece foot is quite even and smooth. | Thickness and/or height of clay piece foot is perfectly even and smooth. | |
| Ceramic piece/s created by composite thrown pieces, are assembled without seam visibility or separation <i>(if applicable).</i> | Student did not follow directions very well. Seam/s is quite visible with separations. Lacks attention to neatness and craftsmanship. | Student followed directions, but piece/s lack neatness and craftsmanship. Seams are somewhat visible, but there are no separations. | Student followed directions with attention to neatness and craftsmanship. Seam of piece/s are almost invisible. | Student completed piece/s neatly above average in construction and craftsmanship, as well as attention to design and details. No visible seams. | |
| Ceramic piece/s is glazed neatly, with at least 3 coats of glaze for proper coverage eliminating evidence of brushstrokes. | Ceramic piece/s is glazed, but lacks neatness revealing brushstroke marks over the majority of the clay piece. | Ceramic piece/s is glazed somewhat neatly and there are only a few areas that show evidence of brushstrokes. | Ceramic piece/s is glazed neatly, with even and consistent glaze coverage. | Ceramic piece/s is glazed with neatness & craftsmanship. There are at least three coats of glaze creating an aesthetically pleasing finish. | |

NOTES:

| | | | | | |
|--|---|---|---|--|--|
| Designs elements are neatly pressed in, drawn in, or securely attached (<i>scoring & slip</i>) within the clay piece/s. Design details are smooth and easily recognized. | Student did not neatly pressed designs, or attach securely into clay piece/s. Lacks attention to neatness and craftsmanship. | Student pressed some designs within the clay piece/s with attention to neatness and craftsmanship. None have detached. | Designs are pressed with neatness and attention of craftsmanship. | Student has taken their design solution to a higher level of creative thinking with intricate design elements through impression and/or additive measures. | |
| General Craftsmanship and Neatness. | Student lacked an overall serious approach to this clay piece/s, compromising the finished product. | Clear of student's effort over this piece, greater focus on neatness and craftsmanship would benefit. | Piece/s is neat, designs are orderly. Acceptable and within means for overall neatness and craftsmanship. | Piece/s is neatly created, while neatness and craftsmanship is well above average. Excellent work. | |
| Completion | Student made little attempt to finish clay piece/s with poor use of their studio time. | Student was unable to finish, but made good use of their time while making an effort to finish. | Student finished work with success. Used studio time well. | Student finished work with success, remaining organized and focused throughout the project. | |
| Student writes about his/her finished clay piece/s on "CERAMICS PROJECT ASSESSMENT SHEET" to be handed in for final evaluation of the wheel thrown piece. (May not be required of all clay pieces completed during ceramics art course.) | Student writes at least five sentences about how they made their piece and who they made it for. Sentences are incomplete and/or have misspelled words. | Student writes at least 6-7 sentences regarding how they made their piece, whom it was made for, and how the designs elements play a role in the connection to the individual it is intended for. Sentences are complete. | Student writes at least 8-9 sentences regarding how they made their piece, whom it was made for, and how the designs elements play a role in the connection to the individual it is intended for, in addition to how their design idea developed. Sentences are complete. | Student writes at least 10-12 sentences regarding how they made their piece, whom it was made for, and how the designs elements play a role in the connection to the individual it is intended for, how their design idea developed, as well as reflect on how clay piece/s can symbolically hold meaning. | |
| | | | TOTAL SCORE POSSIBLE: | SCORE: | |

NAME: _____ CLASS: _____ HOUR: _____ DATE: _____

CLAY PROJECT: _____ PROJECT POINT VALUE: _____

NOTES:

CERAMICS 2 - CLAY WORKS ASSESSMENT: _____ Name _____ Hour _____

Due Date _____ Handed In _____

| | 10 Superior | 9 Good | 8 Emerging | 7 Needs Work | 6-0 Incomplete/Other | | |
|--|-------------|--------|------------|--------------|----------------------|---------|---------|
| Criteria | | | | | | Student | Teacher |
| Preliminary Design and Problem Solving. I took advantage of sketchbook/journal assignments and class time in order to plan and work through a variety of successful solutions to this design problem. Through my sketches, I experimented with a variety of ideas for my clay piece such as form vs. function, surface texture, design features, symbolism, color, material options, etc. As a result, I had a hard time deciding which ideas to apply to my final project design. Comment: | | | | | | | |
| Basic Design Requirements. My final product represents an expression of my artistic persona, so peers may easily identify it as my art work. I have applied the necessary construction techniques to create my clay form with a high-level of quality and craftsmanship so as to remain structurally sound. I have made sure to incorporate all of the objectives required of this particular clay piece. Comment: | | | | | | | |
| Experimentation. I demonstrated a willingness to experiment with various techniques that are both familiar and new in order create the best final product possible. I attempted to move above and beyond my comfort zone whether or not the outcome was successful. I pushed it to the limit. Comment: | | | | | | | |
| Originality. I demonstrated the ability to go beyond cliché interpretations of forms, designs and symbolism in order to create a clay piece that incorporates a uniqueness that will capture the interest of viewers. No one else's solution is quite like mine. Comment: | | | | | | | |
| Visual Communication. I demonstrated the ability to choose and apply design elements and principles, including any exaggerated design features, elaborate decoration techniques and imagery in order to clearly, and interestingly, communicate the intended message of my clay piece. My choices visually demand my viewer's attention. Comment: | | | | | | | |
| Functional Design. I successfully applied the necessary techniques in order to create a functional form for a stable clay piece. If a wall piece, the back of my form is flat with consideration for means of hanging it on the wall, while the front and sides incorporate appropriate relief that will help my form to stand out against a flat surface. If a figure piece, it sits or stands without the potential of easily tipping over. Structurally sound for functionality, yet aesthetically pleasing so as to be enjoyed by viewers. Comment: | | | | | | | |
| Color Choice. I chose colors that enhance the forms, surface designs and general ideas being communicated through the imagery. My color choices enhance these features. They are not distracting or random. Harmonious. Comment: | | | | | | | |
| Craftsmanship (Form). I demonstrated control of a variety of construction and design techniques in order to create a structurally sound and functional form. Interior and exterior seams and surfaces are neat and clean. No cracks or unintentional marks are visible. This form does not have the potential of falling apart when being handled or used. It is not too heavy or thick. The overall effect is neat, clean and complete. Comment: | | | | | | | |
| Craftsmanship (Color Application). I demonstrated the ability to control the application of colors onto my form. I applied even coats. No unintentional streaks are visible. No areas of raw bisque are visible. If more than one color was used, I was careful not to unintentionally overlap or drip colors. My style of application is consistent from one area to the next. The overall effect is neat, clean, and complete. Comment: | | | | | | | |
| Work Ethic. I demonstrated the ability to follow directions in the ceramics studio. I was responsible for and safe with my tools, materials, and project area. My work was organized. I was respectful of others personal space and educational experience. I used my time wisely and came in outside of class as needed in order to complete my project by the due date. I was in class on time. No excessive tardiness or absences. Cleaned both my personal work space but public work areas too when needed. As a result, my work was completed by the due date. Comment: | | | | | | | |
| Additional Comments: | | | | | | | |

COURSE NAME: CERAMICS 3 - EMPTY BOWLS 1

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Communication & Connections

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1,6
C.12.1-10
D.12.4-6
E.12.1, 3-5
G.12.1-4
H.12.1-6
I.12.1-2, 6-7
J.12.1-2, 5-7, 9-10
K.12.3-4
L.12.1-4

COMMON CORE STATE
STANDARDS for LITERACY in
ALL SUBJECTS

RH.12.2, 3, 4, 6, 7, 9
RST.12.1-4, 6-10
W.12.2a-e, 4-10
SL.12.1a-d, 2-5
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Recognize, understand and use the visual arts as a form of communication expressing ideas literally, verbally and aesthetically, as they connect and apply what is learned in the visual arts to other art forms, content areas, career skills, and lifelong learning.

Meaning

UNDERSTANDINGS

Students will understand that...

- Art is a universal form of communication that transcends all language barriers to express ideas, moods, and feelings and the unique perceptions of the individual artist.
- Art reflects on and reinforces positive aspects of a group identity.
- Art can generate collaborative efforts to gather people together to make and experience art or design in the community.
- By studying advanced art, one can understand themselves as artists, and how artists reflect and contribute to global society.
- Artists may create art of derived meaning to convey a message.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.

ESSENTIAL QUESTIONS

- Why do people create art?
- Why do people create ceramic art?
- What are some purposes of art?
- What is the difference between “functional” versus “non-functional” ceramics?
- What is the artist’s role and responsibility in the community?
- Why is the artist important in our global society?
- What does the artists’ unique vision add to our culture?
- How can art communicate cultural philosophies?
- How does art encourage conversation and allow for multiple interpretations?
- How does art bring about change?
- What do we gain in our own development as artists and individuals, from critiquing master works, contemporary works, and student works?
- What is the relevance of art to your own life?

| | | |
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| | | <ul style="list-style-type: none"> How does knowledge and skills in advanced art prepare us as 21st Century thinkers for life and the workplace? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> How to use developed vocabulary unique to the visual arts (ceramics) to communicate verbally and in writing. Apply reading and listening skills through articles and multimedia study of complex clay practices. How to make comprehensive choices to create meaning in art. There is a purpose and function of art. How to develop personal aesthetic criteria to communicate artistic choice. How to explore multifaceted meaning of the Elements of Art and Principles of Design to communicate artistic purpose. How to exercise multiple solutions to expressive problems in art. How to express the intricacies of spirit and passion as a visual presence in art. Collaborate respectfully with peers, listen with intent and respond thoughtfully when communicating. Of the opportunities and careers in art (ceramics). <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Using sophisticated language of art (ceramics), both verbally and written form, to express observations. In-depth exploration of visual concepts and global perspectives through comparing and contrasting themes and ideas. Documenting creative growth through sketchbook, or art journal entries, developing increasing fluency in visual communication and exhibit greater artistic competence. Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. Create a body of work that displays depth in the use of materials and techniques. Create a body of work that displays breadth in the use of materials and techniques. Assessing compositional and expressive ideas or complexities, refining artistic practice when needed to achieve intended meaning or function in art. Create a body of clay work that concentrates in one concept – functional – developed for one purpose of meaningful artwork to promote change. Time management, establishing an efficient 'potter's workflow' from the conception of a |

| | | |
|---|--|--|
| | | <p>visual concept to the finished art piece. .</p> <ul style="list-style-type: none"> • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. • Integrating what is learned in ceramics to learning in other discipline areas. |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes • Rubrics | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the student • Collaborative Assessment - conferencing with other staff • One-on-One Instruction • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

COURSE NAME: CERAMICS 3 - EMPTY BOWLS 2

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Artistic Perception

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.6
B.12.2
C.12.1-7,9
D.12.4
F.12.1-2
G.12.1-2
I.12.1,3
J.12.10
L.12.2

COMMON CORE STATE
STANDARDS for LITERACY in
ALL SUBJECTS

RH.12.2, 3, 4, 6, 7, 9
RST.12.1-4, 6-10
W.12.2a-e, 4-10
SL.12.1a, 1c, 1d, 2-5
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Recognize, understand and apply the elements of art, principles of design, and sensory and expressive qualities of the visual arts, as they develop an understanding between process and product, and personal direction.

Meaning

UNDERSTANDINGS

Students will understand that...

- Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art.
- Art provides means for individuals to collaborate and connect with others in enjoyable, inclusive environment as they create, prepare, and share artwork that brings communities together.
- Artists may create art of derived meaning to convey a message.
- Art develops competencies in problem solve skills that contribute to lifelong knowledge and perception, supporting career readiness.
- The means to create art always changes.
- Art of an individual or group has impact on society beliefs, values and behaviors.
- Art can play a financial impact within a community

ESSENTIAL QUESTIONS

- What are the elements of art? What are principles of design?
- How do artists use the elements of art and principles of design as building blocks to cohesively organize a work of art?
- How can these concepts be applied in other areas? (careers, disciplines, life)
- How do shapes make a clay piece useful for its function?
- Investigate works of art, and then speculate why they were created?
- Why do artists consider multiple approaches to visual problems?
- What are some functional pottery pieces?
- What function will your clay pieces be intended for?
- How is ceramics a sensory activity?
- How is clay work an intellectual activity?
- What are the differences between representation, interpretation, and expression?

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| | | <ul style="list-style-type: none"> • How can art communicate an idea for 'change'? • Distinguish different ways art is used to represent, establish, reinforce and reflect group identity. |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • The elements of art and principles of design and apply these to their art work. • How to discuss and critique a work of art using sophisticated vocabulary. • How to use interpersonal and problem-solving skills to influence and guide others toward a common goal. • To analyze and evaluate the effects of the arts in the global economy. • How to analyze and evaluate the financial aspects of art production, budgetary responsibilities, and career opportunities. • The impact of an artist or group of artists on society beliefs, values, and behaviors • Individually and/or collaboratively create visual documentation of places and times in which people may gather together to make and experience art in the community. • That risk-taking with clay work can produce unique artwork. <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using sophisticated language of art (ceramics), both verbally and written form, to express observations. • Comprehensive research, understanding, and explaining visual works' themes and ideas. • Independently monitor their understanding and learning needs so as to continually improve as artists. • Demonstrate an understanding of the various career skills of a production potter. • Producing in-depth and more profound works of visual art that reflect the maturity of their creative and problem-solving skills. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Responding to the varying demanding of an audience, task, purpose and discipline. • Applying a complex understanding of color and color theory as it relates to the use in clay bodies and glaze. • Demonstrating initiative to advance skill level through the production of unique ceramic works of originality and innovativeness. |

| | | <ul style="list-style-type: none"> • Time management, demonstrating an effective 'potter's workflow' starting with creating in clay to finishing with the use of glaze. • Setting and meeting standards and appropriate goals for delivering high-quality works of art. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
|---|--|--|
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes • Rubrics | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with student • Collaborative Assessment - conferencing with other staff • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

COURSE NAME: CERAMICS 3 - EMPTY BOWLS 3

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Creative Expression – Materials,
Tools, & Techniques

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1, 6
C.12.1-10
D.12.4-6
E.12.1, 3-5
F.12.1-2
G.12.1-4
H.12.1-4
I.12.1-4, 6-7
J.12.1-2, 5-7, 9-10
K.12.3-4
L.12.1-4

COMMON CORE STATE
STANDARDS for LITERACY in
ALL SUBJECTS

RST.12.1-4, 6-10
W.12.4-9
SL.12.1a, 1c, 1d, 2-3
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Understand, select and apply visual arts media, tools, techniques, processes and technology, with accepted safe and responsible use of materials, tools, and equipment.

Meaning

UNDERSTANDINGS

Students will understand that...

- Working in clay media combines personal expression with form and function.
- Art influences come from every time period, civilization, culture and geographical location.
- Varied qualities, conditions, tools, and techniques that are specific to knowledge of clay influence artistic construction.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.
- Proper use of materials and tools as it relates to safe and appropriate technical proficiency is vital in the ceramics studio.

ESSENTIAL QUESTIONS

- What are some new trends and innovative developments in ceramic art? Advanced decorative approaches?
- Compare and contrast the roles of “Production Potter” versus “Fine Art Ceramicist”, and how they impact ceramic art.
- What is a potter’s wheel?
- What is the step-by-step process of throwing on the potter’s wheel?
- What is the history of the potter’s wheel?
- How do you properly load/unload a kiln?
- What is slipcasting?
- What and how are slipcast molds made?
- How has slipcasting played a role in ceramic art?
- What issues might be encountered with the glaze from a kiln firing?
- What conflicts might be encountered in a kiln firing?
- How can knowledge and skills in art prepare us for life, the workplace, or the professional art environment?

| Acquisition | |
|---|--|
| <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use sophisticated vocabulary unique to the visual arts to communicate verbally and in writing. • How to apply reading, and listening skills through articles and multimedia study/research of clay basics. • How skillful knowledge of clay conditions, tools, techniques, and processes provide are essential for successful clay work. • How to select, apply and adapt their knowledge of the elements of art and the principles of design to convey ideas in works of art. • How to productively balance experimentation and safety, freedom and responsibility while creating art. • How to confidently select and apply clay materials, tools, processes to achieve intended decorative meaning and /or function in art. • How to conduct themselves respectfully, working effectively, adapting to varied roles and responsibilities in the ceramics studio. • How to independently maintain a collection of ideas, thoughts, progress, and artwork in sketchbook/art journal entries as a reflective learner. • How to assess artwork in progress and/or completed through established criteria to expand learning and advance skill levels. • How to independently investigate current | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using sophisticated language of art (ceramics), both verbally and written form, to express observations. • Defining, prioritizing, and completing tasks without oversight. • Reflective assessment of compositional and expressive ideas or problems, refining artistic process when needed demonstrating their commitment to learning as a lifelong process. • Documenting process of developing ideas from early stages to fully elaborated ideas. • Create and exhibit original decorative and functional ceramic artworks of increasing complexity and with enhanced skill. • Undertaking expressive art experiences, gaining personal insight and skill mastery to explore new and challenging ceramic opportunities. • Create a body of work that displays depth in the use of materials and techniques. • Create a body of work that displays breadth in the use of materials and techniques. • Assessing compositional and expressive ideas or complexities, refining artistic practice when needed to achieve intended meaning or function in art. • Create a body of clay work that concentrates in one concept – functional – developed for one purpose of meaningful artwork to promote change. |

| | ceramic trends and artists. <i>*See attached "Glossary of Ceramics" for vocabulary reference.</i> | <ul style="list-style-type: none"> • Self-directed studio practices, utilizing time efficiently and managing ceramic work load. • Applying their knowledge of the visual arts as connections are made between their art, other disciplines, and daily life. |
|---|---|---|
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final), clay pieces such as: <ul style="list-style-type: none"> ○ (20) Ceramic art pieces created especially for <i>"Empty Bowls" Community Event</i> <ul style="list-style-type: none"> ▪ Advanced hand-built ceramic art (pinch, coil, extruded and/or slab construction) ▪ Various wheel thrown work ▪ Mold work (slump & hump molds) ▪ Slipcast work (poured mold work) ○ Glaze application • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes • Rubrics | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with student • Collaborative Assessment - conferencing with other staff • Peer coaching • Creativity/Originality • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

COURSE NAME: CERAMICS 3 - EMPTY BOWLS 4

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Culture, History & Connection

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.3-5
B.12.1-6, 8
D.12.1-3
I.12.3-5
J.12.3-4, 8
K.12.1, 5
L.12.7

COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS

RH.12.2, 3, 4, 6, 7, 9
RST.12.1-4, 6-10
W.12.2a-e, 4-9
SL.12.1a, 1c, 1d, 2-3
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Understand and analyze the role, development, and continuing connection of the arts in relation to world cultures, history and society.

Meaning

UNDERSTANDINGS

Students will understand that...

- Timeless works of art are deemed important for a number and variety of reasons.
- Art preserves and depicts history in ways that words cannot.
- Art influences come from every time period, civilization, culture and geographical location.
- The means to create art changes with the historical and geographical changes.
- The point of studying the arts is to foster meaning, make deeper emotional response and more inventive decision-making, while fostering artistic appreciation, interpretation, imagination, significance and value.
- Experts can, and do, disagree about the value, power and source of art.

ESSENTIAL QUESTIONS

- Does art define culture, or culture defines art?
- What does the potter's wheel/wheel-thrown pottery reveal about history or a culture?
- How does the art piece reflect and inform the culture in which it was created?
- What is old and what is new in any work of art? (style, technique and technologies)
- How important is "new" in art? (trends, techniques, and technologies)
- What makes some works of art great?
- When does a work of art have merit?

| Acquisition | |
|---|---|
| <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use sophisticated vocabulary unique to the visual arts to communicate verbally and in writing as it relates historically and culturally. • How to make complex choices to create meaning in art. • Art is a reflection of time, place, and society. • How to express the complexities of spirit and passion of a society as a visual presence in art. • Art is a visual record of humankind. • How to explore complex meaning of artists and cultures, past and present, and use art to communicate ideas. • How to analyze artistic diversity. • Ceramic timeline in the relationship to the advancements in ceramics technology. <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using sophisticated language of art (ceramics), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes, ideas, and message in as it relates historically and culturally. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning of past traditions, norms, practices, values and beliefs. • Creating artwork which expresses personal experiences and/or intended meaning. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system and global view. |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | |
| Evaluative Criteria | Assessment Evidence |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments • Teacher questions and prompts |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes • Rubrics |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with student • Collaborative Assessment - conferencing with other staff • Peer coaching • Group discussions • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: CERAMICS 3 - EMPTY BOWLS 5

| | | | |
|--|---|---|--------------------------------|
| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Aesthetic Valuing</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS | Transfer | | |
| G.12.1-4 H.12.1-6 | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Critically and objectively analyze characteristics, merits and intended meanings of works of art. | | |
| | Meaning | | |
| COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. • By examining and considering choices artists make, interpretation of final works | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do artists use the language of art to articulate ideas and inform aesthetic judgments? • How can a viewer “read” art? • How do life experiences influence works of art? | |
| RH.12.2, 3, 4, 6, 7, 9 RST.12.1-4, 6-10 | | | |

| | | |
|---|---|--|
| <p>W.12.2a-e, 4-9 SL.12.1a, 1c, 1d, 2-3 L.12.4, 6</p> | <p>promotes critical creative thinking in future challenges.</p> <ul style="list-style-type: none"> Artists may create art of derived meaning to convey a message. Analyzing art is an evaluation that reveals knowledge of how form communicates meaning. Unsuccessful efforts can be a constructive part of the creative process. Compositional elements may be used to create tension and conflict in art. People analyze art based on various criteria. How critique as a standard for evaluating art, can be stated to others without strong personal opinions or vague preferences. | <ul style="list-style-type: none"> How are similarities and differences defined among works of art? How can art communicate cultural philosophies? Investigate works of art, and speculate why they were created? What makes some works of art great? How is learning deepened through the study of art? What aesthetic features distinguish functional art? Can functional art be fine art? |
| Acquisition | | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> How to use complex vocabulary unique to the visual arts to communicate verbally and in writing when reflecting upon and assessing works of art. How to articulate in-depth thoughts and informed aesthetic judgments when analyzing their own art and works of others through critique. How to compare and contrast the merits of art. How to analyze works of art to speculate why they were created. How to describe personal responses for selected works of art. How to investigate, reflect, form, and validate | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Using complex language of art (ceramics), both verbally and written form, to express in-depth observations. Researching, understanding, and explaining visual works' themes and ideas. Documenting process of emerging ideas from early stages to fully elaborated ideas, developing a sense of personal style in art-making. Communicating and validating the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. Demonstrate competencies assessing compositional and expressive ideas to form |

| | <p>opinions through experiences and meaningful resources.</p> <ul style="list-style-type: none"> • The current trends and new technologies in the ceramic world. • How to evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art. • How to describe by what manner a work of art can convey a voice of one or a voice of many. • How to analyze unsuccessful efforts to reflect and refine works of art. <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <p>and validate intended meaning of their art and of others through knowledge of current trends, experiences and meaningful resources.</p> <ul style="list-style-type: none"> • Analyzing unsuccessful personal efforts through reflective strategies to refine works of art, processes and constructive approach. • Applying their understanding of aesthetics to decisions made in daily life, developing a personal belief system, career readiness and global awareness. |
|--|--|--|
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework – a collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes • Rubrics | |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with student | |

- Collaborative Assessment - conferencing with other staff
- Peer coaching
- Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success



CERAMICS VOCABULARY

Glossary of Terms and Definitions

Basic Clay Formula: The basic makeup of all clay is: Al_2O_3 (alumina), 2SiO_2 (Silica), and $2\text{H}_2\text{O}$ (water) with various amounts of impurities.

Bat: A slab or disk surface used as a base for throwing or hand-building clay; usually made of plaster, press board, plywood, plastic, or other non-porous material. A plaster is used to remove or absorb excess water from clay.

Bisque: The first firing a clay piece undergoes to prepare it for the glazing process, called “Bisqueware” following this initial firing.

Bone Dry: Unfired clay that is free of water and ready to be fired.

Burnishing: A technique where the leather-hard clay is polished with a hard instrument (such as a household spoon) to force the smallest clay particles to the surface creating a soft sheen.

Casting (Slip Casting): A process of reproducing clay forms by pouring liquid clay slurry into hollow plaster molds allowing it to remain long enough to thicken on the mold walls. The excess slip is poured out and when the clay form is hard enough, it is removed from the mold.

Centering: The first step when throwing on the potter’s wheel. Takes only seconds to complete yet is the most vital, as well as difficult, step in the wheel throwing process.

Ceramics: The art and science of forming objects from earth materials, produced with the aid of ‘red heat’ treatment. *The word ceramics comes from the Greek “keramos” meaning potters clay and the pieces made from it.*

Ceramic Change: Clay which is exposed to heat of approximately 1200F, losses it’s chemically bound water molecules and can no longer be broken down by water. Once this change has occurred it cannot be reversed.

Cjop: ‘Cjop’ – a Japanese word for a bisqueware stamp used by artists to press their ‘signature’ into their newly created clay piece. These chop marks on clay pieces allow an artist to claim “parenthood” while helping people who are interested in their work know of its original crafter. These markings are truly works of art in themselves, just like individual people are unique...so is an artists’ “Cjop Mark”!

Clay: Clay is moist earth of decomposed rock with a plate (platelet) like structure; it is these platelets that when mixed with water, slide against each other to form the workable mass we know (and love) as clay. When fired at ‘red heat’ temperature of 1300F or more, it becomes dense and rock-like once again.

Clay Body: A type of clay designed for a special purpose, such as suitability for hand-building, or working on the potter’s wheel, or having certain color characteristics. It is created by blending different clays, or by adding other materials to clay. A clay body is the result of man’s technology.

Compress: Pushing the clay down and together, forcing the particles (platelets) of clay closer.

Composite Pots: Pots that were hand-built or thrown as separate pieces and then assembled to create a final clay piece.

Crackle: Decorative small, hair-line cracks in the surface of a glaze.

Cratering: Are imperfections in glaze caused by rapid cooling which “freezes” bubbled glazes before they can smooth out, leaving pits.

Crawling: The formation of bare spots (due to the glaze shrinking) on the clay surface due to oil or grease spots preventing the glaze from adhering properly during the glaze firing process.

Crazing: A network formation of hair-line cracks in the glaze caused by the glaze shrinking more than the clay form during the cooling stage of a glaze firing process.

Damp Box (Chamber): Any area or container that maintains high humidity used to store unfinished clay objects and prevent too rapid drying of greenware.

Design Wheel: A revolving turntable which sits on a pedestal base permitting clay work to be rotated while it is shaped or decorated sometimes referred to as a "banding wheel".

Dunting: The crackling of fired clay caused by too rapid cooling of the kiln.

Dry Footing: The process of removing glaze from the bottom rim of a Bisqueware piece so that it can be fired standing on a kiln shelf stilt-free, without the fear of it sticking to the shelf.

Earthenware: A low fired clay body (below 2012°F), which is porous and permeable. The clay can be any color although iron red is usually associated with Terracotta. *This is the clay body used in our ceramic studio.*

Engobe: Colored clay slip used to decorate Greenware or leather hard clay pieces before the initial bisque firing, sometimes called “Underglaze”.

Extrude: A method of forming moist clay into a continuous shape by forcing it through a die (a cut-out design in a hard material).

Extruder: Colored clay slip used to decorate Greenware or leather hard clay pieces before the initial bisque

Fettling Knife: A metal clay tool used for trimming, cutting and carving in clay work (flexible and firm blades for specific needs).

Fire: To heat clay pieces in a kiln to a specific temperature (maturing point).

Firing: The process, which changes clay into ceramic. The initial “bisque firing” without glaze, reaches a maturing temperature up to 1112°F, where the chemically bonded water in clay is driven out. This is an irreversible change in clay known as the “Ceramic Change”. The “glaze firing” is the final stage in firing where decorative elements are added to the clay piece.

Flux: A substance, which causes or promotes melting.

Foot: Area on a ceramic piece referring to the base or bottom.

Functional: Art work made with intentions of being useful, practical, well designed, efficient and/or serviceable.

Fuse: To melt together under heat.

Glaze: A thin melted coating of glass fused to the clay surface during the “glaze firing” process. This liquid suspension of finely ground materials can be applied by brushing, pouring or spraying it on the surface of any bisque-fired ceramic pieces.

- ◆ **Gloss Glaze:** Glaze with a shiny reflective gloss surface.
- ◆ **Matt Glaze:** A dull glaze surface, not very reflective when fired. It needs a slow cooking period or it may turn shiny.
- ◆ **Luster:** An overglaze giving an iridescent finish.
- ◆ **Opaque Glaze:** Non-transparent glaze that covers the clay becoming hard and durable.
- ◆ **Satin Glaze:** A glaze with a medium reflectance, between matt and gloss.
- ◆ **Transparent Glaze:** Glaze that allows the clay body to be seen through it as a light colorant covering the clay becoming hard and durable.

Glaze Firing: Final firing stage to a prescribed temperature at which the glaze materials melt to achieve a permanent state.

Greenware: Unfired clay pieces completed in the construction process, and ready for bisque firing.

Grog: Ground up fired clay, sorted into particle sizes of fine, medium and coarse. When added to clay, Grog provides texture, opens up the clay body to help uniform the drying process, and cuts down on the shrinkage in clay bodies.

Handbuilding: The process of forming clay pieces without the use of a potter’s wheel... your hands and simple tools.

- ◆ **Pinch:** A handbuilding method of forming clay, where we manipulation clay with your fingers in your palm to a hollow shape.
- ◆ **Coil:** A method of hand-building clay forms using long rolled out coils or ropes of clay. Each coil of clay is integrated with the previous coil to build the work up. The coils may be completely concealed in the construction process or retained for their decorative qualities.
- ◆ **Slab Construction:** A handbuilding method of creating ceramic pieces using rolled out sheet of wet clay which are cut into shapes and joined together by the scoring and slip technique. Slabs may also be draped over or into plaster molds, rolled around cylinders or built up through a series of slab pieces. Large slab works are difficult to create because of the heavy stress upon their joining seams and wet heavy clay naturally sags, all which artists can get around by using cardboard forms or by adding fibers into the clay body adding stability and strength to the clay; this burns out during the firing process.
 - **Hard Slab** – Clay slab that has been pressed and dried to a leather-hard state when a flat, firm clay surface is desired in the clay construction.

- **Soft Slab** – Clay slab in a limp and “plastic” state typically used in mold work.

Heat Soaking: Stage of firing when a relatively stable temperature is maintained and the glaze spreads over the pot as it smoothens out.

Inlay or Incising: A decorative technique where a pattern is carved into the clay at the leather hard stage and contrastingly colored soft clay is forced into the decoration. When the clay is a little drier the excess is scraped off to reveal the pattern.

Kiln: Basically an insulated box (oven), which is heated to fire clay in to achieve ceramic change. The fuels used to heat a kiln are gas, oil, wood, coal (now almost obsolete) and electricity. Each fuel source used to fire a kiln offers different possible outcomes for the pots fired in them. The maximum operating temperature for most electrical or gas-fired kilns is about 2372°F, although many wood fired kilns may be fired up to 2462°F.

Kneading: The process of wedging or working clay like dough with the fingers or heel of the hand in order to obtain a uniform mixture in the clay.

Leather-hard: A stage in the drying process of clay when the clay is still workable, but strong enough to handle and maintain its shape. It is ideal for trimming and the addition of decoration and function features such as handles. Relatively wet clay can be attached to the pot at this stage and the resulting bond will not form cracks.

Loop Tool: A shaping and removal tool in clay construction where the modeling ends are made of rounded wire absent of sharp cutting edges.

Maturing Point (Maturity): Temperature at which clay becomes hard and durable, and glaze reaches the point of complete fusion. Bisque firing can have a very different maturing point than glaze firing.

Modeling: A technique manipulating soft clay into a three-dimensional form.

Modeling Tool: Handheld tools made of wood, plastic or metal used for cutting, slicing, smoothing and modeling clay.

Mold: A plaster shape designed to pour slip cast into and let dry so the shape comes out as an exact replica of the mold. You may also press, or pound, soft clay into a plaster mold. Wet clay does not stick to plaster.

Needle Tool: A handheld clay tool with a needle tip used for piercing, cutting, inscribing, texturing and scoring clay surfaces.

Once Fired: A pot that has undergone a single glaze firing. The glaze is applied directly on to the dry or leather hard pot thus avoiding the bisque firing. This approach, although offering certain economic and aesthetic advantages, can create technical problems for the artist. *We typically do not use that method of firing due to the numerous problems associated with this firing.*

Open: To make a clay more open or porous in structure by adding fillers such as sand, flint or grog.

Oxidation Firing: A kiln firing process with a full supply of oxygen, yielding bright colors. Electric Kilns such as ours fire in this manner, which burns completely without developing residue such as smoke, soot, or ash.

Paddling: The process of beating clay with a 'flat' stick to strengthen joints, thin walls, alter the shape or texture the surface.

Plaster: The mineral Gypsum with a chemical compound of Calcium Sulfate used to create molds and work surfaces in clay construction. Wet clay does not stick to plaster which is used to draw moisture out of raw clay.

Plasticity: The workable quality of clay which allows it to be manipulated into different shapes without cracking and breaking.

Platelets: The microscopic particles that make up clay. Plasticity is determined by the size and shape of a particular's clay platelets.

Porcelain: A white highly vitrified clay body that is translucent where thin (often fired up to 2462°F). The translucency is a result of silica glass fused into the fired clay.

Potter's Wheel: A device with either a manual (foot powered), or an electric, rotating horizontal disk upon which clay is molded by a ceramic artist (potter).

Pottery: Pottery was one of the first art forms explored by mankind. There are many extinct cultures throughout the world that left behind no form of written record of their existence, our only evidence of their daily lives comes in the form of pottery – important form of archeological records. Some pottery pieces served for daily use, while others were for ceremonial purposes.

Press Mold: A form typically made of plaster which wet clay is compressed into, resulting in a repeatable shape or texture. You may also use plaster bowls lined with cheesecloth as press molds.

Pulling: A method of forming clay, by stoking and applying pressure with your hand in an even motion.

Raku: Originally a Japanese seal given to a prominent family of potters (1598) who developed the technique. The term now describes a low fire form of firing/pottery where the pots are removed from the kiln as soon as the glaze has melted and then left to cool in a lidded storage bin filled with combustible material such as straw or sawdust. The glazes are dramatically altered by the reduction that occurs during this firing process.

Reduction Firing: A situation where too much fuel is introduced into the kiln to be able to burn with the available oxygen, consequently oxygen is 'stolen' from the pots in the kiln, which affects the clay body and the glaze colors. Gas kilns fire with this process.

Rib: A rubber, metal or wooden tool used to facilitate handbuilding and wheel throwing of ceramic pieces.

Ribbon Tool: A handheld clay tool made of a flattened metal ribbon used to cut away (subtractive method) from a clay form.

Score: Making scratch marks in the raw clay to rough surface area; build texture.

Score & Slip: A cross-hatch and moistening method of putting together coil and slabs of clay in the wet or leather hard stage.

Sgraffito: A decorative technique, where the surface of the Greenware clay is scratched through a colored clay slip layer to expose the contrasting clay body color beneath it.

Shards: Pieces of broken pottery.

Shrinkage: The decrease in the size of a clay object due to drying and firing. *Dry shrinkage* is reversible with the return of water, but *firing shrinkage* is permanent due to chemical and physical changes clay undergoes when exposed to heat.

Slip: A fluid mixture of clay and water to create a “cream” like consistency used a filler and binder (glue-like material) in clay work.

Slip casting: Plaster molds are filled with a clay slip. The plaster absorbs sediment of clay leaving the remaining moisture over the entire interior surface of the mold. The excess slip is drained off and the cast can be removed from the mold soon after. This approach is used widely by industry and some studio potters.

Slump Mold: A form made of plaster which is used to support wet clay in the early stages of construction. You may also form a mold out of Styrofoam covered with canvas.

Slurry: A thick slip of pudding-consistency, used as filler in clay work.

Soluble: Capable of being dissolved in water.

Sprigging: The process of applying wet pieces of clay to a container using a cjp to press a relief decoration onto the surface.

Stilt: A three-pronged star-shaped device placed on the kiln shelf for glazed pieces to rest on during the glaze firing to protect both clay piece and kiln shelf from adhering together (which as you can guess, is not a good thing to have happen).

Stoneware: Highly vitrified ceramics fired to above 2192 °F. Most of the silica in a fired stoneware body is melted into a glassy material and the resulting body is of high density and usually has a water absorption rate of less than 1%.

Throwing: To make pottery by hand on the potter’s wheel. A delicate balance, which defies gravity and centrifugal force as clay is coaxed up by hand from a spinning turntable.

Trailing: A method of decorating with Engobe (colored clay slip) or glaze squeezed out of container with a small tip for precise application.

Underglaze: Ceramic colors combined with clay applied under a glaze, usually a clear glaze. A durable method of decorating.

Vitreous: Means to be glass-like, which is the state of clay body or glaze when it has been fired to its mature point (maturity).

Ware: Is any kind of pottery, ceramics in any form; raw, bisque, or glazed.

Warpage: Deformation of a clay piece during firing, usually due to over firing or to improper placement in the kiln.

Wax Resist: A decorative technique where a wax based material is used to create a pattern, which is then covered, in another coat of glaze or slip. The wax resists the subsequent coating creating the pattern. Paper stencils or tape can create a similar effect.

Wedging: To knead or mix raw workable clay by hand. A hand process used to homogenize the clay and remove air bubbles, thus making it workable. The techniques for wedging are called; Spiral, or Chrysanthemum wedging, Rams head, or Monkey face wedging and wire/slab wedging. Both Rams head and Spiral wedging involves the folding of the clay on itself too build up an ever-tightening spiral of clay platelets. Wire wedging builds up increasing layers of clay platelets and is the best for introducing other clays and fillers into an already plastic clay body.

Win: The process to mine or dig clay from the earth.

Wire Clay Cutting Tool: Used for cutting and slicing off small pieces of workable clay for use.

Parts of a Clay Container

Mouth: The opening at the top of a container, which has a 'lip'.

Lip: The rim of the mouth of a container.

Neck: The (usually) narrow part that leads from the shoulder of the container to the mouth.

Shoulder: The area directly below the neck of a container that begins to widen out to meet the body, or widest part of the clay piece.

Belly: This is the main part of the container, which is usually the largest part.

Foot: This is the part of the vase that meets the table surface or floor.



Stages of Dryness

When speaking of clay, we refer to **three basic stages of dryness**:

- ◆ Wet (Raw Clay)
- ◆ Leather Hard *and*
- ◆ Bone Dry (sometimes referred to as ‘dead’ clay)

... these are self-explanatory in their dryness stage.

Stages of Working with Clay or “Ceramic Change”

Greenware: Unfired clay pieces completed in the construction process, and ready for bisque firing.

Bisque or Biscuit: The first firing a clay piece undergoes to prepare it for the glazing process, called “Bisqueware” following this initial firing.

Building with Clay

Additive: A clay construction process where clay is added to an existing clay form or structure.

Subtractive: A clay construction process where you take out or carve away clay from the existing clay piece while it is still rare wet clay.

Coil: Building process where the piece is made out of many different smaller coils that have been fused (score-and-slip) together.

Pinch: Building process where the clay is molded into a form by pinching at it with your fingers until reaching the ideal shape, overall form, and thickness.

Slab: A building process of rolling out clay into workable slabs using score and slip to attach the slab pieces.

Mold and Casting: A clay construction process where slurry is pour into a plaster mold, or over a plaster cast (form), allowing the clay slurry to thicken over the time exposed to the plaster mold. Excess slurry is pour out/off, and the form is then allowed to dry to a leather hard state when it may safely be removed from the plaster mold.

Composite: A clay construction method combining different clay building methods to create a ceramic art piece.

Methods of Applying Glaze

Brush: Applying glaze onto a clay piece with a brush. It is time-consuming and is not always the easiest method to achieve even layers of glaze for a seamless smooth surface. However, this method offers extreme control of where the glaze is placed and some decorative work requires a

great degree of accuracy. This is the most frequently used method in our studio, so here's some hints:

- **Use a brush that is soft haired and full (large)** to hold a good amount of glaze in it.
- **Apply the glaze with a 'light touch'...** think like petting a baby chick...once the glaze runs out, get more glaze. Resist the urge to go back over the freshly applied glaze to get more area out of it...because you won't, you will only make it worse.
- **Always apply three coats of glaze** (unless it states otherwise on the glaze bottle... or under Mrs. Schank's counsel), making sure to **allow each coat of glaze to dry thoroughly before beginning to apply the next**. This helps to ensure a smooth and seamless coat of glaze.

Pouring: Pouring the glaze over or into a clay piece, is an excellent method to achieve a thorough, even, and quick application of glaze. The longer the glaze is allowed to remain inside the clay piece the thicker the application. A clay piece such as a bowl can be held upside-down as glaze is then poured over the outer walls. Another frequently glazing method. It's quick, easy....but messy. Pouring glaze around clay pieces creates spills, therefore roll the glaze around the inside of pieces slowly and carefully....or get ready for a lengthy clean-up time!

Dipping: Dipping a clay piece into a vat of glaze is the best method of achieving an overall even glaze application. Problems of this method can only be attributed to not enough glaze and/or proper size of the glaze container. Not a practical application for 1) the mass volume of glaze (not to mention the container size) needed to dip clay pieces is beyond our budget, 2) the space to house the dipping containers (they're heavy and not fun to move around a lot), and 3) **THE MESS!** Enough said!

Spraying: This method requires a spray booth in a vented room, compressor and of course spray gun, all which cost a considerable amount more than the other methods. In addition, much of the glaze is lost in the spraying process and significant practice is needed to acquire the skill of spraying glaze with accuracy. Again not a practical application in a public school art room with very limited space, and a constantly shrinking budget.

Stages of the Kiln Firing Cycle

Water Smoking: The first stage of the firing cycle is the complete drying of the clay pieces. Atmospheric water must be driven off slowly, otherwise steam will form in the clay body and, expanding and finding no way out will cause a clay piece to explode. This stage consists of a series of critical temperature points... 212 °F and the range starting at 660 - 1000 °F. At 212 °F water boils and turns into steam. Whether you are boiling an egg or firing a kiln, water does the same thing....boil an egg too fast and watch what happens. I fire

Greenware...*SLLLLOOOOOWWLLLLYYY!* Or ***kaboom!***

When the kiln temperature reaches 660 °F, the second critical temperature climb begins as chemical water starts to burn off. By firing the temperature rate climb up slowly to a dull red heat (1000 °F to 1100 °F) the clay safely completes dehydration – no more chemical water. The clay has now made a physical transformation (chemically a different material that is irreversible)....the

wait is over, a new material emerges from the kiln....**Bisqueware**. That just sounds exciting in itself doesn't it? Next....

The Quartz Inversion: The next critical stage in the firing begins at around 1000 °F, where the quartz crystals grow in size and change shape. Again this must be done in a slow and steady pace so as not to have cracking (Dunting) in the clay pieces caused by too swift of a temperature change in the clay body. Upon cooling the crystals will return to their normal size. Again, cracking can occur if the kiln cools down too quickly.

Oxidation: Begins to occur at the onset of 1600 °F to 1700 °F as the organic materials within the clay body burn off. Each clay body is different and therefore reaches this stage at different temperatures. This has no chemical effect on the clay, other than a more porous surface which is excellent in receiving glaze.

Vitrification: Is the melting of the clay platelets to form a strong and permanent bound which for each clay body type can be a distinctive maturing point – temperature, to vitrify completely would result in a glass-like surface; clayware is never completely vitrified. Again, slow and steady win this race!

Cooling: This goes without saying, but is none the less vital in the firing process. *Patience is a virtuedon't open the kiln lid too early.* Think of those gifts labeled, “**Don't Open until**

Christmas”this could save you from having to recreate your ceramic piece should the first one crack due to cooling too fast.

*****Neatness & Craftsmanship*****

- Referring to the level of skill, dedication, and attention that is given to a piece of artwork. The more time and effort committed to a piece of art, the higher the quality of the resulting piece.



COURSE NAME: ART SEMINAR – CERAMICS 1

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Communication & Connections

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1,6
C.12.1-10
D.12.4-6
E.12.1-2, 3-5
G.12.1-4
H.12.1-6
I.12.1-2, 6-7
J.12.1-2, 5-7, 9-10
K.12.3-4
L.12.1-4

COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS

RH.12.2, 3, 4, 6, 7, 9
RST.12.1-4, 6-10
W.12.2a-e, 4-10
SL.12.1a-d, 2-5
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Recognize, understand and use the visual arts as a form of communication expressing ideas literally, verbally and aesthetically, as they connect and apply what is learned in the visual arts to other art forms, content areas, career skills, and lifelong learning.

Meaning

UNDERSTANDINGS

Students will understand that...

- Art is a universal form of communication that transcends all language barriers to express ideas, moods, and feelings and the unique perceptions of the individual artist.
- Expression in art can communicate, examine, and challenge art traditions.
- A portfolio is a collection of the best artworks representing a broad spectrum of visual skills and creativity.
- By studying advanced art, one can understand themselves as artists, and how artists reflect and contribute to global society.
- Artists may create art of derived meaning to convey a message.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.

ESSENTIAL QUESTIONS

- Why do people create art?
- Why do people create ceramic art?
- What are some purposes of art?
- Why do artists feel the need to create?
- Why do artists feel the need to communicate?
- How can art communicate cultural philosophies?
- How does art encourage conversation and allow for multiple interpretations?
- How does art bring about change?
- What do we gain in our own development as artists and individuals, from critiquing master works, contemporary works, and student works?
- What is the relevance of art to your own life?
- What is a portfolio?
- What should an artist include in their portfolio?
- How does knowledge and skills in advanced art prepare us as 21st Century thinkers for life

| | | |
|--|---|---|
| | | <p>and the workplace?</p> <ul style="list-style-type: none"> What deeper thoughts/questions do you think of by looking closely at a work of art? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> How to use advanced vocabulary unique to the visual arts (ceramics) to communicate verbally and in writing. How to apply and comprehend critical language skills. Apply reading and listening skills through articles and multimedia study of complex clay practices. Exercising sound reasoning in understanding, Making complex choices and decisions. Understanding the interconnections among systems, identifying and asking significant questions that clarify various points of view and lead to better solutions. How to develop personal aesthetic criteria to communicate artistic choice. How to explore multifaceted meaning of the Elements of Art and Principles of Design to communicate artistic purpose. How to exercise multiple solutions to expressive problems in art. How to express the intricacies of spirit and passion as a visual presence in art. Collaborate respectfully with peers, listen with intent and respond thoughtfully when communicating. Of the opportunities and careers in art | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Demonstrating a personal philosophy of art through the use of sophisticated language of ceramics and studio art. In-depth exploration of visual concepts and global perspectives through comparing and contrasting themes and ideas. Documenting creative growth through sketchbook, or art journal entries, developing increasing fluency in visual communication and exhibit greater artistic competence. Assuming personal responsibility for their learning and creative process. Create a body of work that displays depth in the use of materials and techniques. Create a body of work that displays breadth in the use of materials and techniques. Assessing compositional and expressive ideas or complexities, refining artistic practice when needed to achieve intended meaning or function in art. Create a body of clay work that concentrates in one concept (functional – developed for one purpose of meaningful artwork to promote change. Time management, establishing an efficient ‘potter’s workflow’ from the conception of a visual concept to the finished art piece. . Applying their understanding of the visual |

| | (ceramics). <i>*See attached "Glossary of Ceramics" for vocabulary reference.</i> | arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. • Integrating what is learned in ceramics to learning in other discipline areas. |
|---|--|--|
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Reflective writing • Checks for understanding • Observation/Anecdotal Records • Sketchbook /Art Journal – an ongoing collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Creativity, Originality & Technical skill • Rubrics | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with student • Collaborative Assessment - conferencing with other staff • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. <p><i>NOTE: Though students' ceramic projects are diverse, they all incorporate principles of ceramic art, students consistently engage in evaluation and reflection on their projects and those of other students in the class.</i></p> | |

COURSE NAME: ART SEMINAR – CERAMICS 2

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Artistic Perception

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.6
B.12.2
C.12.1-7,9
D.12.4
F.12.1-2
G.12.1-2
I.12.1,3
J.12.10
L.12.2

COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS

RH.12.2, 3, 4, 6, 7, 9
RST.12.1-4, 6-10
W.12.2a-e, 4-10
SL.12.1a, 1c, 1d, 2-5
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Recognize, understand and apply the elements of art, principles of design, and sensory and expressive qualities of the visual arts, as they develop an understanding between process and product, and personal direction.

Meaning

UNDERSTANDINGS

Students will understand that...

- Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art.
- Art provides means for individuals to collaborate and connect with others in enjoyable, inclusive environment as they create, prepare, and share artwork that brings communities together.
- Artists may create art of derived meaning to convey a message.
- Art develops competencies in problem solve skills that contribute to lifelong knowledge and perception, supporting career readiness.
- The means to create art always changes.
- Making art is a personal and collaborative investment.

ESSENTIAL QUESTIONS

- What are the elements of art? What are principles of design?
- How do artists use the elements of art and principles of design as building blocks to cohesively organize a work of art?
- How can these concepts be applied in other areas? (careers, disciplines, life)
- How do shapes make a clay piece useful for its function?
- Investigate works of art, and then speculate why they were created?
- Why do artists consider multiple approaches to visual problems?
- What are some functional pottery pieces?
- What function will your clay pieces be intended for?
- How is ceramics a sensory activity?
- How is clay work an intellectual activity?
- What are the differences between representation, interpretation, and expression?

| | | |
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| | | <ul style="list-style-type: none"> • How can art communicate an idea for 'change'? • What deeper question do you think of by looking closely at a work of art? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • The elements of art and principles of design and apply these to their art work. • How to discuss and critique a work of art using sophisticated vocabulary. • How to use interpersonal and problem-solving skills to influence and guide others toward a common goal. • To analyze and evaluate the effects of the arts in the global economy. • The impact of an artist, or group of artists, on society beliefs, values, and behaviors • A selection of artists and artist and artistic styles. • That there are many solutions to the same problem and be able to problem-solve and make informed decisions concerning art. • That risk-taking with clay work can produce unique artwork. <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using sophisticated language of art (ceramics), both verbally and written form, to express observations. • Comprehensive research, understanding, and explaining visual works' themes and ideas. • Independently monitor their understanding and learning needs so as to continually improve as artists. • Applying advanced skills to consistently produce quality art. • Demonstrate an understanding of the various career skills of a production potter. • Producing in-depth and more profound works of visual art that reflect the maturity of their creative and problem-solving skills. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Applying a complex understanding of color and color theory as it relates to the use in clay bodies and glaze. • Demonstrating initiative to advance skill level through the production of unique ceramic works of originality and innovativeness. • Time management, demonstrating an effective 'potter's workflow' starting with |

| | | <p>creating in clay to finishing with the use of glaze.</p> <ul style="list-style-type: none"> Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
|---|--|---|
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Reflective writing Checks for understanding Observation/Anecdotal Records Sketchbook /Art Journal – an ongoing collection of developing ideas. Student questions/comments Teacher questions and prompts Studio performance and hands-on activities Performance tasks (planning, in-progress, final) Critiques (in-progress, personal written reflection) Self-assessments Creativity, Originality & Technical skill Rubrics | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> Collaborative Assessment - conferencing with student Collaborative Assessment - conferencing with other staff Peer coaching Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. <p><i>NOTE: Though students' ceramic projects are diverse, they all incorporate principles of ceramic art, students consistently engage in evaluation and reflection on their projects and those of other students in the class.</i></p> | |

COURSE NAME: ART SEMINAR – CERAMICS 3

*Developers: Holmen HS
Art Teachers*

Development Date: 2014

Instructional Level: 9-12

*Unit: Creative Expression – Materials,
Tools, & Techniques*

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1, 6
C.12.1-10
D.12.4-6
E.12.1-2, 3-5
F.12.1-2
G.12.1-4
H.12.1-4
I.12.1-4, 6-7
J.12.1-2, 5-7, 9-10
K.12.3-4
L.12.1-4

COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS

RST.12.1-4, 6-10
W.12.4-9
SL.12.1a, 1c, 1d, 2-3
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Understand, select and apply visual arts media, tools, techniques, processes and technology, with accepted safe and responsible use of materials, tools, and equipment.

Meaning

UNDERSTANDINGS

Students will understand that...

- Working in clay media combines personal expression with form and function.
- Art influences come from every time period, civilization, culture and geographical location.
- Varied qualities, conditions, tools, and techniques that are specific to knowledge of clay influence artistic construction.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.
- Proper use of materials and tools as it relates to safe and appropriate technical proficiency is vital in the ceramics studio.

ESSENTIAL QUESTIONS

- What are some new trends and innovative developments in ceramic art? Advanced decorative approaches?
- Compare and contrast the roles of “Production Potter” versus “Fine Art Ceramicist”, and how they impact ceramic art.
- How can knowledge and skills in art prepare us for life, the workplace, or the professional art environment?

Acquisition

Students will KNOW...

- How to use sophisticated vocabulary unique to the visual arts to communicate verbally and in writing.

Students will be skilled at (DO)...

- Demonstrating a personal philosophy of art through the use of sophisticated language of ceramics and studio art.

| | | |
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| | <ul style="list-style-type: none"> • How to apply reading, and listening skills through articles and multimedia study/research of clay basics. • How skillful knowledge of clay conditions, tools, techniques, and processes provide are essential for successful clay work. • How to select, apply and adapt their knowledge of the elements of art and the principles of design to convey ideas in works of art. • How to productively balance experimentation and safety, freedom and responsibility while creating art. • How to confidently select and apply clay materials, tools, processes to achieve intended decorative meaning and /or function in art. • How to conduct themselves respectfully, working effectively, adapting to varied roles and responsibilities in the ceramics studio. • How to independently maintain a collection of ideas, thoughts, progress, and artwork in sketchbook/art journal entries as a reflective learner. • How to assess artwork in progress and/or completed through established criteria to expand learning and advance skill levels. • How to independently investigate current ceramic trends and artists. • Explore careers in the visual arts. <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <ul style="list-style-type: none"> • In-depth exploration of visual concepts and global perspectives through comparing and contrasting themes and ideas. • Documenting creative growth through sketchbook, or art journal entries, developing increasing fluency in visual communication and exhibit greater artistic competence. • Assuming personal responsibility for their learning and creative process, developing many ideas and approaches to a problem. • Experimenting creatively with a variety of ideas, media, and tools – <i>risk taker!</i> • Demonstrate greater control of media and tools often choosing to specialize and practice to develop expertise, enabling greater facility in communicating ideas. • Create a body of clay work that concentrates on an area of interest – mastering clay-forming skills and developing meaningful artwork. • Developing a flow of ideas and a thought process within their body of clay work. • Demonstrating advancement in their clay-forming techniques; show knowledge in glaze and decorating techniques. • Demonstrate accuracy and knowledge in the kiln firing process. • Identifying and analyzing personal strengths and weaknesses selecting, justifying, and discussing own artwork; examine the relationship of these works to personal creative and technical development. • Time management, establishing an efficient 'potter's workflow' from the conception of a |
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| | | <p>visual concept to the finished art piece.</p> <ul style="list-style-type: none"> • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. • Integrating what is learned in ceramics to learning in other discipline areas. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Reflective writing • Checks for understanding • Observation/Anecdotal Records • Sketchbook /Art Journal – an ongoing collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Creativity, Originality & Technical skill • Rubrics | |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with student • Collaborative Assessment - conferencing with other staff • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. <p><i>NOTE: Though students' ceramic projects are diverse, they all incorporate principles of ceramic art, students consistently engage in evaluation and reflection on their projects and those of other students in the class.</i></p> | |

COURSE NAME: ART SEMINAR – CERAMICS 4

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Culture, History & Connection

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.3-5
B.12.1-6, 8
D.12.1-3
I.12.3-5
J.12.3-4, 8
K.12.1, 5
L.12.7

COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS

RH.12.2, 3, 4, 6, 7, 9
RST.12.1-4, 6-10
W.12.2a-e, 4-9
SL.12.1a, 1c, 1d, 2-3
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Understand and analyze the role, development, and continuing connection of the arts in relation to world cultures, history and society.

Meaning

UNDERSTANDINGS

Students will understand that...

- Timeless works of art are deemed important for a number and variety of reasons.
- Art preserves and depicts history in ways that words cannot.
- Art influences come from every time period, civilization, culture and geographical location.
- The means to create art changes with the historical and geographical changes.
- The point of studying the arts is to foster meaning, make deeper emotional response and more inventive decision-making, while fostering artistic appreciation, interpretation, imagination, significance and value.
- Experts can, and do, disagree about the value, power and source of art.

ESSENTIAL QUESTIONS

- Does art define culture, or culture defines art?
- What does the potter's wheel/wheel-thrown pottery reveal about history or a culture?
- How does the art piece reflect and inform the culture in which it was created?
- What is old and what is new in any work of art? (style, technique and technologies)
- How important is "new" in art? (trends, techniques, and technologies)
- What makes some works of art great?
- When does a work of art have merit?

Acquisition

Students will KNOW...

- How to use sophisticated vocabulary unique

Students will be skilled at (DO)...

- Using sophisticated language of art

| | | |
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| | <p>to the visual arts to communicate verbally and in writing as it relates historically and culturally.</p> <ul style="list-style-type: none"> • How to make complex choices to create meaning in art. • Art is a reflection of time, place, and society. • How to express the complexities of spirit and passion of a society as a visual presence in art. • Art is a visual record of humankind. • How to explore complex meaning of artists and cultures, past and present, and use art to communicate ideas. • How to analyze artistic diversity. • Ceramic timeline in the relationship to the advancements in ceramics technology. <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <p>(ceramics), both verbally and written form, to express observations.</p> <ul style="list-style-type: none"> • Researching, understanding, and explaining visual works' themes, ideas, and message in as it relates historically and culturally. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning of past traditions, norms, practices, values and beliefs. • Creating artwork which expresses personal experiences and/or intended meaning. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system and global view. |
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

| Evaluative Criteria | Assessment Evidence |
|--|--|
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Reflective writing • Checks for understanding • Observation/Anecdotal Records • Sketchbook /Art Journal – an ongoing collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) |

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| | <ul style="list-style-type: none"> • Critiques (in-progress, personal written reflection) • Self-assessments • Creativity, Originality & Technical skill • Rubrics |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with student • Collaborative Assessment - conferencing with other staff • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. <p><i>NOTE: Though students' ceramic projects are diverse, they all incorporate principles of ceramic art, students consistently engage in evaluation and reflection on their projects and those of other students in the class.</i></p> |

COURSE NAME: ART SEMINAR – CERAMICS 5

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| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Aesthetic Valuing</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS | Transfer | | |
| G.12.1-4 H.12.1-6 | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Critically and objectively analyze characteristics, merits and intended meanings of works of art. | | |
| COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS | Meaning | | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. • By examining and considering choices artists make, interpretation of final works promotes critical creative thinking in future | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do artists use the language of art to articulate ideas and inform aesthetic judgments? • How can a viewer “read” art? • How do life experiences influence works of art? • How are similarities and differences defined | |
| RH.12.2, 3, 4, 6, 7, 9 RST.12.1-4, 6-10 W.12.2a-e, 4-9 | | | |

| | | |
|------------------------------------|---|---|
| SL.12.1a, 1c, 1d, 2-3 L.12.4, 6 | <p>challenges.</p> <ul style="list-style-type: none"> • Artists may create art of derived meaning to convey a message. • Analyzing art is an evaluation that reveals knowledge of how form communicates meaning. • Unsuccessful efforts can be a constructive part of the creative process. • Art develops competencies and creative skills to communicate, that contribute to lifelong learning and career readiness. • People analyze art based on various criteria. | <p>among works of art?</p> <ul style="list-style-type: none"> • How can art communicate cultural philosophies? • Investigate works of art, and speculate why they were created? • What makes some works of art great? • How is learning deepened through the study of art? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use complex vocabulary unique to the visual arts to communicate verbally and in writing when reflecting upon and assessing works of art. • Use various forms of reasoning to think and reflect critically and solve problems in both conventional and innovative means. • How to compare and contrast the merits of art, investigate, reflect, form, and validate opinions through experiences and meaningful resources. • Engage in thoughtful discussion when interpreting and evaluating they own art works and those of others • Demonstrate polite attentiveness and respect for the opinion of others in discussion. • The current trends and new technologies in | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Demonstrating a personal philosophy of art through the use of sophisticated language of ceramics and studio art. • In-depth exploration of visual concepts and global perspectives through comparing and contrasting themes and ideas. • Documenting creative growth through sketchbook, or art journal entries, developing increasing fluency in visual communication and exhibit greater artistic competence. • Documenting process of emerging ideas from early stages to fully elaborated ideas, developing a sense of personal style in art-making. • Identifying and analyzing personal strengths and weaknesses selecting, justifying, and discussing own artwork; examine the relationship of these works to personal |

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| | <p>the ceramic world.</p> <ul style="list-style-type: none"> • How to evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art. • How to describe by what manner a work of art can convey a voice of one or a voice of many. • How to analyze unsuccessful efforts to reflect and refine works of art. <p><i>*See attached "Glossary of Ceramics" for vocabulary reference.</i></p> | <p>creative and technical development.</p> <ul style="list-style-type: none"> • Developing a collection of sophisticated artwork for display/gallery exhibit at the end of the term. • Analyzing unsuccessful personal efforts through reflective strategies to refine works of art, processes and constructive approach. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. • Integrating what is learned in ceramics to learning in other discipline areas. |
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

| Evaluative Criteria | Assessment Evidence |
|--|--|
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Reflective writing • Checks for understanding • Observation/Anecdotal Records • Sketchbook /Art Journal – an ongoing collection of developing ideas. • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Creativity, Originality & Technical skill • Rubrics |

| | |
|--|--|
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">• Collaborative Assessment - conferencing with student• Collaborative Assessment - conferencing with other staff• Peer coaching• Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. <p><i>NOTE: Though students' ceramic projects are diverse, they all incorporate principles of ceramic art, students consistently engage in evaluation and reflection on their projects and those of other students in the class.</i></p> |
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ART SEMINAR - CERAMICS APPRENTICE

ASSESSMENT OF STUDENT STUDIO WORK

Student: _____ Studio Project: _____

| 4-Exemplary 3-Proficient 2-Emerging 1-Unsatisfactory | 4 | 3 | 2 | 1 | NA |
|--|---|---|---|---|----|
| 1. Students will develop a sense of artistic self-identity | | | | | |
| Artistic Growth - Work demonstrates progressively advancing skills and ideas related to ceramics art and subject matter. | | | | | |
| Artist statement and discussions explain how it relates to them, their own experiences and ideas. | | | | | |
| 2. Ability to argue, describe and explain the historical and socio/cultural impact of their art and art history | | | | | |
| Articulate personal opinion and thought based upon research of ceramic art – with an emphasis on their art style – personal expression. | | | | | |
| Student indicates their own knowledge of the time and culture within the context of their artwork. | | | | | |
| Students can cite examples/influences of other artists and movements in relationship to their artwork. | | | | | |
| 3. Ability to communicate ideas literally, verbally and aesthetically. | | | | | |
| Lively discussion of own artwork and ideas – utilizing ceramic art terminology. | | | | | |
| Ability to discuss the artwork of others – utilizing appropriate art terminology. | | | | | |
| 4. Knowledge of art, artists, and art history and how it relates to their lives and the world around them. | | | | | |
| Demonstrates knowledge of past events, individuals, cultures and movements in the history of art | | | | | |
| Demonstrates understanding of art theory and philosophy. | | | | | |
| Ability to connect the studio discipline utilized with art historical cultures, movements, and traditions. | | | | | |
| 5. Ability to comprehend and evaluate contemporary thinking about art /design and to make valid assessments about quality art. | | | | | |
| Utilize ceramic art terminology to articulate ideas and informed aesthetic judgments about their own artwork and that of their peers through critique (individual and/or group – written or orally). | | | | | |
| Able to reflect, form and validate opinions of art (their own and others) through their knowledge of current art trends, experiences and meaningful resources. | | | | | |
| COMMENTS: | | | | | |

PROJECT SCORE at the moment: _____/ _____ possible pts.
If applicable, correct and resubmit clay project for possible higher grade.

Completed by Mrs. Schank on: _____

ART SEMINAR ~ CERAMICS - CLAY PROJECT:

Name: _____ Hour: _____ Class: _____ Handed In On: _____

Collaborative Assessment On: _____

10 Superior 9 Good 8 Emerging 7 Needs Work 6-0 Incomplete/Other

| Criteria | Student | Teacher |
|--|---------|---------|
| PRELIMINARY DESIGN AND PROBLEM SOLVING. I took advantage of sketchbook assignments and class time in order to plan and work through a variety of successful solutions to this design dare. Through my sketches, I experimented with a variety of ideas for my clay piece project including design elements, materials, construction methods and detailed plans. As a result, I had a hard time deciding which ideas to apply to my final project. Comment: | | |
| BASIC DESIGN REQUIREMENTS. My final ceramic piece represents my intended design expression. I have applied various design and construction techniques to create my desired plan for structure, subject, details and surface texture. I have made sure to incorporate suitable features, design details and symbolism to help me clearly communicate my important ideas connected the intended artistic statement. Comment: | | |
| EXPERIMENTATION. I demonstrated a willingness to experiment with various ceramic techniques in order to create the best final product possible. I attempted to move above and beyond my comfort zone in clay, whether or not the outcome was successful, in other words, "I pushed it to the limit" of my creative skills, and took 'artistic risks'. Comment: | | |
| ORIGINALITY. I demonstrated the ability to go beyond cliché interpretations of forms and symbolism in order to create a clay design that incorporates exaggerated features and symbols that are either carved or added. No one else's solution is quite like mine. Comment: | | |
| VISUAL COMMUNICATION. I demonstrated the ability to choose and apply design elements and principles, including exaggerated features and symbolism in order to clearly and interestingly communicate my personality as a clay artist - 'artistic style'. My design choices visually demand the viewer's attention and draw them in for a closer look. Comment: | | |
| FUNCTIONAL DESIGN. I successfully applied various advanced ceramic techniques in order to create a sophisticated yet functional form for a stable clay piece. The bottom of my form is flat and does not wobble, while the top, front and sides incorporate precise design elements and relief texture that will help my form to stand out and command attention. My clay form stands evenly without the potential of easily tipping over. Comment: | | |
| COLOR CHOICE. I chose colors that enhance the form's surface designs and overall concepts being communicated through my clay piece's graphics and glaze selection. My color choices enhance these features, and are not distracting or random. Harmoniously these elements carry my message though. Comment: | | |
| CRAFTSMANSHIP (FORM). I demonstrated control of a variety of ceramic materials, tools, and techniques in order to create a structurally sound, aesthetically pleasing and functional form. Interior and exterior seams and surfaces are neat and clean. No cracks or unintentional marks are visible. This form does not have the potential of falling apart when being handled or used. It is not too heavy or thick. The overall effect is neat, clean and complete - refined ceramic art. Comment: | | |
| CRAFTSMANSHIP (COLOR APPLICATION). I demonstrated the ability to control the application of colors onto my form, applying even and consistent coats of colorant. No unintentional streaks are visible. No areas of raw bisque are visible. If more than one color was used, I was careful not to unintentionally overlap or drip colors. My style of application is consistent from one area to the next. The overall effect is neat, clean, and complete - sophisticated ceramic art. Comment: | | |
| WORK ETHIC. I demonstrated the ability to follow the guidelines of the ceramics studio. I was responsible for and safe with my tools, materials, and project. My work was organized. I was respectful of others personal space and educational experience. I used my time wisely and/or came in outside of class time as needed in order to complete my project by the due date. I was in class on time and ready to work, with no excessive tardiest or absences. As a result, my work was completed by the due date. Comment: | | |
| ADDITIONAL COMMENTS: | | |

FINAL GRADE: _____ / _____ points

NOTE: This is not about convincing Mrs. Schank of your creative skills/work ethic (your work does that), it's about honest reflection to enhance your artistic flair!

| COURSE NAME: SCULPTURE 1.1 | | | |
|--|---|---|-----------------------------------|
| Developers: Holmen HS Art Teachers | Development Date: 2014 | Instructional Level: 9-12 | Unit: Communication & Connections |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.1,6, C.12.1-4,10, D.12.4-6, E.12.1, 3-5, G.12.1-4, H.12.1-6, I.12.1-2, 6-7, J.12.10-2, 5-7, 9-10, K.12.3-4, L.12.1-4 Common Core Art Standards RH 12.1-2,4-5,7,9,10 RST 12.1-2,4-5,7,9,10 WHST12.1.a.c.d. 2.a.b.c.d.e 4. 5.7.8.9. SL.12. 1a.c 2, 3, 4, 5, 6 L.12. 4. 6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Recognize, understand and use the visual arts as a form of communication expressing ideas literally, verbally and aesthetically, as they connect and apply what is learned in the visual arts to other art forms, content areas, career skills, and lifelong learning. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Art is a universal form of communication that transcends all language barriers. Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art and Principles of Design. Art influences come from every time period, civilization, culture and geographical location. By studying art, one can understand society and the individual, to their own and other world cultures. Artists may create art of derived meaning to convey a message. Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness. | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What is Art? What are some purposes of art? What can we learn from studying art? How do artists use the language of art in communication? How can art (Sculpture) be used to show a person's identity? How does art encourage conversation and allow for multiple interpretations? How can art communicate cultural philosophies? Why do some artists learn 'rules in visual art' only to break them? Investigate works of art, and then speculate why they were created? Describe how knowledge and skills in art prepare us as 21st Century thinkers for life and the workplace? | |

| Acquisition | |
|--|--|
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts (Sculpture) to communicate verbally and in writing. • How to make thoughtful choices to create meaning in art. • How to develop personal aesthetic criteria to communicate artistic choice. • How to explore complex meaning of the Elements of Art and Principles of Design to communicate artistic purpose. • How to express the complexities of spirit and passion as a visual presence in art. • How to use respectful interpersonal skills when communicating with peers. • How to attempt multiple solutions to expressive problems in art. <p>Tier II Vocabulary</p> <p>Tier III Vocabulary</p> |
| | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Sculpture), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Creating artwork which expresses personal experiences and/or intended meaning. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Time management, demonstrating an effective workflow with creating an image to finishing with a Sculpture. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
| | |
| Stage 2 - Evidence | |
| <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | |
| Evaluative Criteria | Assessment Evidence |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools (quizzes) • Checks for understanding • Observation/Anecdotal Records |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Sketchbook assignments – weekly homework • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • One-on-One Instruction • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: SCULPTURE 1.2

| | | | |
|---|-------------------------------|----------------------------------|----------------------------------|
| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Artistic Perception</i> |
|---|-------------------------------|----------------------------------|----------------------------------|

Stage 1 Desired Results

| | | |
|--|---|---|
| ESTABLISHED GOALS A.12.6, B.12.2, C.12.1-7,9, D.12.4, F.12.1-2, G.12.1-2, I.12.1,3, J.12.10, L.12.2 | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Recognize, understand and apply the elements of art, principles of design, and sensory and expressive qualities of the visual arts, as they develop an understanding between process and product, and personal direction. | |
| | Meaning | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art. | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are the elements of art? What are principles of design? • How do artists use the elements of art and principles of design as building blocks to |

| | | |
|---|--|---|
| <p>Common Core Art Standards</p> <p>RH 12.1-2,4-5,7,9,10</p> <p>RST 12.1-2,4-5,7,9,10</p> <p>WHST12.1.a.c.d. 2.a.b.c.d.e 4. 5.7.8.9.</p> <p>SL.12. 1a.c 2, 3, 4, 5, 6</p> <p>L.12. 4. 6</p> | <ul style="list-style-type: none"> Principles of Design are used to effectively organize the elements of art in a work of art. Art influences come from every time period, civilization, culture and geographical location. Artists may create art of derived meaning to convey a message. Art develops competencies in problem solve skills that contribute to lifelong knowledge and perception, supporting career readiness. The means to create art always changes. Individuals will recognize themselves as artists and capable of creating and evaluating art. | <p>cohesively organize a work of art?</p> <ul style="list-style-type: none"> How can these concepts be applied in other areas? (careers, disciplines, life) Why do some artists learn 'rules in visual art' only to break them? Investigate works of art, then speculate why they were created? Why do artists consider multiple approaches to visual problems? How can knowledge and skills in art prepare us for life and the workplace in the 21st Century? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> The elements of art and principles of design and apply these to their art work. How to discuss and critique a work of art using appropriate vocabulary. About opportunities and careers in art. Various materials, methods, and techniques to create art. How to problem solve when processes fail/change and learn success from the experience. How to maintain a record of ideas, thoughts, progress, and artwork through regular sketchbook entries. | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Using the language of art (Sculpture), both verbally and written form, to express observations. Researching, understanding, and explaining visual works' themes and ideas. Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. Creating artwork which expresses personal experiences and/or intended meaning. Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. |

| | | |
|---|---|---|
| | | <ul style="list-style-type: none"> Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> Pre-Mid-Post Assessment tools Checks for understanding Observation/Anecdotal Records Sketchbook assignments - weekly Student questions/comments Teacher questions and prompts Studio performance and hands-on activities Performance tasks (planning, in-progress, final) Critiques (in-progress, personal written reflection) Self-assessments Quizzes | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> Collaborative Assessment - conferencing with the teacher Peer coaching Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

COURSE NAME: SCULPTURE 1.3

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Creative Expression – Materials,
Tools, & Techniques

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1, 6,
C.12.1-10,
D.12.4-6,
E.12.1, 3-5,
F.12.1-2,
G.12.1-4,
H.12.2-4,
I.12.1-4, 7,
J.12.1-2, 5-7, 9-10,
K.12.3-4,
L.12.1-4

Common Core Art Standards

RH 12.1-2,4-5,7,9,10

RST 12.1-2,4-5,7,9,10

WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.

SL.12. 1a.c 2, 3, 4, 5, 6

L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Understand, select and apply visual arts media, tools, techniques, processes and technology, with accepted safe and responsible use of materials, tools, and equipment.

Meaning

UNDERSTANDINGS

Students will understand that...

- Working in Sculpture media combines personal expression with form and function.
- Art influences come from every time period, civilization, culture and geographical location.
- Varied qualities, conditions, tools, and techniques that are specific to knowledge of Sculpture influence artistic construction.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.
- Proper use of materials and tools as it relates to safe and appropriate technical proficiency is vital in the Sculpture studio.

ESSENTIAL QUESTIONS

- What is Sculpture?
- What are some of the Sculptures you have heard of before? What part of your everyday life did you encounter this Sculpture?
- What hand-building techniques, tools, and processes best express your art concepts?
- How can a single medium, or technique, be used to create multiple effects in works of art?
- What conflicts might be encountered in Sculpture work?
- How can knowledge and skills in art prepare us for life, the workplace, or the professional art environment?

Acquisition

Students will KNOW...

- How to use vocabulary unique to the visual arts to communicate verbally and in writing.
- How to apply reading, and listening skills

Students will be skilled at (DO)...

- Using the language of art (Sculpture), both verbally and written form, to express observations.

| | | |
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| | <p>through articles and multimedia study/research of Sculpture basics.</p> <ul style="list-style-type: none"> • How basic knowledge of Sculpture conditions, tools, techniques, and processes provide a foundation for successful Sculpture work. • How to select, apply and adapt the knowledge of the elements of art and the principles of design to convey ideas in works of art. • How to balance experimentation and safety, freedom and responsibility while creating art. • How to select and apply Sculpture materials, tools, processes to achieve intended decorative meaning and /or function in art. • How to identify the different states of Sculpture and the limitations of each state. • How to conduct themselves responsibly in cooperative practices in the use and maintenance of the Sculpture equipment and studio. • Maintain a record of ideas, thoughts, progress, and artwork through the use of sketchbook entries. • How to assess artwork in progress and/or completed through individual analysis. | <ul style="list-style-type: none"> • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Selecting and using appropriate materials, techniques, and tools. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Creating Sculpture works that are structurally sound while achieving the intended form and/or functional purpose. • Experimentation with Sculpture processes and techniques when creating art expresses personal experiences and/or intended meaning. • Time management, demonstrating an efficient 'studio workflow' starting with creating an image to finishing with a sculpture. • Applying their understanding of the visual arts as connections are made between their art, other disciplines, and daily life. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools | |

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|--|---|
| | <ul style="list-style-type: none"> • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final), Sculpture pieces such as: <ul style="list-style-type: none"> ○ Papier Mache Sculpture ○ Cast Sculpture ○ Relief Sculpture ○ Installation Sculpture • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: SCULPTURE 1.4

| | | | |
|---|--|----------------------------------|--|
| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Culture, History & Connection</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS | <i>Transfer</i> | | |
| A.12.3-5, B.12.1-6, 8 D.12.1-3 I.12.3-5, | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Understand and analyze the role, development, and continuing connection of the arts in relation to world cultures, history and society. | | |
| | <i>Meaning</i> | | |

| | | |
|---|---|---|
| <p>J.12.4, 8, K.12.1, 5, L.12.7</p> <p>Common Core Art Standards</p> <p>RH 12.1-2,4-5,7,9,10</p> <p>RST 12.1-2,4-5,7,9,10</p> <p>WHST12.1.a.c.d. 2.a.b.c.d.e 4. 5.7.8.9.</p> <p>SL.12. 1a.c 2, 3, 4, 5, 6</p> <p>L.12. 4. 6</p> | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Timeless works of art are deemed important for a number and variety of reasons. Art preserves and depicts history in ways that words cannot. Art influences come from every time period, civilization, culture and geographical location. The means to create art changes with the historical and geographical changes. The point of studying the arts is to foster meaning, making deeper emotional response and more inventive decision-making, while fostering artistic appreciation, interpretation, imagination, significance and value. Experts can, and do, disagree about the value, power and source of art. | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Does art define culture, or culture defines art? What do hand-built Sculpture works reveal about history or a culture? How does the art piece reflect and inform the culture in which it was created? What is old and what is new in any work of art? (style, technique and technologies) How important is “new” in art? (trends, techniques, and technologies) What makes some works of art great? When does a work of art have merit? |
| | <p>Acquisition</p> | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> How to use vocabulary unique to the visual arts to communicate verbally and in writing as it relates historically and culturally. How to make thoughtful choices to create meaning in art. Art is a reflection of time, place, and society. How to express the complexities of spirit and passion of a society as a visual presence in art. How to explore complex meaning of artists | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Using the language of art (Sculpture), both verbally and written form, to express observations. Researching, understanding, and explaining visual works’ themes, ideas, and message in as it relates historically and culturally. Communicating and defending the use of visual symbols, themes, and ideas used to express meaning of past traditions, norms, practices, values and beliefs. Creating artwork which expresses personal |

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| | <p>and cultures, past and present, use art to communicate ideas.</p> <ul style="list-style-type: none"> • How to analyze artistic diversity. • Art history's timeline in the relationship to the advancements in Sculpture and technology. | <p>experiences and/or intended meaning.</p> <ul style="list-style-type: none"> • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system and global view informed by the visual arts. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes | |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

| COURSE NAME: SCULPTURE 1.5 | | | |
|--|---|---|-------------------------|
| Developers: Holmen HS Art Teachers | Development Date: 2014 | Instructional Level: 9-12 | Unit: Aesthetic Valuing |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS G.12.1-4 H.12.1-6 Common Core Art Standards RH 12.1-2,4-5,7,9,10 RST 12.1-2,4-5,7,9,10 WHST12.1.a.c.d. 2.a.b.c.d.e 4. 5.7.8.9. SL.12. 1a.c 2, 3, 4, 5, 6 L.12. 4. 6 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Critically and objectively analyze characteristics, merits and intended meanings of works of art . | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. By examining and considering choices artists make, interpretation of final works promotes critical creative thinking in future challenges. Artists may create art of derived meaning to convey a message. Analyzing art is an evaluation that reveals knowledge of how form communicates meaning. Unsuccessful efforts can be a constructive part of the creative process. Art develops competencies and creative skills to communicate, that contribute to lifelong learning and career readiness. People analyze art based on various criteria. | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do artists use the language of art to articulate ideas and inform aesthetic judgments? How can a viewer “read” art? How do life experiences influence works of art? How are similarities and differences defined among works of art? How can art communicate cultural philosophies? Investigate works of art, and speculate why they were created? What makes some works of art great? How is learning deepened through the study of art? | |

| Acquisition | |
|--|---|
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts to communicate verbally and in writing when reflecting upon and assessing works of art. • How to articulate thoughts and informed aesthetic judgments when analyzing their own art and works of others through critique. • How to analyze works of art to speculate why they were created. • How to describe personal responses to selected works of art. • How to investigate, reflect, form, and validate opinions through experiences and meaningful resources. • How to evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art. • How to describe by what manner a work of art can convey a voice of one or a voice of many. • How to analyze unsuccessful efforts to reflect and refine works of art. |
| | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Sculpture), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and validating the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Assessing compositional and expressive ideas to form and validate intended meaning of their art and of others through knowledge of current trends, experiences and meaningful resources. • Analyzing unsuccessful personal efforts to reflect upon and refine works of art. • Applying their understanding of aesthetic to decisions made in daily life, developing a personal belief system, career readiness and global awareness. |
| Stage 2 - Evidence | |
| <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | |
| Evaluative Criteria | Assessment Evidence |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records |

| | |
|--|--|
| | <ul style="list-style-type: none">• Sketchbook assignments - weekly• Student questions/comments• Teacher questions and prompts• Studio performance and hands-on activities• Performance tasks (planning, in-progress, final)• Critiques (in-progress, personal written reflection)• Self-assessments• Quizzes |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">• Collaborative Assessment - conferencing with the teacher• Peer coaching• Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success |

Sculpture 1 - RUBRIC SAMPLE

Sculpture 1 Wire Sculpture

| Project #2: Wire Form | 1 Didn't Meet Expectations | 2 Somewhat Met Expectations | 3 Met Most Expectations | 4 Met All or Exceeded Expectations |
|---|--|-----------------------------------|-------------------------------|---|
| Construction (Built correctly, clean solder joints and attachments, no repairs necessary, secure to base or suspension line). | | | | |
| Craftsmanship (Neatly done, completed and ready for display). | | | | |
| Form & Size (Interesting from all sides, creates visual flow, used principles of repetition, movement, unity, tension, or balance, choice of size appropriate/enhances work). | | | | |
| Materials (Used different sizes/gauges of wire and found objects/scrap). | | | | |
| Unique Solution to Problem (Solves problem and has elements that make it original). | | | | |
| Total: _____ | Grade Scale 20 - 17 -----A 16 - 15 -----B 14 - 13 -----C 12 - 0 -----Redo/Inc | | | |

COURSE NAME: SCULPTURE 2.1

Developers: Holmen HS
Art Teachers

Development Date:
2014

Instructional Level: 9-12

Unit: Communication & Connections

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1,6,
C.12.1-4,10,
D.12.4-6,
E.12.1, 3-5,
G.12.1-4,
H.12.1-6,
I.12.1-2, 6-7,
J.12.10-2, 5-7, 9-10,
K.12.3-4,
L.12.1-4

Common Core Art Standards

RH 12.1-2,4-5,7,9,10
RST 12.1-2,4-5,7,9,10
WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.
SL.12. 1a.c 2, 3, 4, 5, 6
L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Recognize, understand and use the visual arts as a form of communication expressing ideas literally, verbally and aesthetically, as they connect and apply what is learned in the visual arts to other art forms, content areas, career skills, and lifelong learning.

Meaning

UNDERSTANDINGS

Students will understand that...

- Art is a universal form of communication that transcends all language barriers.
- Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art and Principles of Design.
- Art influences come from every time period, civilization, culture and geographical location.
- By studying art, one can understand society and the individual, to their own and other world cultures.
- Artists may create art of derived meaning to convey a message.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.
-

ESSENTIAL QUESTIONS

- What is Art?
- What are some purposes of art?
- What can we learn from studying art?
- How do artists use the language of art in communication?
- How can art (Sculpture) be used to show a person's identity?
- How does art encourage conversation and allow for multiple interpretations?
- How can art communicate cultural philosophies?
- Why do some artists learn 'rules in visual art' only to break them?
- Investigate works of art, and then speculate why they were created?
- Describe how knowledge and skills in art prepare us as 21st Century thinkers for life and the workplace?

| Acquisition | |
|--|--|
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts (Sculpture) to communicate verbally and in writing. • How to make thoughtful choices to create meaning in art. • How to develop personal aesthetic criteria to communicate artistic choice. • How to explore complex meaning of the Elements of Art and Principles of Design to communicate artistic purpose. • How to express the complexities of spirit and passion as a visual presence in art. • How to use respectful interpersonal skills when communicating with peers. • How to attempt multiple solutions to expressive problems in art. <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Sculpture), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Creating artwork which expresses personal experiences and/or intended meaning. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Time management, demonstrating an effective 'studio workflow' starting with creating an image to finishing with a quality Sculpture. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
| Stage 2 - Evidence | |
| <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | |
| Evaluative Criteria | Assessment Evidence |
| See attached rubrics, worksheets, sculpture terms and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools (quizzes) |

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| | <ul style="list-style-type: none"> • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments – weekly homework • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • One-on-One Instruction • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: SCULPTURE 2.2

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| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Artistic Perception</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.6, B.12.2, C.12.1-7,9, D.12.4, F.12.1-2, G.12.1-2, I.12.1,3, J.12.10, | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Recognize, understand and apply the elements of art, principles of design, and sensory and expressive qualities of the visual arts, as they develop an understanding between process and product, and personal direction. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • Art utilizes a system of visual symbols to communicate the intended meaning or | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • What are the elements of art? What are principles of design? • How do artists use the elements of art and | |

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| <p>L.12.2</p> <p>Common Core Art Standards</p> <p>RH 12.1-2,4-5,7,9,10 RST 12.1-2,4-5,7,9,10 WHST12.1.a.c.d. 2.a.b.c.d.e 4. 5.7.8.9. SL.12. 1a.c 2, 3, 4, 5, 6 L.12. 4. 6</p> | <p>function – Elements of Art.</p> <ul style="list-style-type: none"> Principles of Design are used to effectively organize the elements of art in a work of art. Art influences come from every time period, civilization, culture and geographical location. Artists may create art of derived meaning to convey a message. Art develops competencies in problem solve skills that contribute to lifelong knowledge and perception, supporting career readiness. The means to create art always changes. Individuals will recognize themselves as artists and capable of creating and evaluating art. | <p>principles of design as building blocks to cohesively organize a work of art?</p> <ul style="list-style-type: none"> How can these concepts be applied in other areas? (careers, disciplines, life) Why do some artists learn ‘rules in visual art’ only to break them? Investigate works of art, then speculate why they were created? Why do artists consider multiple approaches to visual problems? How can knowledge and skills in art prepare us for life and the workplace in the 21st Century? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> The elements of art and principles of design and apply these to their art work. How to discuss and critique a work of art using appropriate vocabulary. About opportunities and careers in art. Various materials, methods, and techniques to create art. How to problem solve when processes fail/change and learn success from the experience. How to maintain a record of ideas, thoughts, progress, and artwork through regular sketchbook entries. | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Using the language of art (Sculpture), both verbally and written form, to express observations. Researching, understanding, and explaining visual works’ themes and ideas. Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. Creating artwork which expresses personal experiences and/or intended meaning. Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. |

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| | | <ul style="list-style-type: none"> • Time management, demonstrating an effective 'studio workflow' starting with creating an image to finishing with a quality Sculpture. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, sculpture terms and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

COURSE NAME: SCULPTURE 2.3

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Creative Expression – Materials,
Tools, & Techniques

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1, 6,
C.12.1-10,
D.12.4-6,
E.12.1, 3-5,
F.12.1-2,
G.12.1-4,
H.12.2-4,
I.12.1-4, 7,
J.12.1-2, 5-7, 9-10,
K.12.3-4,
L.12.1-4

Common Core Art Standards

RH 12.1-2,4-5,7,9,10
RST 12.1-2,4-5,7,9,10
WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.
SL.12. 1a.c 2, 3, 4, 5, 6
L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Understand, select and apply visual arts media, tools, techniques, processes and technology, with accepted safe and responsible use of materials, tools, and equipment.

Meaning

UNDERSTANDINGS

Students will understand that...

- Working in Sculpture media combines personal expression with form and function.
- Art influences come from every time period, civilization, culture and geographical location.
- Varied qualities, conditions, tools, and techniques that are specific to knowledge of Sculpture influence artistic construction.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.
- Proper use of materials and tools as it relates to safe and appropriate technical proficiency is vital in the Sculpture studio.

ESSENTIAL QUESTIONS

- What is Sculpture?
- What are some of the Sculpture body types you have heard of before? What part of your everyday life did you encounter this Sculpture?
- What hand-building techniques, tools, and processes best express your art concepts?
- How can a single medium, or technique, be used to create multiple effects in works of art?
- What conflicts might be encountered in Sculpture work?
- How can knowledge and skills in art prepare us for life, the workplace, or the professional art environment?

Acquisition

Students will KNOW...

- How to use vocabulary unique to the visual arts to communicate verbally and in writing.
- How to apply reading, and listening skills

Students will be skilled at (DO)...

- Using the language of art (Sculpture), both verbally and written form, to express observations.

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| | <p>through articles and multimedia study/research of Sculpture basics.</p> <ul style="list-style-type: none"> • How basic knowledge of Sculpture conditions, tools, techniques, and processes provide a foundation for successful Sculpture work. • How to select, apply and adapt the knowledge of the elements of art and the principles of design to convey ideas in works of art. • How to balance experimentation and safety, freedom and responsibility while creating art. • How to select and apply Sculpture materials, tools, processes to achieve intended decorative meaning and /or function in art. • How to identify the different states of Sculpture and the limitations of each state. • How to conduct themselves responsibly in cooperative practices in the use and maintenance of the Sculpture equipment and studio. • Maintain a record of ideas, thoughts, progress, and artwork through the use of sketchbook entries. • How to assess artwork in progress and/or completed through individual analysis. | <ul style="list-style-type: none"> • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Selecting and using appropriate materials, techniques, and tools. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Creating sculptural works that are structurally sound while achieving the intended form and/or functional purpose. • Experimentation with Sculpture processes and techniques when creating art expresses personal experiences and/or intended meaning. • Time management, demonstrating an effective 'studio workflow' starting with creating an image to finishing with a quality Sculpture. • Applying their understanding of the visual arts as connections are made between their art, other disciplines, and daily life. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, sculpture terms and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools | |

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| | <ul style="list-style-type: none"> • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final), Sculpture pieces such as: <ul style="list-style-type: none"> ○ Kinetic Sculpture ○ Installation Sculpture ○ Figurative Cast Sculpture • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: SCULPTURE 2.4

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| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Culture, History & Connection</i> |
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Stage 1 Desired Results

| ESTABLISHED GOALS | <i>Transfer</i> |
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| A.12.3-5, B.12.1-6, 8 D.12.1-3 | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Understand and analyze the role, development, and continuing connection of the arts in relation to world cultures, history and society. |

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| I.12.3-5, J.12.4, 8, K.12.1, 5, L.12.7 Common Core Art Standards RH 12.1-2,4-5,7,9,10 RST 12.1-2,4-5,7,9,10 WHST12.1.a.c.d. 2.a.b.c.d.e 4. 5.7.8.9. SL.12. 1a.c 2, 3, 4, 5, 6 L.12. 4. 6 | Meaning | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Timeless works of art are deemed important for a number and variety of reasons. Art preserves and depicts history in ways that words cannot. Art influences come from every time period, civilization, culture and geographical location. The means to create art changes with the historical and geographical changes. The point of studying the arts is to foster meaning, making deeper emotional response and more inventive decision-making, while fostering artistic appreciation, interpretation, imagination, significance and value. Experts can, and do, disagree about the value, power and source of art. | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> Does art define culture, or culture defines art? What do hand-built Sculpture works reveal about history or a culture? How does the art piece reflect and inform the culture in which it was created? What is old and what is new in any work of art? (style, technique and technologies) How important is “new” in art? (trends, techniques, and technologies) What makes some works of art great? When does a work of art have merit? |
| | Acquisition | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> How to use vocabulary unique to the visual arts to communicate verbally and in writing as it relates historically and culturally. How to make thoughtful choices to create meaning in art. Art is a reflection of time, place, and society. How to express the complexities of spirit and passion of a society as a visual presence in art. How to explore complex meaning of artists and cultures, past and present, use art to | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> Using the language of art (Sculpture), both verbally and written form, to express observations. Researching, understanding, and explaining visual works’ themes, ideas, and message in as it relates historically and culturally. Communicating and defending the use of visual symbols, themes, and ideas used to express meaning of past traditions, norms, practices, values and beliefs. Creating artwork which expresses personal |

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| | <p>communicate ideas.</p> <ul style="list-style-type: none"> • How to analyze artistic diversity. • Art History's' timeline in the relationship to the advancements in Sculpture technology. | <p>experiences and/or intended meaning.</p> <ul style="list-style-type: none"> • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system and global view informed by the visual arts. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, sculpture terms and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes | |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

COURSE NAME: SCULPTURE 2.5

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Aesthetic Valuing

Stage 1 Desired Results

ESTABLISHED GOALS

G.12.1-4

H.12.1-6

Common Core Art Standards

RH 12.1-2,4-5,7,9,10

RST 12.1-2,4-5,7,9,10

WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.

SL.12. 1a.c 2, 3, 4, 5, 6

L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Critically and objectively analyze characteristics, merits and intended meanings of works of art.

Meaning

UNDERSTANDINGS

Students will understand that...

- Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- By examining and considering choices artists make, interpretation of final works promotes critical creative thinking in future challenges.
- Artists may create art of derived meaning to convey a message.
- Analyzing art is an evaluation that reveals knowledge of how form communicates meaning.
- Unsuccessful efforts can be a constructive part of the creative process.
- Art develops competencies and creative skills to communicate, that contribute to lifelong learning and career readiness.
- People analyze art based on various criteria.

ESSENTIAL QUESTIONS

- How do artists use the language of art to articulate ideas and inform aesthetic judgments?
- How can a viewer "read" art?
- How do life experiences influence works of art?
- How are similarities and differences defined among works of art?
- How can art communicate cultural philosophies?
- Investigate works of art, and speculate why they were created?
- What makes some works of art great?
- How is learning deepened through the study of art?

| Acquisition | |
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| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts to communicate verbally and in writing when reflecting upon and assessing works of art. • How to articulate thoughts and informed aesthetic judgments when analyzing their own art and works of others through critique. • How to analyze works of art to speculate why they were created. • How to describe personal responses to selected works of art. • How to investigate, reflect, form, and validate opinions through experiences and meaningful resources. • The current trends and new technologies in the world. • How to evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art. • How to describe by what manner a work of art can convey a voice of one or a voice of many. • How to analyze unsuccessful efforts to reflect and refine works of art. |
| | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Sculpture), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and validating the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Assessing compositional and expressive ideas to form and validate intended meaning of their art and of others through knowledge of current trends, experiences and meaningful resources. • Analyzing unsuccessful personal efforts to reflect upon and refine works of art. • Applying their understanding of aesthetic to decisions made in daily life, developing a personal belief system, career readiness and global awareness. |
| Stage 2 - Evidence | |
| <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | |
| Evaluative Criteria | Assessment Evidence |
| See attached rubrics, worksheets, sculpture terms and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools |

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| | <ul style="list-style-type: none">• Checks for understanding• Observation/Anecdotal Records• Sketchbook assignments - weekly• Student questions/comments• Teacher questions and prompts• Studio performance and hands-on activities• Performance tasks (planning, in-progress, final)• Critiques (in-progress, personal written reflection)• Self-assessments• Quizzes |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">• Collaborative Assessment - conferencing with the teacher• Peer coaching• Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success |



Sculpture Terms

ARMATURE a support upon which clay or other materials may be used in building or fashioning an image. A skeleton-like framework used to support constructions of clay or papier-mâché, usually made of stiff wire.

ASSEMBLAGE three-dimensional assembly of various materials to make an image. A technique of combining together pieces of “this and that” to create a 3-D artwork. A piece of art made by combining a collection of three dimensional objects into a whole. It is usually made from scraps, junk, or various man-made or natural objects.

BALSA WOOD a very soft wood used for carving and crafts.

BASE the portion of the work on which the sculpture rests.

PAPERMACHE French, “chewed paper” a versatile technique of molding paper into permanent shapes. An art material made of paper torn into strips or made into pulp and mixed with paste or glue. It can be molded into various shapes when wet and produces a solid material that is quite strong when it dries.

PLASTER OF PARIS a fine white powder which sets hard when mixed in water, mixed 2 to1.

RELIEF a form of sculpture in which the image projects from a background.

FREESTANDING a sculpture intended to be viewed from all sides.

MOBILE a three-dimensional, moving sculpture, that hangs from the ceiling. A type of sculpture in which objects are suspended and balanced so that they are moved by currents of air. The mobile as an art form was introduced by Alexander Calder in the 1930s.

MODELING a sculpture technique meaning to shape a pliable material.

ADDITION a sculptural technique meaning to build up, to assemble or to put on.

CASTING a sculptural technique in which liquid materials are shaped by pouring into a mold. To copy a solid object by pouring a liquid, such as melted metal, clay, wax, or plaster, into a mold and letting it harden. The mold is then removed and a copy, or cast, is left in the shape of the mold.

SCULPTURE the art of shaping expressive three-dimensional forms. (3-D art).

SUBTRACTIVE sculptural technique which material is carved or cut away. Carving is a way of making sculpture by cutting away unwanted parts.

MOLD a negative (hollow) form that is filled with a material such as plaster or metal and removed when the material hardens into the shape of the mold. A mold can be used to make copies of an object.

WHEAT PASTE this is the type of glue normally used for hanging wallpaper, and can be in papier-mâché.

KINETIC SCULPTURE kind of art introduced in the 1930s that expresses motion in time by including elements that are moved either by natural forces, such as wind (as in a mobile), or by devices such as motors and cranks.

STATUE carved, modeled, or sculpted three-dimensional figure, especially of a person or animal, that stands up by itself.

| COURSE NAME: METAL ART.1 | | | |
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| Developers: Holmen HS Art Teachers | Development Date: 2014 | Instructional Level: 9-12 | Unit: Communication & Connections |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS | Transfer | | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Recognize, understand and use the visual arts as a form of communication expressing ideas literally, verbally and aesthetically, as they connect and apply what is learned in the visual arts to other art forms, content areas, career skills, and lifelong learning. | | |
| | Meaning | | |
| <p>A.12.1,6, C.12.1-4,10, D.12.4-6, E.12.1, 3-5, G.12.1-4, H.12.1-6, I.12.1-2, 6-7, J.12.10-2, 5-7, 9-10, K.12.3-4, L.12.1-4</p> <p>Common Core Art Standards</p> <p>RH 12.1-2,4-5,7,9,10 RST 12.1-2,4-5,7,9,10 WHST12.1.a.c.d. 2.a.b.c.d.e 4. 5.7.8.9. SL.12. 1a.c 2, 3, 4, 5, 6 L.12. 4. 6</p> | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Art is a universal form of communication that transcends all language barriers. Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art and Principles of Design. Art influences come from every time period, civilization, culture and geographical location. By studying art, one can understand society and the individual, to their own and other world cultures. Artists may create art of derived meaning to convey a message. Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness. | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What is Art? What are some purposes of art? What can we learn from studying art? How do artists use the language of art in communication? How can art (Metal Art) be used to show a person's identity? How does art encourage conversation and allow for multiple interpretations? How can art communicate cultural philosophies? Why do some artists learn 'rules in visual art' only to break them? Investigate works of art, and then speculate why they were created? Describe how knowledge and skills in art prepare us as 21st Century thinkers for life and the workplace? | |

| Acquisition | |
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| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use vocabulary unique to the visual arts (Metal Art) to communicate verbally and in writing. • How to make thoughtful choices to create meaning in art. • How to develop personal aesthetic criteria to communicate artistic choice. • How to explore complex meaning of the Elements of Art and Principles of Design to communicate artistic purpose. • How to express the complexities of spirit and passion as a visual presence in art. • How to use respectful interpersonal skills when communicating with peers. • How to attempt multiple solutions to expressive problems in art. |
| | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Metal Art), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Creating artwork which expresses personal experiences and/or intended meaning. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Time management, demonstrating an effective 'studio workflow' starting with creating an idea to finishing with a complete work in Metal Art. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning?</i> <i>How do students provide feedback about their learning?</i> | |
| Evaluative Criteria | Assessment Evidence |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools (quizzes) • Checks for understanding |

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| | <ul style="list-style-type: none"> • Observation/Anecdotal Records • Sketchbook assignments – weekly homework • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • One-on-One Instruction • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: METAL ART.2

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| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Artistic Perception</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.6, B.12.2, C.12.1-7,9, D.12.4, F.12.1-2, G.12.1-2, I.12.1,3, J.12.10, L.12.2 | Transfer | | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Recognize, understand and apply the elements of art, principles of design, and sensory and expressive qualities of the visual arts, as they develop an understanding between process and product, and personal direction. | | |
| | Meaning | | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art. • Principles of Design are used to effectively | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are the elements of art? What are principles of design? • How do artists use the elements of art and principles of design as building blocks to cohesively organize a work of art? | |

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| <p>Common Core Art Standards</p> <p>RH 12.1-2,4-5,7,9,10 RST 12.1-2,4-5,7,9,10 WHST12.1.a.c.d. 2.a.b.c.d.e 4.5.7.8.9. SL.12. 1a.c 2, 3, 4, 5, 6 L.12. 4. 6</p> | <p>organize the elements of art in a work of art.</p> <ul style="list-style-type: none"> • Art influences come from every time period, civilization, culture and geographical location. • Artists may create art of derived meaning to convey a message. • Art develops competencies in problem solve skills that contribute to lifelong knowledge and perception, supporting career readiness. • The means to create art always changes. • Individuals will recognize themselves as artists and capable of creating and evaluating art. | <ul style="list-style-type: none"> • How can these concepts be applied in other areas? (careers, disciplines, life) • Why do some artists learn 'rules in visual art' only to break them? • Investigate works of art, then speculate why they were created? • Why do artists consider multiple approaches to visual problems? • How can knowledge and skills in art prepare us for life and the workplace in the 21st Century? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • The elements of art and principles of design and apply these to their art work. • How to discuss and critique a work of art using appropriate vocabulary. • About opportunities and careers in art. • Various materials, methods, and techniques to create art. • How to problem solve when processes fail/change and learn success from the experience. • How to maintain a record of ideas, thoughts, progress, and artwork through regular sketchbook entries. | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the language of art (Metal Art), both verbally and written form, to express observations. • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Creating artwork which expresses personal experiences and/or intended meaning. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Time management, demonstrating an effective 'studio workflow' starting with |

| | | <p>creating an idea to finishing with a Metal Art work.</p> <ul style="list-style-type: none"> Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
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| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Pre-Mid-Post Assessment tools Checks for understanding Observation/Anecdotal Records Sketchbook assignments - weekly Student questions/comments Teacher questions and prompts Studio performance and hands-on activities Performance tasks (planning, in-progress, final) Critiques (in-progress, personal written reflection) Self-assessments Quizzes | |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Collaborative Assessment - conferencing with the teacher Peer coaching Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

COURSE NAME: METAL ART.3

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Creative Expression – Materials,
Tools, & Techniques

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.1, 6,
C.12.1-10,
D.12.4-6,
E.12.1, 3-5,
F.12.1-2,
G.12.1-4,
H.12.2-4,
I.12.1-4, 7,
J.12.1-2, 5-7, 9-10,
K.12.3-4,
L.12.1-4

Common Core Art Standards

RH 12.1-2,4-5,7,9,10
RST 12.1-2,4-5,7,9,10
WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.
SL.12. 1a.c 2, 3, 4, 5, 6
L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Understand, select and apply visual arts media, tools, techniques, processes and technology, with accepted safe and responsible use of materials, tools, and equipment.

Meaning

UNDERSTANDINGS

Students will understand that...

- Working in Metal Art media combines personal expression with form and function.
- Art influences come from every time period, civilization, culture and geographical location.
- Varied qualities, conditions, tools, and techniques that are specific to knowledge of Metal Art influence artistic construction.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness.
- Proper use of materials and tools as it relates to safe and appropriate technical proficiency is vital in the Metal Art studio.

ESSENTIAL QUESTIONS

- What is Metal Art?
- What are some types of Metal Art you have heard of before? What part of your everyday life did you encounter this Metal Art?
- What hand-building techniques, tools, and processes best express your art concepts?
- How can a single medium, or technique, be used to create multiple effects in works of art?
- What conflicts might be encountered in Metal Art work?
- How can knowledge and skills in art prepare us for life, the workplace, or the professional art environment?

Acquisition

Students will KNOW...

- How to use vocabulary unique to the visual arts to communicate verbally and in writing.
- How to apply reading, and listening skills through articles and multimedia

Students will be skilled at (DO)...

- Using the language of art (Metal Art), both verbally and written form, to express observations.
- Researching, understanding, and explaining

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| | <p>study/research of Metal Art basics.</p> <ul style="list-style-type: none"> • How basic knowledge of Metal Art conditions, tools, techniques, and processes provide a foundation for successful Metal Art work. • How to select, apply and adapt the knowledge of the elements of art and the principles of design to convey ideas in works of art. • How to balance experimentation and safety, freedom and responsibility while creating art. • How to select and apply Metal Art materials, tools, processes to achieve intended decorative meaning and /or function in art. • How to identify the different states of Metal Art and the limitations of each state. • How to conduct themselves responsibly in cooperative practices in the use and maintenance of the Metal Art equipment and studio. • Maintain a record of ideas, thoughts, progress, and artwork through the use of sketchbook entries. • How to assess artwork in progress and/or completed through individual analysis. | <p>visual works' themes and ideas.</p> <ul style="list-style-type: none"> • Communicating and defending the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Selecting and using appropriate ceramic materials, techniques, and tools. • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Creating Metal Art works that are structurally sound while achieving the intended form and/or functional purpose. • Experimentation with Metal Art processes and techniques when creating art expresses personal experiences and/or intended meaning. • Time management, demonstrating an efficient 'studio workflow' starting with creating an idea to finishing an artwork in Metal Art . • Applying their understanding of the visual arts as connections are made between their art, other disciplines, and daily life. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding | |

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| | <ul style="list-style-type: none"> • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final), Metal Art pieces such as: <ul style="list-style-type: none"> ○ Wall hanging ○ Embossed metal work. ○ Chainmail ○ Found Object Sculpture • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: METAL ART.4

*Developers: Holmen HS
Art Teachers*

Development Date: 2014

Instructional Level: 9-12

Unit: Culture, History & Connection

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.3-5,
B.12.1-6, 8
D.12.1-3
I.12.3-5,

Transfer

Students will be able to independently use their learning to...

- Understand and analyze the role, development, and continuing connection of the arts in relation to world cultures, history and society.

Meaning

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| <p>J.12.4, 8, K.12.1, 5, L.12.7</p> <p>Common Core Art Standards</p> <p>RH 12.1-2,4-5,7,9,10 RST 12.1-2,4-5,7,9,10 WHST12.1.a.c.d. 2.a.b.c.d.e 4. 5.7.8.9. SL.12. 1a.c 2, 3, 4, 5, 6 L.12. 4. 6</p> | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Timeless works of art are deemed important for a number and variety of reasons. Art preserves and depicts history in ways that words cannot. Art influences come from every time period, civilization, culture and geographical location. The means to create art changes with the historical and geographical changes. The point of studying the arts is to foster meaning, making deeper emotional response and more inventive decision-making, while fostering artistic appreciation, interpretation, imagination, significance and value. Experts can, and do, disagree about the value, power and source of art. | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Does art define culture, or culture defines art? What do hand-built Metal Art works reveal about history or a culture? How does the art piece reflect and inform the culture in which it was created? What is old and what is new in any work of art? (style, technique and technologies) How important is “new” in art? (trends, techniques, and technologies) What makes some works of art great? When does a work of art have merit? |
| | <p>Acquisition</p> | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> How to use vocabulary unique to the visual arts to communicate verbally and in writing as it relates historically and culturally. How to make thoughtful choices to create meaning in art. Art is a reflection of time, place, and society. How to express the complexities of spirit and passion of a society as a visual presence in art. How to explore complex meaning of artists and cultures, past and present, use art to communicate ideas. | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Using the language of art (Metal Art), both verbally and written form, to express observations. Researching, understanding, and explaining visual works’ themes, ideas, and message in as it relates historically and culturally. Communicating and defending the use of visual symbols, themes, and ideas used to express meaning of past traditions, norms, practices, values and beliefs. Creating artwork which expresses personal experiences and/or intended meaning. |

| | <ul style="list-style-type: none"> • How to analyze artistic diversity. • Art history timeline in the relationship to the advancements in Metal Art technology. | <ul style="list-style-type: none"> • Assessing compositional and expressive ideas or problems, refining artistic process when needed to achieve intended meaning or function in art. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system and global view informed by the visual arts. |
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| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. | |

COURSE NAME: METAL ART.5

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Aesthetic Valuing

Stage 1 Desired Results

ESTABLISHED GOALS

G.12.1-4
H.12.1-6

Common Core Art Standards

RH 12.1-2,4-5,7,9,10
RST 12.1-2,4-5,7,9,10
WHST12.1.a.c.d. 2.a.b.c.d.e 4.
5.7.8.9.
SL.12. 1a.c 2, 3, 4, 5, 6
L.12. 4. 6

Transfer

Students will be able to independently use their learning to...

- Critically and objectively analyze characteristics, merits and intended meanings of works of art.

Meaning

UNDERSTANDINGS

Students will understand that...

- Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- By examining and considering choices artists make, interpretation of final works promotes critical creative thinking in future challenges.
- Artists may create art of derived meaning to convey a message.
- Analyzing art is an evaluation that reveals knowledge of how form communicates meaning.
- Unsuccessful efforts can be a constructive part of the creative process.
- Art develops competencies and creative skills to communicate, that contribute to lifelong learning and career readiness.
- People analyze art based on various criteria.

ESSENTIAL QUESTIONS

- How do artists use the language of art to articulate ideas and inform aesthetic judgments?
- How can a viewer "read" art?
- How do life experiences influence works of art?
- How are similarities and differences defined among works of art?
- How can art communicate cultural philosophies?
- Investigate works of art, and speculate why they were created?
- What makes some works of art great?
- How is learning deepened through the study of art?

Acquisition

Students will KNOW...

- How to use vocabulary unique to the visual

Students will be skilled at (DO)...

- Using the language of art (Metal Art), both

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| | <p>arts to communicate verbally and in writing when reflecting upon and assessing works of art.</p> <ul style="list-style-type: none"> • How to articulate thoughts and informed aesthetic judgments when analyzing their own art and works of others through critique. • How to analyze works of art to speculate why they were created. • How to describe personal responses to selected works of art. • How to investigate, reflect, form, and validate opinions through experiences and meaningful resources. • How to evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art. • How to describe by what manner a work of art can convey a voice of one or a voice of many. • How to analyze unsuccessful efforts to reflect and refine works of art. | <p>verbally and written form, to express observations.</p> <ul style="list-style-type: none"> • Researching, understanding, and explaining visual works' themes and ideas. • Communicating and validating the use of visual symbols, themes, and ideas used to express meaning and intent in original works of art. • Assessing compositional and expressive ideas to form and validate intended meaning of their art and of others through knowledge of current trends, experiences and meaningful resources. • Analyzing unsuccessful personal efforts to reflect upon and refine works of art. • Applying their understanding of aesthetic to decisions made in daily life, developing a personal belief system, career readiness and global awareness. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Pre-Mid-Post Assessment tools • Checks for understanding • Observation/Anecdotal Records • Sketchbook assignments - weekly • Student questions/comments • Teacher questions and prompts | |

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| | <ul style="list-style-type: none"> • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final) • Critiques (in-progress, personal written reflection) • Self-assessments • Quizzes |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success |



Metal Art Terms

Alloy - metal composed of two or more metals.

Anvil - a hardened iron surface used with hammer to shape nonferrous metals or hot ferrous stress and return to a more malleable stage.

Buff - a tool used to polish metals.

Burnisher - a metal tool used to smooth surfaces.

Caliper - a tool normally shaped like a compass to measure equal distances or diameters.

Cutting shears - any number of mechanical shears used.

Forging - the process of forming or shaping metals with a force such as a hammer.

Forging hammer - a hammer used in the forging of metal that typically has one flat face and one sharp end.

Gauge - the thickness of wire or sheet. (The higher the #, the thinner the sheet or wire)

Malleability - to hammer, the ability to be shaped, hammered, stretched.

Mallet - used in shaping metals where stretching or moving is not desired.

Piercing - any of a number of methods done to produce holes in the metal for function or appearance.

Raising hammer - hammer used to move non-ferrous metal in a direction perpendicular to its head.

Stamping - a process by which patterns are made on smooth metal surfaces with a punch.



METAL ART PROFICIENCY GUIDE

Name: _____

| | SKILLS | DEMONSTRATES KNOWLEDGE, SKILLS AND PRACTICE | | | |
|-----------------------|--|---|------------------------|-----------------------------|------------------------|
| | | Beginning Heard of it | Consolidate Know it | Established Can apply it | Expert Can teach it |
| ART PRACTICE | Able to create/recreate art works using | | | | |
| | • Metal Art techniques | | | | |
| | • Metal Foil practices | | | | |
| | • Adhering techniques & practices | | | | |
| | • 'Found Object' practices | | | | |
| | • Additive/Subtractive techniques | | | | |
| | • Decorative techniques | | | | |
| | • Wire techniques & practices | | | | |
| | • Construction practices | | | | |
| | Demonstrates skills and techniques to interpret and understand art ideas and process | | | | |
| | • Elements & Principles of Art | | | | |
| | • Function vs. Form | | | | |
| | • Structural Sound | | | | |
| | • Repurposing Objects | | | | |
| | Works as an individual or in collaboration to create metal pieces. | | | | |
| | Compares the use of ornamentation as a means to provoke emotion | | | | |
| ART IN CONTEXT | • Decorative Detailing | | | | |
| | • Primary/secondary/tertiary (color schemes) | | | | |
| | Ability to document work in progress – sketchbook entries, project profile sheet, and personal art journaling | | | | |
| | • Thumbnail sketches/notes | | | | |
| ART ANALYSIS | • Construction designs & processes | | | | |
| | Ability to connect metal art with art historical cultures, movements, artists, and traditions. | | | | |
| | Demonstrates understanding of art theory and philosophy. | | | | |
| | Utilize metal art terminology to articulate ideas and informed aesthetic judgments about their own art and that of their peers through critique. | | | | |
| | Ability to investigate, reflect, form and validate opinions of art (their own and others) through their knowledge of current trends, experiences and meaningful resources. | | | | |

NOTES:

COURSE NAME: GALLERY CURATOR 1

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Communication & Connections

Stage 1 Desired Results

ESTABLISHED GOALS

G.12.1-4
H.12.1-6

COMMON CORE STATE
STANDARDS for LITERACY in
ALL SUBJECTS

W.12.2a-e, 4-10
SL.12.1a-d, 2-6
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Recognize, understand and use the visual arts as a form of communication expressing ideas literally, verbally and aesthetically, as they connect and apply what is learned in the visual arts to other art forms, content areas, career skills, and lifelong learning.

Meaning

UNDERSTANDINGS

Students will understand that...

- Art is a universal form of communication that transcends all language barriers to express ideas, moods, and feelings and the unique perceptions of the individual artist.
- Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art and Principles of Design.
- Curators 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.
- Art is categorized by function, decoration, or as an emotional response.
- Artists may create art of derived meaning to convey a message.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute

ESSENTIAL QUESTIONS

- Why do people create art?
- What are some purposes of art?
- What defines crafts? Fine Arts?
- What is visual communication?
- What does the statement “*Art is a universal form of communication*” mean to you? Give at least two examples.
- What criteria, methods, and processes are used to select work for preservation or presentation in a gallery?
- Why do people value objects, artifacts, and artworks, and select them for presentation in a gallery?
- What do we gain in our own development as artists and individuals, from critiquing master works, contemporary works, and student works?
- Investigate works of art, and then speculate why they were made?
- Why do some artists learn ‘rules of visual art’ only to break them?

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| | to lifelong learning and career readiness. | <ul style="list-style-type: none"> • How can the method of display, the location, and the experience of the artwork influence how it is perceived and valued? • What is the relevance of art to your own life? • How is art a sensory activity? • How is art work an intellectual activity? • Why do artists consider multiple approaches to visual problems? • How can you visually communicate a common and popular concept in an interesting and exciting exhibit? • How can you use design principles to make your gallery statement visually accessible to the public? • What are some considerations when selecting potential exhibit space? • What are the differences between representation, interpretation, and expression? • How can these concepts be applied in other areas? (careers, disciplines, life) • How does knowledge and skills in advanced art prepare us as 21st Century thinkers for life and the workplace? |
| Acquisition | | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use complex vocabulary unique to the visual arts (gallery) to communicate verbally and in writing. • Apply reading and listening skills through articles and multimedia study of complex gallery/museum practices. • How to make comprehensive choices when | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using sophisticated language of art (gallery), both verbally and written form, to express observations. • In-depth exploration of visual concepts and global perspectives through comparing and contrasting potential themes and ideas for a gallery exhibit. |

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| | <p>establishing exhibit aesthetic criteria to communicate artistic choice.</p> <ul style="list-style-type: none"> • There is a purpose and function of art. • Design theory and display principles. • How to explore multifaceted meaning of the Elements of Art and Principles of Design to communicate artistic purpose. • How to separate artworks for gallery exhibits into categories or groups (such as, “fine art” versus “craft”; “2D” versus “3D”). • How to exercise multiple solutions to expressive problems in art. • How to express the intricacies of spirit and passion as a visual presence in gallery exhibit. • Collaborate respectfully with peers, listen with intent and respond thoughtfully when communicating. • Opportunities and career paths in art (gallery/museum). <p><i>*See attached “Glossary of Gallery Curator” and “List of Descriptive Words for Critique Art” for vocabulary reference.</i></p> | <ul style="list-style-type: none"> • Documenting creative growth through digital photos, and/or journal entries, developing increasing fluency in visual communication and exhibit greater artistic competence gallery curator. • Demonstrating appropriate word processing skills to create promotional and informational materials for exhibits. • Developing clear guidelines for sorting art works included in the gallery exhibit. • Communicating and defining criteria details utilized sorting and categorizing works of art for gallery exhibit. • Arranging a collection of artwork that is informative and aesthetically pleasing • Collaborative group work, facilitating a “Team Work” philosophy within the established responsibilities of Gallery Curator. • Assessing compositional and expressive ideas or complexities, refining artistic practice when needed to achieve intended meaning or function in art. • Time management, demonstrating an effective ‘curator’s workflow’ from the conception of the gallery exhibit visual concept to the last day of the gallery display. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. • Integrating what is learned in ceramics to learning in other discipline areas. |
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

| Evaluative Criteria | Assessment Evidence |
|--|--|
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Checks for understanding • Observation/Anecdotal Records • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final), for gallery exhibit such as: <ul style="list-style-type: none"> ○ Aesthetic Criteria used in developing collection ○ Artwork collected-maintained-organized ○ Artwork displayed and storage ○ Labels and principles of visual communication ○ Publicity • Critiques (in-progress, personal written reflection) • Self-assessments • Rubrics |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with the teacher • One-on-One Instruction • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: GALLERY CURATOR 2

*Developers: Holmen HS
Art Teachers*

Development Date: 2014

Instructional Level: 9-12

Unit: Artistic Perception

Stage 1 Desired Results

ESTABLISHED GOALS

A.12.6
B.12.2
C.12.1-10
D.12.4-6
F.12.1-3, 5
G.12.1-4
H.12.2-4
I.12.1-4, 6, 13
J.12.1-2, 5-7, 9-10
K.12.3-4
L.12.1-4

COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS

RH.12.2, 3, 4, 6, 7, 9
RST.12.1-4, 6-10
W.12.2a-e, 4-10
SL.12.1a-d, 2-6
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Recognize, understand and apply the elements of art, principles of design, and sensory and expressive qualities of the visual arts, as they develop an understanding between process and product, and personal direction.

Meaning

UNDERSTANDINGS

Students will understand that...

- Art is a universal form of communication that transcends all language barriers to express ideas, moods, and feelings and the unique perceptions of the individual artist.
- Art utilizes a system of visual symbols to communicate the intended meaning or function – Elements of Art and Principles of Design.
- Curators 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.
- Art is categorized by function, decoration, or as an emotional response.
- Artists may create art of derived meaning to convey a message.
- Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute

ESSENTIAL QUESTIONS

- What are the elements of art? What are principles of design?
- What is visual communication? What does the statement “*Art is a universal form of communication*” mean to you? Give at least two examples.
- How is art a sensory activity?
- How is art work an intellectual activity?
- What are the differences between representation, interpretation, and expression?
- How can these concepts be applied in other areas? (careers, disciplines, life)
- Why do some artists learn ‘rules in visual art’ only to break them?
- How can you visually communicate a common and popular concept in an interesting and exciting exhibit?
- How can you use design principles to make your gallery statement visually accessible to the public?

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| | to lifelong learning and career readiness. | | <ul style="list-style-type: none"> • What are some considerations when selecting potential exhibit space? • What criteria, methods, and processes are used to select work for preservation or presentation in a gallery? • How can the method of display, the location, and the experience of the artwork influence how it is perceived and valued? • Why do people value objects, artifacts, and artworks, and select them for presentation in a gallery? • What do we gain in our own development as artists and individuals, from critiquing master works, contemporary works, and student works? • Investigate works of art, and then speculate why they were made? |
| | Acquisition | | |
| | <i>Students will KNOW...</i> <ul style="list-style-type: none"> • Design theory and display principles. • How to explore multifaceted meaning of the Elements of Art and Principles of Design to communicate artistic purpose. • How to separate artworks for gallery exhibits into categories or groups (such as, "fine art" versus "craft"; "2D" versus "3D"). • How to discuss and critique a work of art using sophisticated vocabulary. • There is a purpose and function of art • How to exercise multiple solutions to expressive problems in art. • How to identify and ask significant questions to clarify understanding in gallery exhibit | <i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> • Using sophisticated language of art (gallery), both verbally and written form, to express observations. • In-depth exploration of visual concepts and global perspectives through comparing and contrasting potential themes and ideas for a gallery exhibit. • Documenting creative growth through digital photos, and/or journal entries, developing increasing fluency in visual communication and exhibit greater artistic competence gallery curator. • Developing clear guidelines for sorting art works included in the gallery exhibit. | |

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| | <p>arrangement.</p> <ul style="list-style-type: none"> How to work collaboratively as a team by sharing work load to produce exhibits, listening to and respecting the ideas of the 'gallery curator team', compromising cooperation and positive encouraging until the last artwork is in place. <p><i>*See attached "Glossary of Gallery Curator" and "List of Descriptive Words for Critique Art" for vocabulary reference.</i></p> | <ul style="list-style-type: none"> Communicating and defining criteria details utilized sorting and categorizing works of art for gallery exhibit. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific exhibit. (location and/or event/theme) Arranging a collection of artwork that is informative and aesthetically pleasing. Collaborative group work, facilitating a "Team Work" philosophy within the established responsibilities of Gallery Curator, routinely monitoring the effectiveness of the team. Assessing compositional and expressive ideas or complexities, refining artistic practice when needed to consistently achieve exhibits of the highest quality and sophistication. Time management, demonstrating an effective 'curator's workflow' from the conception of the gallery exhibit visual concept to the last day of the gallery display. Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
| <p align="center">Stage 2 - Evidence</p> <p align="center"><i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i></p> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Checks for understanding | |

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| | <ul style="list-style-type: none">• Observation/Anecdotal Records• Student questions/comments• Teacher questions and prompts• Studio performance and hands-on activities• Performance tasks (planning, in-progress, final), for gallery exhibit such as:<ul style="list-style-type: none">○ Aesthetic Criteria used in developing collection○ Artwork collected-maintained-organized○ Artwork displayed and storage○ Labels and principles of visual communication○ Publicity• Critiques (in-progress, personal written reflection)• Self-assessments• Rubrics |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">• Collaborative Assessment - conferencing with student• Collaborative Assessment - conferencing with other staff• Peer coaching• Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: GALLERY CURATOR 3

Developers: Holmen HS
Art Teachers

Development Date: 2014

Instructional Level: 9-12

Unit: Creative Expression –
Materials, Tools, & Techniques

Stage 1 Desired Results

ESTABLISHED GOALS

C.12.1-10
D.12.2, 4-5
E.12.2, 4
F.12.1-8
G.12.1-4
H.12.5-6
J.12.1, 9-10
K.12.5

COMMON CORE STATE
STANDARDS for LITERACY in
ALL SUBJECTS

RST.12.1-4, 6-10
W.12.4-9
SL.12.1a-d, 2-6
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Understand, select and apply visual arts media, tools, techniques, processes and technology, with accepted safe and responsible use of materials, tools, and equipment.

Meaning

UNDERSTANDINGS

Students will understand that...

- Curators 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.
- Art is categorized by function, decoration, or as an emotional response.
- By examining and considering choices artists make, interpretation of final works promotes critical creative thinking in future challenges.
- Artists may create art of derived meaning to convey a message.
- Analyzing art is an evaluation that reveals knowledge of how form communicates meaning.
- People analyze art based on various criteria.
- How critique as a standard for evaluating art, can be stated to others without strong personal opinions or vague preferences.

ESSENTIAL QUESTIONS

- What are the elements of art? What are principles of design?
- What is visual communication? What does the statement “*Art is a universal form of communication*” mean to you? Give at least two examples.
- How is art a sensory activity?
- How is art work an intellectual activity?
- What are the differences between representation, interpretation, and expression?
- How can these concepts be applied in other areas? (careers, disciplines, life)
- Why do some artists learn ‘rules in visual art’ only to break them?
- How can you visually communicate a common and popular concept in an interesting and exciting exhibit?
- How can you use design principles to make your gallery statement visually accessible to the public?
- What are some considerations when

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| | <ul style="list-style-type: none"> Varied qualities, conditions, tools, and techniques that is specific to knowledge of gallery arrangement influence aesthetic displays and exhibits. Art develops competencies and creative skills to communicate, problem solve, and manage time and resources, that contribute to lifelong learning and career readiness. Proper use of materials and tools as it relates to safe and appropriate technical proficiency is vital in the gallery exhibits and displays. | <p>selecting potential exhibit space?</p> <ul style="list-style-type: none"> What criteria, methods, and processes are used to select work for preservation or presentation in a gallery? How can the method of display, the location, and the experience of the artwork influence how it is perceived and valued? Why do people value objects, artifacts, and artworks, and select them for presentation in a gallery? What do we gain in our own development as artists and individuals, from critiquing master works, contemporary works, and student works? Investigate works of art, and then speculate why they were made? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> How to use sophisticated vocabulary unique to display work and gallery installations of visual arts to communicate verbally and in writing. How to apply reading, and listening skills through articles and multimedia study/research of display and exhibiting reference material. Design theory and display principles. How to explore multifaceted meaning of the Elements of Art and Principles of Design to communicate artistic purpose. How to confidently select and apply display materials, tools, and processes to achieve intended exhibit artistic statement and | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Using sophisticated language of art (gallery), both verbally and written form, to express observations. In-depth exploration of visual concepts and global perspectives through comparing and contrasting potential themes and ideas for a gallery exhibit. Documenting creative growth through digital photos, and/or journal entries, developing increasing fluency in visual communication and exhibit greater artistic competence gallery curator. Developing clear guidelines for sorting art works included in the gallery exhibit. Communicating and defining criteria details |

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| | <p>aesthetic beauty.</p> <ul style="list-style-type: none"> • How to independently maintain a collection of ideas, thoughts, progress, and display ideas in sketchbook/art journal entries as a reflective learner. • How to separate artworks for gallery exhibits into categories or groups (such as, “fine art” versus “craft”; “2D” versus “3D”). • How to exercise multiple solutions to expressive problems in art. • How to identify and ask significant questions to clarify understanding in gallery exhibit arrangement. • How to productively balance experimentation and safety, freedom and responsibility while planning and developing a gallery exhibit. • How to conduct themselves respectfully, working effectively, adapting to varied roles and responsibilities of a gallery curator. <p><i>*See attached “Glossary of Gallery Curator” and “List of Descriptive Words for Critique Art” for vocabulary reference.</i></p> | <p>utilized sorting and categorizing works of art for gallery exhibit.</p> <ul style="list-style-type: none"> • Arranging a collection of artwork that is informative and aesthetically pleasing • Collaborative group work, facilitating a “Team Work” philosophy within the established responsibilities of Gallery Curator. • Assessing compositional and expressive ideas or complexities, refining artistic practice when needed to achieve intended meaning or function in art. • Time management, demonstrating an effective ‘curator’s workflow’ from the conception of the gallery exhibit visual concept to the last day of the gallery display. • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

| Evaluative Criteria | Assessment Evidence |
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| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Checks for understanding • Observation/Anecdotal Records • Student questions/comments • Teacher questions and prompts |

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| | <ul style="list-style-type: none"> • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final), for gallery exhibit such as: <ul style="list-style-type: none"> ○ Aesthetic Criteria used in developing collection ○ Artwork collected-maintained-organized ○ Artwork displayed and storage ○ Labels and principles of visual communication ○ Publicity • Critiques (in-progress, personal written reflection) • Self-assessments • Rubrics |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with student • Collaborative Assessment - conferencing with other staff • Peer coaching • Creativity/Originality • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: GALLERY CURATOR 4

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| <i>Developers: Holmen HS Art Teachers</i> | <i>Development Date: 2014</i> | <i>Instructional Level: 9-12</i> | <i>Unit: Culture, History & Connection</i> |
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS A.12.3-5 B.12.1-6, 8 D.12.1-3 I.12.3-5 J.12.3-4, 8 K.12.1, 5 | Transfer | | |
| | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Understand and analyze the role, development, and continuing connection of the arts in relation to world cultures, history and society. | | |
| | Meaning | | |
| | UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • Timeless works of art are deemed | ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • Does art define culture, or culture defines | |

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| <p>L.12.7</p> <p>COMMON CORE STATE STANDARDS for LITERACY in ALL SUBJECTS</p> <p>RH.12.2, 3, 4, 6, 7, 9 RST.12.1-4, 6-10 W.12.2a-e, 4-9 SL.12.1a-d, 2-6 L.12.4, 6</p> | <p>important for a number and variety of reasons.</p> <ul style="list-style-type: none"> • Art preserves and depicts history in ways that words cannot. • Art influences come from every time period, civilization, culture and geographical location. • People analyze art based on various criteria. • How critique as a standard for evaluating art, can be stated to others without strong personal opinions or vague preferences. • The point of studying the arts is to foster meaning, making deeper emotional response and more inventive decision-making, while fostering artistic appreciation, interpretation, imagination, significance and value. • Experts can, and do, disagree about the value, power and source of art. | <p>art?</p> <ul style="list-style-type: none"> • How does the art piece reflect and inform the culture in which it was created? • What is old and what is new in any work of art? (style, technique and technologies) • How important is “new” in art? (trends, techniques, and technologies) • What makes some works of art great? • When does a work of art have merit? • How is art a sensory activity? • How is art work an intellectual activity? • What are the differences between representation, interpretation, and expression? • How can these concepts be applied in other areas? (careers, disciplines, life) • Why do some artists learn ‘rules in visual art’ only to break them? • How can you visually communicate a common and popular concept in an interesting and exciting exhibit? • How can you use design principles to make your gallery statement visually accessible to the public? • What are some considerations when selecting potential exhibit space? • What criteria, methods, and processes are used to select work for preservation or presentation in a gallery? • How is the experience of the artwork influence perceived and valued? • Why do people value objects, artifacts, and artworks, and select them for presentation in |
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| | | <p>a gallery?</p> <ul style="list-style-type: none"> • What do we gain in our own development as artists and individuals, from critiquing master works, contemporary works, and student works? • Investigate works of art, and then speculate why they were made? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • How to use sophisticated vocabulary unique to the visual arts to communicate verbally and in writing as it relates historically and culturally. • Art is a reflection of time, place, and society. • How to express the complexities of spirit and passion of a society as a visual presence in art. • Art is a visual record of humankind. • How to explore complex meaning of artists and cultures, past and present, and use art to communicate ideas. • How to analyze artistic diversity. • Design theory and display principles. • How to explore multifaceted meaning of the Elements of Art and Principles of Design to communicate artistic purpose. • How to separate artworks for gallery exhibits into categories or groups (such as, "fine art" versus "craft"; "2D" versus "3D"). • How to identify and ask significant questions to clarify understanding in gallery exhibit arrangement. | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using sophisticated language of art (gallery), both verbally and written form, to express observations. • In-depth exploration of visual concepts and global perspectives through comparing and contrasting potential themes and ideas for a gallery exhibit. • Documenting creative growth through digital photos, and/or journal entries, developing increasing fluency in visual communication and exhibit greater artistic competence gallery curator. • Developing clear guidelines for sorting art works included in the gallery exhibit. • Communicating and defining criteria details utilized sorting and categorizing works of art for gallery exhibit. • Arranging a collection of artwork that is informative and aesthetically pleasing • Collaborative group work, facilitating a "Team Work" philosophy within the established responsibilities of Gallery Curator. • Assessing compositional and expressive |

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| | <ul style="list-style-type: none"> How to work collaboratively as a team by sharing work load to produce exhibits, listening to and respecting the ideas of the 'gallery curator team', compromising cooperation and positive encouraging until the last artwork is in place. <p><i>*See attached "Glossary of Gallery Curator" and "List of Descriptive Words for Critique Art" for vocabulary reference.</i></p> | <p>ideas or complexities, refining artistic practice when needed to achieve intended meaning or function in art.</p> <ul style="list-style-type: none"> Time management, demonstrating an effective 'curator's workflow' from the conception of the gallery exhibit visual concept to the last day of the gallery display. Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. |
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

| Evaluative Criteria | Assessment Evidence |
|--|---|
| See attached rubrics, worksheets, and quizzes. | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Checks for understanding Observation/Anecdotal Records Student questions/comments Teacher questions and prompts Studio performance and hands-on activities Performance tasks (planning, in-progress, final), for gallery exhibit such as: <ul style="list-style-type: none"> Aesthetic Criteria used in developing collection Artwork collected-maintained-organized Artwork displayed and storage Labels and principles of visual communication Publicity Critiques (in-progress, personal written reflection) Self-assessments |

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| | <ul style="list-style-type: none"> • Rubrics |
| | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with student • Collaborative Assessment - conferencing with other staff • Peer coaching • Group discussions • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success. |

COURSE NAME: GALLERY CURATOR 5

*Developers: Holmen HS
Art Teachers*

Development Date: 2014

Instructional Level: 9-12

Unit: Aesthetic Valuing

Stage 1 Desired Results

ESTABLISHED GOALS

G.12.1-4
H.12.1-6

COMMON CORE STATE
STANDARDS for LITERACY in
ALL SUBJECTS

RH.12.2, 3, 4, 6, 7, 9
RST.12.1-4, 6-10
W.12.2a-e, 4-9
SL.12.1a-d, 2-6
L.12.4, 6

Transfer

Students will be able to independently use their learning to...

- Critically and objectively analyze characteristics, merits and intended meanings of works of art.

Meaning

UNDERSTANDINGS

Students will understand that...

- Curators 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.
- Art is categorized by function, decoration, or as an emotional response.
- By examining and considering choices artists make, interpretation of final works promotes critical creative thinking in future challenges.

ESSENTIAL QUESTIONS

- How do artists use the language of art to articulate ideas and inform aesthetic judgments?
- How can a viewer “read” art?
- How do life experiences influence works of art?
- How are similarities and differences defined among works of art?
- How can art communicate cultural philosophies?
- Investigate works of art, and speculate why they were created?

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| | <ul style="list-style-type: none">• Artists may create art of derived meaning to convey a message.• Analyzing art is an evaluation that reveals knowledge of how form communicates meaning.• By examining and considering choices artists make, interpretation of final works promotes critical creative thinking in future challenges.• People analyze art based on various criteria.• How critique as a standard for evaluating art, can be stated to others without strong personal opinions or vague preferences.• People analyze art based on various criteria.• How critique as a standard for evaluating art, can be stated to others without strong personal opinions or vague preferences. | <ul style="list-style-type: none">• What makes some works of art great?• How is learning deepened through the study of art?• What aesthetic features distinguish functional art?• Can functional art be fine art?• What are the differences between representation, interpretation, and expression?• How can these concepts be applied in other areas? (careers, disciplines, life)• What do we gain in our own development as artists and individuals, from critiquing master works, contemporary works, and student works?• Investigate works of art, and then speculate why they were made?• How can you visually communicate a common and popular concept in an interesting and exciting exhibit?• How can you use design principles to make your gallery statement visually accessible to the public?• What are some considerations when selecting potential exhibit space?• What criteria, methods, and processes are used to select work for preservation or presentation in a gallery?• How can the method of display, the location, and the experience of the artwork influence how it is perceived and valued?• Why do people value objects, artifacts, and artworks, and select them for presentation in |
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| | | a gallery? |
| | Acquisition | |
| | <p><i>Students will KNOW...</i></p> <ul style="list-style-type: none"> • Design theory and display principles. • How to explore multifaceted meaning of the Elements of Art and Principles of Design to communicate artistic purpose. • How to separate artworks for gallery exhibits into categories or groups (such as, "fine art" versus "craft"; "2D" versus "3D"). • How to discuss and critique a work of art using sophisticated vocabulary. • There is a purpose and function of art • How to exercise multiple solutions to expressive problems in art. • How to identify and ask significant questions to clarify understanding in gallery exhibit arrangement. • How to work collaboratively as a team by sharing work load to produce exhibits, listening to and respecting the ideas of the 'gallery curator team', compromising cooperation and positive encouraging until the last artwork is in place. <p><i>*See attached "Glossary of Gallery Curator" and "List of Descriptive Words for Critique Art" for vocabulary reference.</i></p> | <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using sophisticated language of art (gallery), both verbally and written form, to express observations. • In-depth exploration of visual concepts and global perspectives through comparing and contrasting potential themes and ideas for a gallery exhibit. • Documenting creative growth through digital photos, and/or journal entries, developing increasing fluency in visual communication and exhibit greater artistic competence gallery curator. • Developing clear guidelines for sorting art works included in the gallery exhibit. • Communicating and defining criteria details utilized sorting and categorizing works of art for gallery exhibit. • Arranging a collection of artwork that is informative and aesthetically pleasing • Collaborative group work, facilitating a "Team Work" philosophy within the established responsibilities of Gallery Curator. • Assessing compositional and expressive ideas or complexities, refining artistic practice when needed to achieve intended meaning or function in art. • Time management, demonstrating an effective 'curator's workflow' from the conception of the gallery exhibit visual |

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| | | <p>concept to the last day of the gallery display.</p> <ul style="list-style-type: none"> • Applying their understanding of the visual arts to decisions made in daily life, developing a personal belief system, career readiness and global view informed by the visual arts. • Integrating what is learned in ceramics to learning in other discipline areas. |
| Stage 2 - Evidence <i>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</i> | | |
| Evaluative Criteria | Assessment Evidence | |
| See attached rubrics, worksheets, and quizzes. | PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Checks for understanding • Observation/Anecdotal Records • Student questions/comments • Teacher questions and prompts • Studio performance and hands-on activities • Performance tasks (planning, in-progress, final), for gallery exhibit such as: <ul style="list-style-type: none"> ○ Aesthetic Criteria used in developing collection ○ Artwork collected-maintained-organized ○ Artwork displayed and storage ○ Labels and principles of visual communication ○ Publicity • Critiques (in-progress, personal written reflection) • Self-assessments • Rubrics | |
| | OTHER EVIDENCE: <ul style="list-style-type: none"> • Collaborative Assessment - conferencing with student • Collaborative Assessment - conferencing with other staff • Peer coaching • Students are given multiple opportunities to revisit media or techniques that presented a challenge in order to achieve success | |

VIEWING ART WORK

A GALLERY STUDY

Viewing a work of art should be more than just looking and reacting without much thought, it should be an interaction between the viewer and the art piece itself. Although most art works are constant (never changing... moving, etc.), the interaction varies with each viewer because of their individual art knowledge, experiences and tastes. Use of a formal process to interpret art work allows you to better understand the work and its role in the art world as a whole.

The following process will assist you in the interpretation of art work so as to establish a formalize critique of the art piece and its significance.

1. a. **Preparation** - participate in viewing art works and discussing them in class; have an open mind about artwork. Assume that the artist had something to communicate.

b. **Label** - list name of artist, title of work, and gallery visited or location of artwork.

NOTE: DO SECTIONS IN ORDER! Respond to the following sections in PARAGRAPH FORM! Use the questions provided (Q) as a guide to provide you with information for your paragraph.

2. **First Impression** - record your first spontaneous reaction to the artwork. By the end of the process you may understand your first impression better or you may even change you mind. There are no wrong answers. Unfortunately, this step is where many people stop when they are looking at artworks.

Q. What is your immediate reaction to the work?
List any words that come to mind

3. **Description** - this stage is like taking inventory. You want to come up with a list of everything you see in the work. The key here is to stick to the facts. **Imagine that you are describing the artwork to someone over the telephone. This is a long and detailed section. Refer to the word bank below as needed.**

4. **Analysis** - Try to figure out what the artist has done to **achieve certain effects**. You should refer to your first impressions and try to explain how the artwork achieves that reaction.

- Q. How are the Elements of Art (color, shape, line, texture, space, form, and value) and the Principles of Design (balance, contrast, emphasis, movement/rhythm, unity, and variety) used in this artwork?
- Q. What do you notice about the artist's choice of materials?
- Q. What grabs your attention in the work?
- Q. At what do you think this artist worked particularly hard at while he/she did this work?
- Q. Do you see any relationship between the things you listed during the description stage?
- Q. What mood or feeling do you get when you look at this work of art?
- Q. What "qualities" do you see in this work?

5. **Interpretation** - try to figure out what the artwork is about. Your own perspectives, associations and experiences meet with "the evidence" found in the work of art. All art works are about something. Some art works are about color, the subject matter, and/or social or cultural issues. Some art works are very accessible... that is, relatively easy for the viewer to understand what the artist was doing. Other works are highly intellectual, and might not be as easy for us to readily interpret what the artist was thinking about.

- Q. What is the theme or subject of the work?
- Q. What is the work about; what so you think it means?
- Q. Why do you think that artist created this work?
- Q. What do you think the artist's view of the world is?

6. **Background Information** - find out as much about the work and the artist as you can. It is important to complete this stage after having completed the other five. Art works should provoke thought in the viewer. If you are given the thought or the answer before you experience the artwork, your own creative thinking might be bypassed and your experience with the artwork will be lessened. **Research information in the library, or the Internet, about the artist.**

7. **Informed Judgment** - this is a culminating and reflecting activity. You need to come to some conclusions about the artwork based on all the information you have gathered and on your interpretations.

- Q. Have your thoughts or feelings about the artwork changed since your first impression? If so, how? What made you change your mind?
- Q. If not, can you now explain your first reaction to the work?
- Q. What have you seen or learned from this work that you might apply to your own art work or your own thinking?

DESCRIPTIVE WORDS TO USE IN A FORMAL ANALYSIS OF ART

| ELEMENTS OF ART | ELEMENTS OF ART | PRINCIPLES OF ART | MEDIA (MATERIALS) | TECHNIQUE/FORM |
|--|--|---|---|--|
| <u>Line</u> blurred broken controlled curved diagonal freehand horizontal interrupted geometric meandering ruled short straight thick thin vertical wide <u>Texture</u> actual bumpy corrugated flat furry gooey leathery prickly rough sandy shiny simulated smooth soft sticky tacky velvet wet <u>Value</u> dark light medium | <u>Shape/Form</u> amorphous biomorphic closed distorted flat free-form full of spaces geometric heavy light linear massive nebulous open organic <u>Colors</u> brash bright calm clear cool dull exciting garish grayed multicolored muted pale poly-chromed primary saccharine secondary subdued sweet warm <u>Space</u> ambiguous deep flat negative/positive open shallow | balance contrast emphasis harmony pattern repetition rhythm unity variety <u>THEMES IN ART</u> adoration children circus cityscape earth, air, fire, water farming festivals gardens grief history hunting landscape love music mythology of historic occasions portraiture processions religion seascape storytelling theater war | <u>Two-Dimensional</u> chalk colored pencil conte egg tempera found materials gouache ink oil pastel pencil photograph print tempera vine charcoal watercolor <u>Three-Dimensional</u> bronze clay fibers found materials marble metal mixed media papier-mâché plaster stone wood | architecture batik carving ceramics collage crafts glassblowing jewelry making metalwork modeling mosaics painting photography printmaking repousse sculpture weaving <u>STYLE OR PERIOD</u> abstract classical genre historical literary naïve narrative nonobjective primitive realistic romantic Renaissance |

GALLERY CURATOR EXHIBIT RUBRIC

The following is to serve as a general guide for assessment factors as a Gallery Curator. Please note there may be specific projects that have additional learning objectives, and/or components for the most successfully academic outcome, which in all fairness would result in amended factors. No points have been assigned to this rubric as projects vary in complexity and size requirements. Project assessment will be given when assignment is given using the point values below.

10 Superior 9 Good 8 Emerging 7 Needs Work 6-0 Incomplete/Other

| OBJECTIVES | BEGINNING | DEVELOPING | ACCOMPLISHED | EXEMPLARY | EARNED POINTS |
|---|---|--|--|---|---------------|
| Valhalla Gallery Exhibit Content | Lacked an overall serious approach to this exhibit compromising the finished product. | Exhibit theme not fully developed. Selected and arranged artwork shows evidence that an idea was tried but it lacks originality. Student's effort presents an average degree of originality, greater focus on neatness and craftsmanship would benefit. Artifacts support team's conclusion | Completed exhibit design with attention to detail and neatness. Artifacts support the team's conclusion. Exhibit arrangements demonstrate critical thinking with a sense for thematic flow. Details demonstrate a good working knowledge of the art material displayed. | Completed design exhibit with attention to detail and neatness represented extremely well. Exhibit theme flows with ease from one area to the next around the gallery. Details and artifacts support the Gallery Curating team's critical thinking skills and excellent knowledge of the art material on display. | |
| Exhibit is Complete | Missing one or more of the required elements, OR, may be missing extensive required information within an element. Required number of design plans, or some/all plans lack neatness and/or design details. | Includes all required elements, but may be missing some required information. Completed all exhibit arrangements neatly, yet missing design details, and/or lack attention to neatness. | Included all required elements: all designs neatly arranged with attention to design details. | Completed all designs neatly with attention to details that show above average skill and creative insight. Goes above and beyond what is required to include extensive interpretation and discussion. | |
| Exhibit Visual Appeal | Design elements are distracting to viewer. Exhibit seems incomplete, with little attention to neatness and craftsmanship. | Evidence of attempt to use good design principles. Individual elements do not seem connected. | Followed directions and completed design elements that are consistent throughout the exhibit. All elements of the exhibit appear to be part of the coherent whole. | Clear, creative design. Elements such as layout, font, color, and graphics are consistent throughout the exhibit, enhancing viewer's interest and enjoyment. | |

| | | | | | |
|-------------------------------------|--|---|--|--|--|
| Collaboration | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team player. | Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group. | Almost always listens to, shares with, and supports the efforts of others, Tries to keep people working well together. Excellent work. | |
| Contributions | Rarely provides useful ideas when participating in the group and in classroom discussions. May refuse to participate. | Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required. | Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard! | Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader | |
| Attitude | Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task/s. | Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task/s. | Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task/s. | Never is publicly critical of the project or the work of others. Always has a positive attitude about the task/s. | |
| Monitors Group Effectiveness | Rarely monitors the effectiveness of the group and does not work to make it more efficient. | Occasionally monitors the effectiveness of the group and works to make the group more efficient. | Routinely monitors the effectiveness of the group and works to make the group more efficient. | Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective. | |
| Focus on the Task | Rarely focuses on the task and what needs to be done. Let's others do the work. | Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task. | Focus on the task and what needs to be done most of the time. Other group members can count on this person. | Consistently stays focused on the task and what needs to be done. Very self-directed. | |
| Quality of Work | Provides work that usually needs to be checked or redone by others to ensure quality. | Provides work that occasionally needs to be checked or redone by other group members to ensure quality. | Provides high quality work. | Provides work of the highest quality | |
| | | | | SCORE: | |

NAME: _____ DATE: _____

EXHIBIT PROJECT: _____ PROJECT POINT VALUE: _____

NOTES:

Instructional Strategies and Assessment Information

Curriculum and assessment are connected by the teaching and learning that takes place day to day and year to year. The improvement of artistic achievement for all students requires effective teaching in all classrooms. Effective teaching means that students use a variety of processes to deepen their understanding, engage in thoughtful conversations and reflection, and connect previous learning and strategies to new knowledge. These processes on the following pages will be used in classrooms across the District.

METHODS OF EFFECTIVE TEACHING

Lanlois and Zales (1992) identified eight proven methods of effective teaching. They say a good teacher has:

1. High expectations of student achievement
2. Course methods and routines that are clear to the teacher and student
3. Varied and appropriate teaching method and materials
4. A supportive, cooperative atmosphere
5. Enthusiasm, energy, caring, and maintenance of a nonthreatening atmosphere
6. A manifest belief that their subject is important
7. Relates instruction to student interests
8. Content expertise

School District of Holmen

ART

Curriculum

Appendices

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STANDARDS FOR ART

Wisconsin Model Academic Standards for Art and Design Education

<http://standards.dpi.wi.gov/files/standards/pdf/art&design.pdf>

Wisconsin Academic Standards

<http://standards.dpi.wi.gov/>



School District of Holmen Bloom's Taxonomy

| COGNITIVE DOMAIN VERBS | | | | | |
|--|---|--|---|---|--|
| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
| Cite Count Define Describe Draw Enumerate Identify Index Indicate Label List Match Meet Name Outline Point Quote Read Recall Recite Recognize Record Repeat Reproduce Review Select State Study Tabulate Trace Write | Add Approximate Articulate Associate Characterize Clarify Classify Compare Compute Contrast Convert Defend Describe Detail Differentiate Discuss Distinguish Elaborate Estimate Example Explain Express Extend Extrapolate Factor Generalize Give Infer Interact Interpolate Interpret Observe Paraphrase Picture graphically Predict Review Rewrite Subtract Summarize Translate Visualize | Acquire Adapt Allocate Alphabetize Apply Ascertain Assign Attain Avoid Back up Calculate Capture Change Classify Complete Compute Construct Customize Demonstrate Depreciate Derive Determine Diminish Discover Draw Employ Examine Exercise Explore Expose Express Factor Figure Graph Handle Illustrate Interconvert Investigate Manipulate Modify Operate Personalize Plot Practice Predict Prepare Price Process Produce Project Protect Provide Relate Round off Sequence Show Simulate Sketch Solve Subscribe Tabulate Transcribe Translate Use | Analyze Audit Blueprint Breadboard Break down Characterize Classify Compare Confirm Contrast Correlate Detect Diagnose Diagram Differentiate Discriminate Dissect Distinguish Document Ensure Examine Explain Explore Figure out File Group Identify Illustrate Infer Interrupt Inventory Investigate Lay out Manage Maximize Minimize Optimize Order Outline Point out Prioritize Proofread Query Relate Select Separate Size up Subdivide Summarize Train Transform | Abstract Animate Arrange Assemble Budget Categorize Code Combine Compile Compose Construct Cope Correspond Create Cultivate Debug Depict Design Develop Devise Dictate Enhance Explain Facilitate Format Formulate Generalize Generate Handle Import Improve Incorporate Integrate Interface Join Lecture Model Modify Network Organize Outline Overhaul Plan Portray Prepare Prescribe Produce Program Rearrange Reconstruct Reference Relate Reorganize Revise Rewrite Specify Summarize Write | Appraise Assess Compare Conclude Contrast Counsel Criticize Critique Defend Determine Discriminate Estimate Evaluate Explain Grade Hire Interpret Judge Justify Measure Predict Prescribe Rank Rate Recommend Release Select Summarize Support Test Validate Verify |

School District of Holmen Bloom's Taxonomy

| Affective Domain Verbs | | | | |
|--|--|---|---|---|
| Receiving | Responding | Valuing | Organization | Internalization |
| Ask Choose Follow Give Hold Select Show interest | Accept responsibility Answer Assist Be willing to comply Conform Enjoy Greet Help Obey Perform Practice Present Report Select Tell | Associate with Assume responsibility Believe in Be convinced Complete Describe Differentiate Have faith in Initiate Invite Join Justify Participate Propose Select Share Subscribe to Work | Adhere to Alter Arrange Classify Combine Defend Establish Form judgments Identify with Integrate Organize Weigh alternatives | Act Change behavior Develop code of behavior Develop philosophy Influence Judge problems / issues Listen Propose Qualify Question Serve Show mature attitude Solve Verify |

| Psychomotor Domain Verbs | | | |
|--|--|--|--|
| Activate Adjust Align Apply Arrange Assemble Balance Break down Build Calibrate Change Clean Close Combine Compose Connect Construct | Correct Create Demonstrate Design Dismantle Drill Fasten Fix Follow Grind Grip Hammer Heat Hook Identify Load Locate | Loosen Make Manipulate Mend Mix Nail Operate Paint Press Produce Pull Push Remove Repair Replace Rotate Sand | Transfer Troubleshoot Tune Turn on/off Type Saw Sharpen Set Sew Sketch Start Stir Use Weigh Wrap |

Glossary of Terms

Alternative assessment – Assessments that ask students to construct, perform, or demonstrate their learning in manner that allows for a full understanding of their learning to be measured. Also termed performance assessment.

Authentic assessment – Assessment that takes place in a real-life context or one that approximates how the skill or knowledge would be used in the “real world”.

Benchmark or target – Assessments administered throughout the school year to give teachers formative feedback on how their students are performing. A benchmark is the target at any particular time.

Common assessment – An assessment given by two or more instructors with the intention of collaboratively examining the results for instructional planning for individual students and curriculum instruction, and/or assessment modifications.

Constructed response – A written response to a prompt that includes an introduction, supporting evidence, and a conclusion.

Content standards – Those standards that describe the information or skills children should learn that are specific to a particular discipline or content area.

Course standards – Statements that define what students at a specific school level or in a specific course should achieve by the time they leave that particular level of school.

Craftsmanship – The production of quality art.

Critique – An evaluation of artwork through discussion or writing.

Elements & principles of design – Art specific vocabulary that describes how art is created and viewed. The elements of design are the visual features of a work of art. The principles of design are made up of the elements of design and are used as guidelines to observe while art is created.

Exit standards – The academic standards that students should achieve by the time they graduate from high school; these standards set the tone and give focus for what students should learn at the underlying grade levels.

Formative assessment – This is an assessment **for** learning and is a check of understanding and application so that, if need be, adjustments can be made to the teaching and learning activities. These are often frequent and ongoing assessments. The results are used to gain an understanding of what students know and do not know to make responsive changes in teaching and learning. Benchmarks are clearly defined in order to provide interventions/enrichments.

Lesson standards – Statements that define goals for instruction and students’ learning over the course of a lesson.

Performance – Observable affective or psychomotor behaviors demonstrated by students.

Performance indicators – The part of the content standard that defines the skill or performance desired for students to demonstrate.

Performance standards – The measure of how well students know and are able to work with (apply) the desired content standards. The standards describe what students must do, and how well they must do this, in order to show they have achieved the content standard.

Performance task – used interchangeably with alternative assessment task and performance assessment task; those specific assessment tasks that require students to apply or do something with their learning in order to show their progress toward meeting desired standards.

Portfolio – A collection of a student's work over time that demonstrates his or her progress toward the attainment of specific learning standards.

Program standards – Broad statements that delineate the overall K-12 goals for a specific subject area for students in a particular state or district.

Progress monitoring – A quick, frequent & consistent measure used to assess student progress and to evaluate the effectiveness of interventions. Instruction and intervention decisions are made based on these results.

Response to Intervention (RtI) – RtI is an individualized, comprehensive assessment and intervention process, utilizing a problem-solving framework to identify and address student academic difficulties using effective, efficient, research-based instruction

Rubric – A scale of criteria that explains in detail the possible levels of performance for an alternative assessment task.

Screening – A quick (to be defined) universal assessment given at the beginning of new learning; used to identify students who may be “potentially at risk.”

Standards – Statements that delineate what students should know and be able to do by the time they graduate from K-12 education.

S.M.A.R.T. goals – Originally coined by Peter Drucker in 1954, this acronym is used to help educators write quality goals. Specific or Strategic, Measurable, Attainable, Results-focused, Time-bound. An example: By the end of this year, at least 90% of students will meet the grade-level benchmark for running records.

Summative assessment – This is an assessment **of** learning and is intended to measure end-of-unit or end-of-course knowledge and understanding; usually require students to demonstrate proficiency of all the essential knowledge and skills.

Guide for Elementary Art Vocabulary

We believe it is important for students to develop a vocabulary relevant to the discussion of art, which includes the media and processes learned, the elements and principles of design, history, and general art vocabulary. The following list includes terms used during a student's elementary art education.

General Art Terms

Art, artist, reproduction, original work of art, museum, gallery, art history, style of art, expression, mood, original, unique, creative, imagination, subject of art, function of art, style of art, culture, media, craftsmanship

Elements and Principles of Design

Line (contour), **shape** (geometric and organic), **space** (overlapping, positive and negative, dimensional), **color** (color families including primary, secondary, intermediate, complimentary, tertiary, warm, cool, tint, shade, tone, and hue), **texture** (actual and visual), **form**, **value (light and dark)**, **balance** (symmetrical, asymmetrical and radial), **contrast**, **rhythm** (regular, irregular, harmony), **movement** (arrangement), **repetition**, **pattern**, and **emphasis**

Subjects of Art

Portrait, figure, wildlife, landscape, architecture, cityscape, seascape, still life, abstract, non-objective, fantasy

Drawing Terms

Two dimensional (2D), composition, outline, contour line, shading, pressure, texture, rubbing, sketch, blending, smear, point of view, size and placement, proportion, foreground, middleground, background, 1 point perspective (and related vocabulary) detail, expression, illustration, pencil, colored pencil, ebony pencil, charcoal, chalk, craypas, pen, markers, calligraphy pen / nib, ink

Painting Terms

Brushstrokes, palette, mixing of colors, resist, blot, bleeding, wash, dry brush, monoprint, pointillism, wet on wet, opaque, transparent, fingerpaint, watercolor paints, tempera paint, acrylic paint, pigment, dye, painter, easel, mural

Printmaking Terms

Print, monoprint, relief print, stamp print, ghost print, gadget printing, stencil print, ink, ink brayer, printing plate, centering

Fibers Terms

Yarn, sting, weaving, warp sting, loom, collage, stitch (running, loop, and cross), sew, braid, quilt, design, yarn painting

Sculpture Terms

Three Dimensional (3D), form, assemble, carve, model, cone, cube, cylinder, relief, sculptor

Clay Terms

Ceramics, 3D, roll, pinch, press, pull, slab, coil, decorate, carve, score, slip, firing of clay, kiln, glaze, pottery wheel, throwing on wheel, ceramist

Architecture Terms

Architecture, architect, blueprint, exterior, interior, scale/proportion, plan, shelter, building, city, form, cube, cone, cylinder, pyramid, style of architecture

Other Art Production Vocabulary

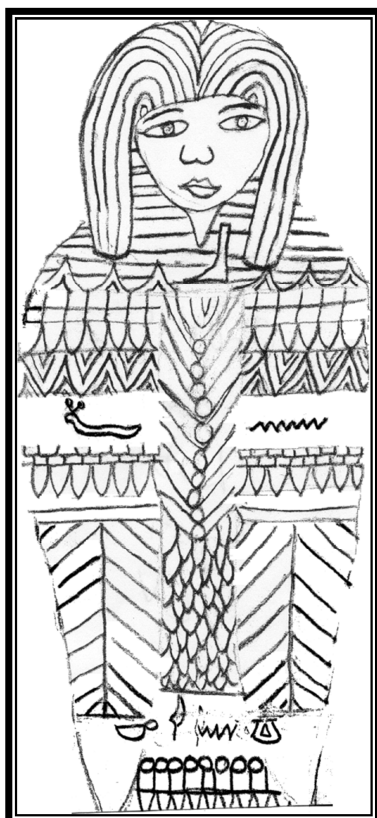
Collage, photomontage, photography, mosaic, puppets, jewelry, dolls, vocabulary related to technology projects, cartooning, graphic design, illustration, costume, totem pole, mobile, papier mache, masks, wind chime, wind sock

Elements and Principles of Design

Elements

*Line**Shape**Color**Value**Space**Texture**Form*

Principles

*Contrast**Rhythm**Balance**Pattern**Movement**Emphasis**Unity*

“Art is looking at a border of flowers along the course of civilization.” Lincoln Steffens

School District of Holmen Statutes and Policies Addressing Student Needs

American Indian Studies Program

§115.28(17)(d), Wis Stats. AMERICAN INDIAN LANGUAGE AND CULTURE EDUCATION.

(d) Develop a curriculum for grades 4 to 12 on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish and gather.

§121.02, Wis Stats. School district standards. (1) Except as provided in §118.40 (2r)(d), each school board shall: (L) 4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.

2005 ASSEMBLY BILL 314 - AN ACT to amend 118.01 (2) (c) 6. of the statutes; relating to: directing school boards to provide instruction about the recent history of the Hmong people.

Current law requires each school board to provide an instructional program designed to give pupils knowledge of state, nation, and world history. This bill directs school boards to include the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows: SECTION 1. 118.01 (2) (c) 6. of the statutes is amended to read: 118.01 (2) (c) 6. Knowledge of state, national, and world history, including the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

CHILDREN AT RISK Standard n (statute under WI Statute 118.153)

Definition: Pupils in grades 5-12 who are at risk of not graduating from high school because they are dropouts, or they can be defined in two or more of the following areas: one or more years behind their age group in the number of high school credits attained; two or more years behind their age group in basic skill levels; habitual truants (as defined in s.118.16(1)(a); parents; adjudicated delinquents; 8th grade students whose scores in each subject area on the WKCE was below the basic level and who failed to be promoted to the ninth grade.

Children at risk, Standard n – Interventions for Struggling Learners - The School District of Holmen uses a variety of interventions to meet the needs of struggling learners. MAP and common assessment data is used to determine which students would benefit from extra support (reading, writing, Pathways, and Auto Skills). This data is used to differentiate instruction through flex grouping, small groups and working 1-on-1 with students. Team taught classes are used to differentiate instruction. Some teachers adjust the pace of their instruction or use supplemental materials to enhance their instruction.

ENGLISH LANGUAGE LEARNERS (ELL), (PI 13 and WI Statute 115.95)

PI 13 states that a district establishes identification, assessment, classification, and reporting requirements if pupil population includes one or more LEP pupils. This subchapter also establishes criteria and procedures to be used by a school district in determining whether to administer a test under s. 118.30 or 121.02 (1) (r), Stats., to an LEP pupil. Further, according to State Statute 115.96, a district must “provide equal educational opportunities by ensuring that necessary programs are available for limited-English proficient pupils while allowing each school district maximum flexibility in establishing programs suited to its particular needs.”

ELL staff will help support and provide guidance to teachers when working with LEP pupils. Teachers should look for ways to enrich, add to, and accelerate ELLs’ language development with the curriculum and learning activities. A variety of student-centered methodologies such as small group learning or thematic instruction can enhance the context for learning.

English Language Learners (ELL) – Teachers and staff in the School District of Holmen offer a variety of services to meet the needs of English Language Learners in the classroom. In the upper-most grades, the district offers a wide variety of courses meant to meet students where they are individually. The instruction can be tailored to be accessible to the learner at almost any level, and the learners who need the most support are often placed in the smallest groups or team taught classes so as to receive more explicit instruction. Additionally, a variety of concrete and experiential learning techniques are used district-wide to support language arts. Other strategies include the deliberate use of common vocabulary and explicit instruction of those terms, real-life connections, and for the neediest students, some forms of assistive technology are used to scaffold the students learning based on the level of proficiency. Finally, the district ESL staff continues to work to educate all staff on the specific needs of the English Language Learner. ESL staff continues to work toward incorporating the WIDA Standards for English Language Development into the Social Studies curriculum that every student receives.

TALENTED AND GIFTED (TAG) Standard t (statute under WI Statute 118.53)

Talented and gifted students are those individuals at an elementary or secondary level who, because of outstanding abilities, are capable of high performance. Students who are capable of high performance include those with demonstrated achievement and/or potential in any of the following areas, singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual arts, (6) performing arts, (7) psychomotor ability, (8) talent associated with the student’s cultural heritage, (9) psycho-social ability.

It is understood that task commitment on the part of the student is an integral ingredient in the delivery of services. TAG staff will help provide support and guidance to teachers when working with TAG students. A variety of methodologies such as small group learning, acceleration and differentiation can enhance the context of learning.

Talented and Gifted, Standard t – Talented and Gifted (TAG) students are served by the regular education teachers and in conjunction with the Talented and Gifted teachers of the District. These students are identified based on a combination of standardized tests and nominations. TAG programming aligns with the Wisconsin Pyramid Model of delivery. Services include but are not limited to: Differentiation, flexible grouping,

compacting, and advanced placement courses. In addition, there are a number of events that create and promote mathematics sponsored by the district and the Mississippi Valley Gifted and Talented Network. The academic performance of the program is assessed by identified student performance on standardized tests.

INFUSED CURRICULAR AREAS

COMPUTER LITERACY and TECHNOLOGY

Students in the School District of Holmen use technology as a tool and have many opportunities to develop technology literacy. Students develop the ability to find generate, evaluate and apply information through the use of technology and prepare for life-long learning while developing 21st Century skills.

On May 27, 2009, the School Board approved a District Combined Information and Technology Plan. **The vision is “Embracing 21st Century Learning for All.”**

Definitions:

Digital Literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

21st Century Skills: 21st Century Skills represent the perspective required in light of historical events, globalization, and the idiosyncrasies of the Digital Age (digital age literacy, inventive thinking, effective communication and high productivity).

Computer literacy and technology - Teachers use a variety of technology applications and tools to research, report, compile, and inquire about. Multiple forms of assistive technology also support the special needs learner.

DIVERSITY

The vision of diversity in the School District of Holmen is to provide a nurturing environment in which each individual has the opportunity to reach his/her full human potential. This will be supported through strategic planning and building goals; curriculum planning and implementation, staff development, and resource selection and allocation. The plan will be monitored through data collection and analysis.

Diversity – By including language arts content from a variety of cultures and personal experiences, teachers enhance the learning experience for all students. Recognizing the diversity within a classroom enriches the learning for all.

EDUCATION FOR EMPLOYMENT (formerly SCHOOL TO WORK) – PI 26.01

Education for employment is one of Wisconsin’s 20 school district standards. It is often referred to as Standard (m) and its purpose is to ensure that all students, regardless of career objective are given the skills, attitudes, and knowledge needed for future employment. It begins as early as kindergarten and is infused throughout the K-12 curriculum.

In Wisconsin education for employment initiatives are led by a series of mandates, dating back to September 1988:

WI Educational Standard, Education for Employment, WI Statute 121.02(1)(m)

WI Educational Standard, Curriculum WI Statute. 121.02(1)(k)

WI Educational Standard, Developmental Guidance Services, WI Statute 121.02 (1)(e)

"The purpose of education for employment programs is to prepare elementary and secondary pupils for future employment; to ensure technological literacy; to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, postsecondary schools, and public schools; and to establish in a role for public schools in the economic development of Wisconsin."

Education for Employment (E4E) – Social Studies activities that include experiences built on real information and data help students to make connections and apply learning in a contextual environment. E4E involves the business community in educational issues and enriches the school curriculum. It promotes increased student achievement by expanding educational experiences.

ENVIRONMENTAL EDUCATION – PI 8.01

It is required that "every school district develop and implement a written, sequential curriculum plan incorporating instruction in environmental education into all subject area curriculum plans, with the greatest emphasis in plans for art, health, science, and social studies education." (Admin. Code PI 8.01 (2)(k).

Holmen's Environment Education Implementation Plan supports an integrated approach to a heightened awareness and program improvement plan for environmental education. The program goals include (1) increase students' knowledge of environmental education, (2) develop the values and behaviors to be stewards of the environment, (3) develop an understanding and appreciation of the environment, (4) develop an aesthetic awareness of the environment, (5) develop the students' understanding of and skills related to environmental education, (6) provide students with the understanding that Environmental Education is a part of their everyday life, and (7) integrate Environmental Education into other existing curricular areas.

Environmental Education – Environmental education is supported by the knowledge and skills that students learn in social studies classrooms through seamless integration of various units. Teachers use additional resources such as newspapers, Scholastic, Weekly Reader, and Earth Day activities to support environmental education learning.

School District of Holmen Resources and References

National Art Education Association - www.arteducators.org

Wisconsin Art Education Association - www.wiarted.org

Incredible Art Department - <http://www.incredibleart.org>

