

Windham School District



Visual Arts Curriculum

March, 2019

Visual Art Department Philosophy:

Art informs our culture and culture informs our art. Art has the capacity to trigger reflection, generate empathy, foster new ideas, and shape values. It is the frame through which stories and ideas are visually told about what is important. The Visual Art core practice creates a visual dialogue, offering a dynamic form of social behavior, and a powerful way of expressing ideas. Art touches every aspect of life. It enables the design of useful, beautiful, and meaningful artifacts.

Visual art is a vital and basic component in human development. Through creative experiences, Visual art allows the maker and viewer to increase positive attitudes towards self, others, and the environment. It is a necessary and legitimate part of public education for all students, regardless of their innate talent or academic ability. Art allows students to have expectations for dealing with divergent outcomes as well as opportunities to seek out creative solutions. In a balanced art program, problem solving and creative learning connects students' visual knowledge to other subjects. Students have the opportunity to respond with innovation, understanding, flexibility, creativity, curiosity, and imagination. Along with this, students will develop higher levels of self-esteem and self-confidence taking more risks and overcoming greater challenges.

It is critical to recognize the importance of visual arts as its own discipline. An exploration of art making and art study lead to an understanding of the world's diverse visual culture. Arts education connects and enhances all subjects in a school's curriculum. The inventive spirit is an important attribute, and our society depends on the ability to create new and better solutions to the 21st century challenges. Individuals, who can think creatively, feel sensitively, and see clearly, will be the greatest resource for the future.

Title of Curriculum: Grade 1: Art

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Creating with the Elements of Art and Principles of Design 	<ul style="list-style-type: none"> ● Students will create artwork using the elements of art and principles of design and begin to combine them to add interest to their artwork. ● Color: Primary and Secondary Colors, Warm and Cool Colors ● Line: Diagonal, zig zag, bumpy, wavy, straight, and curved. ● Pattern: Repeating ● Shape: Geometric 	<ul style="list-style-type: none"> ● The students will observe and discuss how artists use the elements of art and principles of design within their artwork. ● Students will identify primary and secondary colors, as well as warm and cool colors. ● Students will compare and contrast different pieces of artwork within the same genre. 	<ul style="list-style-type: none"> ● Students will understand that art elements can be used with one another to communicate ideas and to create different effects within a piece of artwork.
<p>Title:</p> <ul style="list-style-type: none"> ● Materials, Tools, and Techniques 	<ul style="list-style-type: none"> ● Paint: Watercolor and Tempera ● Crayons ● Markers ● Chalk Pastels ● Watercolor/Crayon resist technique ● Mixed media: Combining different materials to create a piece of artwork. ● Printmaking 	<ul style="list-style-type: none"> ● Through experimentation and exploration the students will learn how to use various materials and techniques throughout the year. ● Through practice, the students will learn how to take care of the tools used in art class. 	<ul style="list-style-type: none"> ● Students will understand that different media can create various effects in artwork. ● Students will begin to understand how to use materials in an effective manner. ● Students will understand how to take care of the materials and tools they use in art class.

<p>Title:</p> <ul style="list-style-type: none"> ● Making Connections Across the Curriculum 	<ul style="list-style-type: none"> ● Students will be able to create pieces of artwork using line, shape, and color to convey a theme from a story. ● Students will be able to use their senses to depict images from their natural environment. ● Students will be able to represent seasonal changes within their artwork based on literature, discussions, observation, as well as life experiences. ● Students will learn about animals and their habitats and then create artwork based on those animals. 	<ul style="list-style-type: none"> ● Students will begin to see the relationship between art and reading/writing when we look at illustrations from picture books which help communicate a story or theme. ● Students will begin to make connections between art and science when creating artwork inspired by nature. ● Students will develop their observational skills in order to depict images of natural things. 	<ul style="list-style-type: none"> ● Students will begin to understand that art is a universal language that can help us communicate ideas. ● Students will understand that art is all around us and can help enrich our understanding of other disciplines within the curriculum.
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Title of Curriculum: Grade 2: Art

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Creating with the Elements of Art and Principles of Design. 	<ul style="list-style-type: none"> ● Students will create artwork using the elements of art and principles of design and combine them to add interest to their artwork. ● Color: <ul style="list-style-type: none"> ● Primary and Secondary ● Warm and Cool ● Value - tints and shades ● Line: <ul style="list-style-type: none"> ● Horizontal, vertical, diagonal, zig zag, bumpy, wavy, straight, and curved, parallel. ● Pattern: Repeating ● Shape: Geometric and Organic ● Texture: Visual and Tactile ● Proportion ● Balance: Symmetrical and Asymmetrical ● Space 	<ul style="list-style-type: none"> ● Compare and contrast artists from the past and present and their use of elements of art and principles of design. ● Navigate the color wheel to identify different color relationships. ● Students will discuss how the illusion of depth can be created on a 2D surface. ● Students will use line, shape, and color to create a realistic and abstract piece of artwork. 	<ul style="list-style-type: none"> ● Students will understand that art elements can be used with one another to communicate ideas and to create different effects within a piece of artwork. ● Students will begin to understand the concept of space using overlapping, size variation, and placement to create an illusion of depth within a landscape.

<p>Title:</p> <ul style="list-style-type: none"> ● Art History 	<ul style="list-style-type: none"> ● Students will use art materials and techniques to create multiple pieces of artwork that show an understanding of a specific artist and their style. 	<ul style="list-style-type: none"> ● Students will learn about artists from the past and present and will discuss, interpret, and analyze works of art to gain an understanding of the many styles and periods within art. 	<ul style="list-style-type: none"> ● Students will understand that there are many different ways and styles to create art. ● Students will understand that artists are influenced by other artists as well as their culture, interests, and life experiences.
<p>Title:</p> <ul style="list-style-type: none"> ● Materials, Tools, and Techniques 	<ul style="list-style-type: none"> ● Paint: Watercolor, Tempera ● Oil Pastels ● Chalk Pastels ● Colored Pencils ● Watercolor/Crayon resist technique ● Mixed media: Combining different materials to create a piece of artwork. ● Printmaking ● Crayons ● Markers ● Shading 	<ul style="list-style-type: none"> ● Through experimentation and exploration the students will learn how to use various materials and techniques throughout the year. ● Through practice, the students will learn how to take care of the tools they use in art class. ● Students will learn about the use of shading and how it can make something look more 3D. 	<ul style="list-style-type: none"> ● Students will understand that different media can create various effects in artwork. ● Students will begin to understand how to use materials in an effective manner. ● Students will understand that shading can help create a 3D look to their artwork. ● Students will understand how to take care of the materials and tools they use in art class.
<p>Title:</p> <ul style="list-style-type: none"> ● Technology 	<ul style="list-style-type: none"> ● Students will explore the features of the camera to create a desired image. ● Students will be able to alter their artwork through digital editing. 	<ul style="list-style-type: none"> ● Students will be introduced to photography and its use to capture an image in time. 	<p>Technology is another avenue for artists to communicate ideas and create images in a different way.</p>

Title of Curriculum: Grade 3: Art

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Creating with the Elements of Art and Principles of Design 	<ul style="list-style-type: none"> ● Students will use elements of art and principles of design to create artwork that shows interest, movement, and energy. ● Color: <ul style="list-style-type: none"> ● Primary and Secondary ● Warm and Cool ● Value ● Complimentary Colors ● Contrasting colors ● Line ● Pattern ● Shape: Geometric and Organic ● Texture: Visual and Tactile ● Proportion ● Balance ● Space: Illusion of depth 	<ul style="list-style-type: none"> ● Students will discuss how artists from the past and present have used the elements of art and principles of design to create movement, energy, and interest within their work. ● Students will discuss how the illusion of depth can be created on a 2D surface using the concepts of foreground, middleground, and background. 	<ul style="list-style-type: none"> ● Students will understand that art elements can be used with one another to communicate ideas and to create different effects within a piece of artwork. ● Students will understand the layers of a landscape to create an illusion of depth; foreground, middleground and background.

<p>Title:</p> <ul style="list-style-type: none"> ● Materials, Tools, and Techniques 	<ul style="list-style-type: none"> ● Paint: Watercolor, Tempera ● Oil Pastels ● Chalk Pastels ● Colored Pencils ● Watercolor/Crayon resist technique ● Mixed media ● Paper mache ● Printmaking ● Crayons ● Markers ● Shading 	<ul style="list-style-type: none"> ● Students will refine their skills when using various materials and techniques throughout the year. 	<ul style="list-style-type: none"> ● Students will understand how to identify materials that will work well together. ● Students will understand that choice of materials will can affect the outcome of their work. ● Students will understand how to take care of the materials and tools they use in art class.
<p>Title:</p> <ul style="list-style-type: none"> ● Technology 	<ul style="list-style-type: none"> ● Students will explore the features of the camera to create a desired image. ● Students will be able to alter their artwork through digital editing. 	<ul style="list-style-type: none"> ● Students will be introduced to photography and its use to capture an image in time. 	<ul style="list-style-type: none"> ● Technology is a another avenue for artists to communicate ideas and create images in a different way.

Title of Curriculum: Grade 4: Visual Arts

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Materials, Tools, and Techniques 	<ul style="list-style-type: none"> ● Students will use Elements of Art and Principles of Design to create artwork that shows interest, movement, and energy. ● -Color, Line, Texture, Value, Space, Shape, Form. ● Painting-Watercolor, Crayon Resist ● Crayon-Crayon Resist, ● Printmaking- ● Colored Pencil- 	<ul style="list-style-type: none"> ● Apply media in multiple ways to effectively show line, color, texture, space, shape, and value. 	<ul style="list-style-type: none"> ● Students will understand how to use the Elements of Art and Principles of design to create interest in their work.
<p>Title:</p> <ul style="list-style-type: none"> ● Functional Art 	<ul style="list-style-type: none"> ● Students will use a variety of materials to create artwork that is functional, but also expressive. ● Weaving techniques ● Yarn ● Paper/newspaper ● Recycled Materials ● Clay 	<ul style="list-style-type: none"> ● Students will continue to build their fine motor skills in techniques such as folding, rolling, hand building, cutting, gluing, braiding, weaving, knotting, and tying. 	<ul style="list-style-type: none"> ● Students will understand how to use Fiber Arts to create a decorative and functional piece of work. ● Students will be able to understand how art can be functional and nonfunctional to serve different purposes.

<p>Title:</p> <ul style="list-style-type: none">● Art History	<ul style="list-style-type: none">● Students will explore a variety of artworks, from many different eras of time.	<ul style="list-style-type: none">● Through observation, discussion, and expression students will learn about artist from different periods of time.	<ul style="list-style-type: none">● Students will be able to recognize artwork from several differing periods and cultures.● Students will be able to create a piece of artwork in the style of a chosen artist.● Students will understand why styles of art change.
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Windham School District Visual Arts Curriculum K-12

Responding - Grade K - 4

Stage 1 Desired Results				
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i> <i>Anchor Standard 7: Perceive and analyze artistic work.</i> <i>Anchor Standard 8: Interpret intent and meaning in artistic work.</i> <i>Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p> <p><i>Content Standards:</i> VA:Re.7.1.Ka: Identify uses of art within one's personal environment.</p> <p>VA:Re.7.1.1a: Select and describe works of art that illustrate daily life experiences of one's self and others.</p> <p>VA:Re.7.1.2a: Perceive and describe aesthetic characteristics of one's natural world and constructed environments.</p> <p>VA:Re.7.1.3a: Speculate about processes an artist uses to create a work of art.</p> <p>VA:Re.7.1.4a: Compare responses to a work</p>	<i>Transfer</i>			
	<i>Students will be able to analyze and critique their own work and the work of others.</i>			
	<i>Meaning</i>			
	<table border="1"> <thead> <tr> <th style="text-align: left;">ENDURING UNDERSTANDINGS <i>Students will understand that...</i></th> <th style="text-align: left;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ● <i>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</i> ● <i>Visual imagery influences understanding of and responses to the world.</i> ● <i>People gain insights into meanings of artworks by engaging in the process of art criticism.</i> ● <i>People evaluate art based on various criteria.</i> </td> <td> <ul style="list-style-type: none"> ● How do life experiences influence the way you relate to art? ● What is an image? ● Where and how do we encounter images in our world? ● What is the value of engaging in the process of art criticism? ● How does knowing and using visual art vocabularies help us understand and interpret works of art? ● How does one determine criteria to evaluate a work of art? </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> ● <i>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</i> ● <i>Visual imagery influences understanding of and responses to the world.</i> ● <i>People gain insights into meanings of artworks by engaging in the process of art criticism.</i> ● <i>People evaluate art based on various criteria.</i>
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<i>Acquisition</i>				

<p>of art before and after working in similar media.</p> <p>VA:Re8.1.Ka: Interpret art by identifying subject matter and describing relevant details.</p> <p>VA:Re8.1.1a: Interpret art by categorizing subject matter and identifying the characteristics of form.</p> <p>IVA:Re8.1.2a: Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</p> <p>VA:Re8.1.3a: Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</p> <p>VA:Re8.1.4a: Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</p> <p>VA:Re9.1.Ka: Explain reasons for selecting a preferred artwork.</p> <p>VA:Re9.1.1a: Classify artwork based on different reasons for preferences.</p> <p>VA:Re9.1.2a: Use learned art vocabulary to</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● <i>There are many different ways of creating art.</i> ● <i>Artists are influenced by history, culture, and personal experiences.</i> ● <i>Artists get inspiration from many sources.</i> ● <i>That everyone has different personal preferences for art.</i> ● <i>How different art elements and principles of design can be used to suggest a mood in a specific piece of artwork.</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Students will be able to use art materials and techniques to create a piece of artwork that shows understanding of a specific artist and their style. ● Students will be able to analyze and respond to different pieces of artwork. ● Discussing and interpreting the mood of a piece of artwork.
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<p>express preferences about artwork.</p> <p>VA:Re9.1.3a: Evaluate an artwork based on given criteria.</p> <p>VA:Re9.1.4a: Apply one set of criteria to evaluate more than one work of art.</p>		
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Interpret ● Observe ● Analyze ● Collaboration

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT:Discussion, pair share, exit ticket.

Windham School District Visual Arts Curriculum K-12

Presenting - Grade K-4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i> Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p><i>Content Standards:</i> VA:Pr4.1.Ka: Select art objects for personal portfolio and display, explaining why they were chosen. VA:Pr4.1.1a: Explain why some objects, artifacts, and artwork are valued over others. VA:Pr4.1.2a: Categorize artwork based on a theme or concept for an exhibit. VA:Pr4.1.3a: Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork. VA:Pr4.1.4a: Analyze how past, present, and</p>	Transfer	
	Students will be able to refine techniques and select artistic work for presentation.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. Objects, artifacts, and artworks collected, preserved, or presented 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? What criteria are considered when selecting work for presentation, a portfolio, or a collection? What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

<p><i>emerging technologies have impacted the preservation and presentation of artwork.</i></p> <p><i>VA:Pr5.1.Ka: Explain the purpose of a portfolio or collection.</i></p> <p><i>VA:Pr5.1.1a: Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.</i></p>	<p><i>either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</i></p>	
Acquisition		
<p><i>VA:Pr5.1.2a: Distinguish between different materials or artistic techniques for preparing artwork for presentation.</i></p> <p><i>VA:Pr5.1.3a: Identify exhibit space and prepare works of art including artists' statements, for presentation.</i></p> <p><i>VA:Pr5.1.4a: Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.</i></p> <p><i>VA:Pr5.1.Ka: Explain what an art museum is and distinguish how an art museum is different from other buildings.</i></p> <p><i>VA:Pr5.1.1a: Identify the roles and responsibilities of people who work in and visit museums and other art venues.</i></p> <p><i>VA:Pr5.1.2a: Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.</i></p> <p><i>VA:Pr5.1.3a: Identify and explain how and where different cultures record and illustrate stories and history of life through</i></p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● <i>That art is housed in museums and galleries.</i> ● <i>Preservation of art from the past is important in knowing the trends and movements throughout art history.</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● <i>Using art techniques and materials in an effective way to prepare artwork for presentation.</i> ● <i>Discussing personal criteria for a piece of artwork that would be ready for presentation.</i>

<p><i>art.</i> <i>VA:Pr5.1.4a: Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</i></p>		
<p>Used in Content Area Standards</p>		<p>21st Century Skills</p>
<p><i>not applicable</i></p>		<ul style="list-style-type: none"> ● <i>Creativity</i> ● <i>Collaboration</i> ● <i>Teamwork</i> ● <i>Interpret</i> ● <i>Revise</i>

Stage 2 - Evidence

<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>
	<p>ASSESSMENT: Discussion, pair share, exit ticket.</p>

Windham School District Visual Arts Curriculum K-12

Creating - Grades K-4

Stage 1 Desired Results

<p>ESTABLISHED GOALS: <i>Competencies (Standards?):</i> Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.</p> <p><i>Content Standards:</i> VA:Cr1.1.Ka: Engage in exploration and imaginative play with materials. VA:Cr1.1.1a: Engage collaboratively in exploration and imaginative play with materials. VA:Cr1.1.2a: Brainstorm collaboratively multiple approaches to an art or design problem. VA:Cr1.1.3a: Elaborate on an imaginative idea. VA:Cr1.1.4a: Brainstorm multiple approaches to a creative art or design problem.</p> <p>VA:Cr2.2.Ka: Identify safe and non-toxic art materials, tools, and equipment. VA:Cr2.2.1a: Demonstrate safe and proper procedures for using materials, tools, and</p>	<i>Transfer</i>	
	<i>Students will be able to communicate ideas, experiences, and stories through art.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>Creativity and innovative thinking are essential life skills that can be developed.</i> ● <i>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</i> ● <i>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</i> ● <i>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</i> 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What factors prevent or encourage people to take creative risks? ● How does collaboration expand the creative process? ● How does knowing the contexts histories, and traditions of art forms help us create works of art and design? ● Why do artists follow or break from established traditions? ● How do artists work? ● How do artists and designers learn from trial and error? ● How do artists and designers care for and maintain materials, tools, and equipment? ● Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? ● What responsibilities come with the freedom to create? ● What role does persistence play in revising, refining, and developing work? ● How do artists grow and become accomplished in art forms? ● How does collaboratively reflecting on a work help us experience it more completely?

<p>equipment while making art. <i>VA:2.2.2a: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</i> <i>VA:VA:Cr2.2.3a: Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</i> <i>VA:VA:Cr2.2.4a: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</i></p> <p><i>VA:Cr3.1.Ka: Explain the process of making art while creating.</i> <i>VA:Cr3.1.1a: Use art vocabulary to describe choices while creating art.</i> <i>VA:Cr3.1.2a: Discuss and reflect with peers about choices made in creating artwork.</i> <i>VA:Cr3.1.3a: Elaborate visual information by adding details in an artwork to enhance emerging meaning.</i> <i>VA:Cr3.1.4a: Revise artwork in progress on the basis of insights gained through peer discussion.</i></p>	<ul style="list-style-type: none"> ● <i>Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</i> 	
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● That practice and exploration with art materials and techniques will help them grow and expand their knowledge of the visual arts. ● That self reflection and self critique are important in the art making process. ● That combining different elements of art and principles of design can add visual interest and an illusion of depth within their artwork. ● That shapes and lines can be used to create a realistic portrayal of an image and can also be used in an abstract way. ● How to use use art tools and equipment appropriately. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Creating visual interest within their artwork using art elements and principles of design. ● Continue to develop observational skills by deconstructing and breaking down images. ● Utilizing a variety of sources for art ideas such as nature, images, people, and their imaginations. ● Using art materials and tools in a safe and responsible manner. ● Reflecting with peers about choices made in creating artwork. ● Offering more than one way for approaching an art problem that addresses personal interests for creating art.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> ● Creativity ● Imagination ● Critical Thinking ● Problem Solving ● Collaboration and Teamwork ● Observe ● Revise

Stage 2 - Evidence

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Discussion, pair share, exit ticket.

Windham School District Visual Arts Curriculum K-12

Connecting - Grade K - 4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i> Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p><i>Content Standards:</i> VA:Cn10.1.Ka: Create art that tells a story about a life experience. VA:Cn10.1.1a: Identify times, places, and reasons by which students make art outside of school. VA:Cn10.1.2a: Create works of art about events in home, school, or community life. VA:Cn10.1.3a: Develop a work of art based on observations of surroundings. VA:Cn10.1.4a: Create works of art that reflect community cultural traditions.</p> <p>VA:Cn11.1.Ka: Identify a purpose of an artwork. VA:Cn11.1.1a: Understand that people from different places and times have</p>	Transfer	
	<p><i>Students will be able to understand that art is all around us and can deepen our understanding of history and different cultures.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How does art help us understand the lives of people of different times, places, and cultures?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Art can help enrich our understanding of other disciplines and the world around us. Art is a universal language that helps us communicate 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Students will be able to use their own life experiences to influence a piece of artwork. Students will be able to use their senses to depict images from their natural environment. 	

<p><i>made art for a variety of reasons.</i> <i>VA:Cn11.1.2a:VA: Compare and contrast cultural uses of artwork from different times and places.</i> <i>VA:Cn11.1.3a:Recognize that responses to art change depending on knowledge of the time and place in which it was made.</i> <i>VA:Cn11.1.4a: Through observation, infer information about time, place, and culture in which a work of art was created.</i></p>	<p><i>ideas.</i></p> <ul style="list-style-type: none"> ● <i>Identify the role of arts and artists in society.</i> 	<ul style="list-style-type: none"> ● Students will be able to discuss and analyze art created throughout history, as well as by different cultures.
<p>Used in Content Area Standards</p>		<p>21st Century Skills</p>
<p>not applicable</p>		<ul style="list-style-type: none"> ● Creativity ● Interpret ● Observe ● Describe ● Communicate

Stage 2 - Evidence

<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>
	<p>ASSESSMENT:Discussion, pair share, exit ticket.</p>

Title of Curriculum: Grade 5: Visual Arts

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Materials, Tools, and Techniques 	<ul style="list-style-type: none"> ● Students will use Elements of Art and Principles of Design to create artwork that shows interest, balance, and energy. ● -Color, Line, Texture, Value, Space, Shape, Form. ● Mixed Media- Collage to show form ● Painting-Watercolor, Acrylic ● Pastels-Oil and Chalk ● Printmaking- ● Colored Pencil- Shading and Blending to show space 	<ul style="list-style-type: none"> ● Apply media in multiple ways to effectively show line, color, texture, space, shape, and value. ● Students will be creating a body of work that is self reflective, and expressive. ● Students will be able to use materials that are appropriate for the type of artwork being created. 	<ul style="list-style-type: none"> ● Students will understand how all of the Elements of Art connect to each other, and are used interchangeably.
<p>Title:</p> <ul style="list-style-type: none"> ● 3-D 	<ul style="list-style-type: none"> ● Students will use a variety of materials to create 3-Dimensional artwork. ● Mask Making ● Paper Mache ● Clay ● Recycled Materials 	<ul style="list-style-type: none"> ● Students will be applying different processes, and techniques to create 3-Dimensional art. 	<ul style="list-style-type: none"> ● Students will understand how to use and to create a decorative and functional piece of work.

<p>Title:</p> <ul style="list-style-type: none"> ● Art History 	<ul style="list-style-type: none"> ● Students will explore a variety of artworks, from many different eras of time. 	<ul style="list-style-type: none"> ● Students understand through observation, discussion, and expression students will learn about contemporary style artists. 	<ul style="list-style-type: none"> ● Students will be able to recognize artwork from several differing periods and cultures. ● Students will be able to create a piece of artwork in the style of a chosen artist. ● Students will understand why styles of art change.
<p>Title:</p> <ul style="list-style-type: none"> ● Self Expression 	<ul style="list-style-type: none"> ● Students will use their own life experiences, personal interests, and self expression to create a body of work. 	<ul style="list-style-type: none"> ● Students will be creating a body of work that is self reflective, and expressive. 	<ul style="list-style-type: none"> ● Students will be able to create artwork in their own personal style. ● Students will use experiences in life, and real world examples to create their own stylized work.

Title of Curriculum: Grade 6: Art Visuals

Unit Name	What	How	Why
Title: <ul style="list-style-type: none"> ● Drawing 	<ul style="list-style-type: none"> ● Students will continue to select a wide range of subject matter, symbols, and ideas. ● Students will create original works of art that are influenced by specific art styles ● Students will learn demonstrate proper use of techniques associated with types of art 	<ul style="list-style-type: none"> ● Use appropriate media, techniques, and processes for specific art projects ● Learn quality craftsmanship through care for and use of materials, tools, and equipment. 	<ul style="list-style-type: none"> ● Learning to use tools properly leads more opportunities to try new art products
Title: <ul style="list-style-type: none"> ● Graphic Design 	<ul style="list-style-type: none"> ● Students will understand exploration of simple graphic art websites and learn different vocabulary. 	<ul style="list-style-type: none"> ● Become familiar with various software. ● Working collaboratively and individually. 	<ul style="list-style-type: none"> ● Learn how different programs are used for different types of art ● Learn the difference between traditional art and technological art.
Title: <ul style="list-style-type: none"> ● Mixed Media 	<ul style="list-style-type: none"> ● Students will learn simple styles of mixed media. ● Apply appropriate media, techniques, and processes using previous various art styles with personalization. 	<ul style="list-style-type: none"> ● Using various art supplies to create unique art ● Show a wide variety of surface textures. 	<ul style="list-style-type: none"> ● Emphasis on individuality.

Title of Curriculum: Grade 6: Fundamentals of Art

Unit Name	What	How	Why
Title: <ul style="list-style-type: none"> ● Drawing 	<ul style="list-style-type: none"> ● Students will understand how to identify and draw in different styles. ● Students will understand how to effectively use different styles of drawing to support divergent thinking and multiple learning outcomes. 	<ul style="list-style-type: none"> ● Students will be able to demonstrate drawing techniques and proper use of media. ● Students will be able to provide opportunities for practice, experimentation and refinement. 	<ul style="list-style-type: none"> ● Specific media for a specific drawing styles. ● Techniques used to create specific effects ● Elements and principles help facilitate the creative process.
Title: <ul style="list-style-type: none"> ● Painting 	<ul style="list-style-type: none"> ● Students will understand how to effectively create different painting techniques. ● Students will understand essential terms and equipment. ● Students will understand basic color theory and paint mixing knowledge. 	<ul style="list-style-type: none"> ● Students will be able to use appropriate applications of paint. 	<ul style="list-style-type: none"> ● Understand the types of paint and equipment used for painting and to apply them to appropriate media, techniques, and processes.
Title: <ul style="list-style-type: none"> ● 2-Dimensional and ● 3-Dimensional 	<ul style="list-style-type: none"> ● Students will understand and focus on composition strength. ● Students will understand color, value, shape, texture, form, unity, 	<ul style="list-style-type: none"> ● Students will be able to demonstrate and recognize knowledge of the elements and principles of design. ● Students will be able to reinforce art vocabulary. 	<ul style="list-style-type: none"> ● How to make a successful composition ● Know the different techniques used with different medias. ● Develop a personal style. ● Choosing subject matter in a composition.

	proportion, and foreshortening.	<ul style="list-style-type: none">• Students will be able to apply problem solving skills to transform 2-dimensional design into a 3-dimensional form.• Students will be able to develop a sense of craftsmanship.	
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Title of Curriculum: Grade 7: Art Visuals

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Drawing 	<ul style="list-style-type: none"> ● Students will continue to select a wide range of subject matter, symbols, and ideas. ● Students will create original works of art that are influenced by specific art styles ● Students will demonstrate proper use of tools, materials, techniques, and processes. 	<ul style="list-style-type: none"> ● Continue to apply appropriate media, techniques, and processes. ● Select and apply a range of subject matter, symbols, and ideas. ● Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment. 	<ul style="list-style-type: none"> ● Continue use of shadows and highlights to create value.
<p>Title:</p> <ul style="list-style-type: none"> ● Graphic Design 	<ul style="list-style-type: none"> ● Students will understand exploration of simple graphic art systems and media. and apply appropriate media, techniques, and processes 	<ul style="list-style-type: none"> ● Become familiar with various software. ● Learn to upload traditional art and manipulate using various techniques and processes. ● Working collaboratively and individually. 	<ul style="list-style-type: none"> ● Know the role of Graphic Arts in our society. ● Understand the difference between traditional art and technological art.
<p>Title:</p> <ul style="list-style-type: none"> ● Mixed Media 	<ul style="list-style-type: none"> ● Students will learn simple styles of mixed media. ● Apply appropriate media, techniques, and processes using previous various art styles with personalization. 	<ul style="list-style-type: none"> ● Using various art supplies to create unique art ● Show a wide variety of surface textures. 	<ul style="list-style-type: none"> ● Qualities of a successful composition. ● Emphasis on individuality.

Title of Curriculum: Grade 7: Fundamentals of Art

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Drawing 	<ul style="list-style-type: none"> ● Students will understand and select a wide range of subject matter, symbols, and ideas. ● Students will understand and create original works of art that shows personal expression. ● Students will understand and demonstrate proper use of new tools, materials, techniques, and processes. 	<ul style="list-style-type: none"> ● Apply appropriate media, techniques, and processes. ● Select and apply a range of subject matter, symbols, and ideas. ● Analyze the visual arts in relation to history and culture. ● Evaluate their own and others' artwork. ● Show proportion. ● Accurately draw perspective. ● Manipulate proper tools to create the illusion of 3D with value. 	<ul style="list-style-type: none"> ● Use of shadows and highlights to create value. ● Interpret light and shadow. ● Use of value and contrast to create dramatic effects.
<p>Title:</p> <ul style="list-style-type: none"> ● Graphic Design 	<ul style="list-style-type: none"> ● Students will understand exploration of simple graphic art systems and media and apply appropriate media, techniques, and processes 	<ul style="list-style-type: none"> ● Become familiar with various software. ● Learn to upload traditional art and manipulate using various techniques and processes. ● Working collaboratively and individually. 	<ul style="list-style-type: none"> ● Know the role of Graphic Arts in our society. ● Understand the difference between traditional art and technological art.

<p>Title:</p> <ul style="list-style-type: none"> ● 3- Dimensional Art 	<ul style="list-style-type: none"> ● Students will understand how to apply aspects of good craftsmanship. ● Students will understand how to identify a purpose or function of the 3D art. ● Students will understand and demonstrate the steps in the creation of 3D. ● Students will understand successful use of tools and materials needed in the creation process. 	<ul style="list-style-type: none"> ● Correct tool manipulation appropriate to the medium. ● Level of proficiency necessary to communicate the artist's intent. ● Use additive and subtractive techniques in a variety of media. 	<ul style="list-style-type: none"> ● Express or communicate a purpose or idea ● Difference between functional and nonfunctional art
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Title of Curriculum: Grade 8: Art Visuals

Unit Name	What	How	Why
Title: <ul style="list-style-type: none"> ● Drawing 	<ul style="list-style-type: none"> ● Students will explore more techniques unique to their emerging styles 	<ul style="list-style-type: none"> ● Craftsmanship ● Master of particular tools according to individuality. ● Refining and personalizing artwork. 	<ul style="list-style-type: none"> ● Prior knowledge plays a key role to the effects of personalized drawing. ● Mastery of tools
Title: <ul style="list-style-type: none"> ● MultiMedia 	<ul style="list-style-type: none"> ● Students will explore simple mixing styles of art media. ● Apply appropriate media, techniques, and processes using previous various art styles with personalization. 	<ul style="list-style-type: none"> ● Use of additive and subtractive techniques with a variety of media. ● Show a wide variety of surface textures. ● Students will be able to demonstrate knowledge of correct tool manipulation appropriate to the medium. 	<ul style="list-style-type: none"> ● Qualities of a successful composition.

Title of Curriculum: Grade 8 Fundamental Arts

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Drawing 	<ul style="list-style-type: none"> ● Students will understand perspective and its vocabulary ● Students will understand perspective in Art History, Types of perspective in art. 	<ul style="list-style-type: none"> ● Manipulate of tools ● Master line and visual perception. 	<ul style="list-style-type: none"> ● Knowledge of the vanishing point and how it affects the perspective of a drawing. ● Know the main purpose of the horizon line and its relationship to different types of perspective drawings.
<p>Title:</p> <ul style="list-style-type: none"> ● MultiMedia 	<ul style="list-style-type: none"> ● Students will understand and exploration of simple mixing styles of art media. ● Apply appropriate media, techniques, and processes. 	<ul style="list-style-type: none"> ● Students will be able to use additive and subtractive techniques in a variety of media. ● Students will be able to show a wide variety of surface textures. ● Students will be able to demonstrate knowledge of correct tool manipulation appropriate to the medium. 	<ul style="list-style-type: none"> ● Qualities of a successful composition

Windham School District Visual Arts Curriculum K-12

Responding - Grade 5-8

ESTABLISHED GOALS:	Transfer	
<p><i>Competencies (Standards?):</i> <i>Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Respond to the artistic expression of others through personal connection. ● To visualize shapes, the aesthetic use of color, space, and line for personal expression. 	
<p><i>Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p> <p><i>Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p>	Meaning	
<p><i>Content Standards:</i> VA:Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others. VA:Re.7.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value. VA:Re.7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. VA:Re.7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</p>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</i> ● Visual imagery influences understanding of and responses to the world. ● People gain insights into meanings of artworks by engaging in the process of art criticism. ● 9. People evaluate art based on various criteria. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● <i>How does learning about art impact how we perceive the world?</i> ● <i>What can we learn from our responses to art?</i> ● <i>How do images influence our views of the world?</i> ● <i>What is the value of engaging in the process of art criticism?</i> ● <i>How does knowing and using visual art vocabularies help us understand and interpret works of art?</i> ● Standard 9: ● How does one determine criteria to evaluate a work of art? ● How and why might criteria vary? ● How is a personal preference different from an evaluation?

<p>VA:Re.7.2.5a Identify and analyze cultural associations suggested by visual imagery.</p> <p>VA:Re.7.2.6a Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</p> <p>VA:Re.7.2.7a Analyze multiple ways that images influence specific audiences.</p> <p>VA:Re.7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p>	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. ● How to compare one's own interpretation of a work of art with the interpretation of others. ● How to recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Using the method of display, the location, and the experience of an artwork influences how it is perceived and valued. ● Comparing and explaining the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria. ● Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. ● Constructs an interpretation of an artwork by analyzing how subject matter, visual elements, formal composition, media and relevant contextual information interact to convey meaning.
Used in Content Area Standards	21st Century Skills	
<p><i>not applicable</i></p>	<ul style="list-style-type: none"> ● Observe ● Analyze ● Creativity ● Critical thinking ● Problem solving ● Communication 	

	<ul style="list-style-type: none"> • Collaboration
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<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Rubric/ checklist/critique
	OTHER EVIDENCE:

Windham School District Visual Arts Curriculum K-12

Presenting - Grade 5-8

<p>ESTABLISHED GOALS:</p> <p>Competencies (Standards?): Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Content Standards: VA:Pr4.1.5a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork. VA:Pr4.1.6a Analyze similarities and differences associated with preserving</p>	Transfer	
	<p>Students will be able to:</p> <ul style="list-style-type: none"> Communicate ideas, experiences, and stories through art. Respond to the artistic expressions of others through global understanding, critical stance, personal connection, and interpretation. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. Artists, curators and others consider a variety of factors and methods including evolving technologies when 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? What is an art museum?

<p>and presenting two dimensional, three dimensional, and digital artwork.</p> <p>VA:Pr4.1.7a Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.</p> <p>VA:Pr4.1.8a Develop and apply criteria for evaluating a collection of artwork for presentation.</p> <p>VA:Pr5.1.5a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</p> <p>VA:Pr5.1.6a Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.</p>	<p>preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <ul style="list-style-type: none"> ● Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. 	<ul style="list-style-type: none"> ● How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? ● How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
Acquisition		
<p>VA:Pr5.1.7a Based on criteria, analyze and evaluate methods for preparing and presenting art.</p> <p>VA:Pr5.1.8a Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer.</p> <p>VA:Pr6.1.5a Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</p> <p>VA:Pr6.1.6a Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> ● How to collaboratively prepare, and present selected theme-based artwork, for display, and formulate exhibition narratives for the viewer. ● Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced. ● Compare and contrast viewing and experiencing collections and exhibitions in different venues. ● Assess, explain, and provide evidence of how museums 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ● Collaboratively selecting and preparing artworks for exhibition based on a theme; develop an adequate exhibition narrative to guide viewers. ● Develop and apply criteria for evaluating a collection of artworks for presentation. ● Engages in the process of developing criteria for evaluating artworks; effectively applies criteria when selecting artworks for exhibition. ● Collaboratively prepare, and present selected theme-based artwork, for display, and formulate exhibition narratives for the viewer.

<p>VA:Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues.</p> <p>VA:Pr6.1.8a Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.</p>	<p>or other venues reflect history and values of a community.</p> <ul style="list-style-type: none"> ● Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. ● Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic. 	
Used in Content Area Standards	21 st Century Skills	
not applicable	<ul style="list-style-type: none"> ● Creativity ● Critical thinking ● Problem solving ● Collaboration 	

Evaluative Criteria	Assessment Evidence
	ASSESSMENT: Rubrics/checklists/critiques
	OTHER EVIDENCE:

Windham School District Visual Arts Curriculum K-12

Creating - Grade 5-8

<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i> <i>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Anchor Standard 3: Refine and complete artistic work.</i></p> <p><i>Content Standards:</i> <i>VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making.</i> <i>VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.</i> <i>VA:Cr1.1.7a Apply methods to overcome creative blocks.</i> <i>VA:Cr1.1.8a Document early stages of the creative process visually and/or</i></p>	<i>Transfer</i>	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Communicate ideas, experiences, and stories through art. ● Develop an independent artistic vision. ● Students will be able to experiment with different media and technique. 	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>Creativity and innovative thinking are essential life skills that can be developed.</i> ● <i>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</i> ● <i>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</i> 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What factors prevent or encourage people to take creative risks? ● How does collaboration expand the creative process? ● How do artists work? ● How do artists and designers learn from trial and error? ● How do artists and designers care for and maintain materials, tools, and equipment? ● Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? ● How do objects, places, and design shape lives and communities? ● How do artists and designers create works of art or design that effectively communicate?

<p><i>verbally in traditional or new media.</i></p> <p><i>VA:Cr1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</i></p> <p><i>VA:Cr1.2.6a Formulate an artistic investigation of personally relevant content for creating art.</i></p> <p><i>VA:Cr1.2.7a Develop criteria to guide making a work of art or design to meet an identified goal.</i></p> <p><i>VA:Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.</i></p> <p><i>VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.</i></p> <p><i>VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</i></p> <p><i>VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</i></p> <p><i>VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.</i></p> <p><i>VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</i></p>		<ul style="list-style-type: none"> ● What role does persistence play in revising, refining, and developing work? ● How do artists grow and become accomplished in art forms? ● How does collaboratively reflecting on a work help us experience it more completely?
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<p>VA:Cr2.2.6a Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.</p> <p>VA:Cr2.2.7a Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.</p> <p>VA:Cr2.2.8a Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.</p>	<ul style="list-style-type: none"> ● Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. ● People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. ● Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 	
<i>Acquisition</i>		
<p>VA:Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance</p> <p>VA:Cr2.3.6a Design or redesign objects, places, or systems that meet the identified needs of diverse users.</p> <p>VA:Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.</p> <p>VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.</p> <p>VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in artmaking.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to document early stages of the creative process visually and/ or verbally in traditional or new media. ● How to work collaboratively on an artistic concept of present-day life using a contemporary practices of art or design. ● How to apply relevant criteria for reflecting on, and plan revisions for a work of art or design in progress. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Using various materials and their methods. ● Their knowledge of environmental implications re: conservation, care, and clean-up of art materials, tools, and equipment. ● The ethical responsibility to oneself and others on social media. ● Willing to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the process of making a work of art about a theme important to the group. ● Awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. ● Preplanning art projects. ● Using contemporary art making practice, experiments, plans,

<p><i>VA:Cr3.1.6a Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</i></p> <p><i>VA:Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.</i></p> <p><i>VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</i></p>	<ul style="list-style-type: none"> • How to identify characteristics of quality for an artwork in progress; effectively applies these criteria when examining and reflecting on the work, and makes revisions along the way.. 	<p>and makes a work of art about a theme important to the group.</p>
<p><i>Used in Content Area Standards</i></p>		<p><i>21st Century Skills</i></p>
<p><i>not applicable</i></p>	<ul style="list-style-type: none"> • <i>Creativity</i> • <i>Imagination</i> • <i>Critical thinking</i> • <i>Problem solving</i> • <i>Collaboration</i> • <i>Media Literacy</i> 	

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT: Rubrics/checklists/critiques</p>
	<p>OTHER EVIDENCE:</p>

Windham School District Visual Arts Curriculum K-12

Connecting - Grades 5 - 8

<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards):</i> <i>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p> <p><i>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</i></p> <p><i>Content Standards:</i> VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking. VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking. VA:Cn10.1.7a Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community. VA:Cn10.1.8a Make art collaboratively to</p>	<i>Transfer</i>	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Make connections between art and other areas of their lives. • Recognize connections between art and their environment. 	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • <i>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</i> • <i>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</i> 	<ul style="list-style-type: none"> • How does making art attune people to their surroundings? • How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? • How does art help us understand the lives of people of different times, places, and cultures? • How does art preserve aspects of life? 	
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to make art collaboratively to reflect on 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Making artwork that reflects on and reinforces a collaboratively 	

<p>reflect on and reinforce positive aspects of group identity. VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses. VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. VA:Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p>	<p>and reinforce positive aspects of group identity.</p> <ul style="list-style-type: none"> • How to distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. • How to analyze how art reflects changing times, traditions, resources, and cultural uses. • How to identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. 	<p>chosen theme or idea important to the group.</p> <ul style="list-style-type: none"> • Contributing to an exhibition narrative revealing ways art is used to represent, establish, reinforce and reflect group identity. • Applying formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.
<p>Used in Content Area Standards</p>		<p>21st Century Skills</p>
<p><i>not applicable</i></p>		<ul style="list-style-type: none"> • Observing • Analyzing • Communication • Collaboration

Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT: Rubrics/checklists/critiques</p>
	<p>OTHER EVIDENCE:</p>

Title of Curriculum: Grade 9-12: Photography 1

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● The Camera 	<ul style="list-style-type: none"> ● Students will understand how to use the variety of camera modes on the camera. 	<ul style="list-style-type: none"> ● Students will be skilled at understanding how to use the camera in aperture mode, shutter priority mode, manual mode and program mode. Students will be able to understand how to ISO to properly expose their pictures. 	<ul style="list-style-type: none"> ● Understanding the variety of camera modes will give students the skills to photograph the variety of photographic scenarios a photographer is exposed too.
<p>Title:</p> <ul style="list-style-type: none"> ● The Camera Lenses 	<ul style="list-style-type: none"> ● Students will understand how to use the variety of camera lenses available for DSLR cameras. 	<ul style="list-style-type: none"> ● Students will be skilled at the visual differences/appropriate application for using a wide angle, normal lens and telephoto lens. 	<ul style="list-style-type: none"> ● Understanding the variety of lenses available will give students the skills to photograph the variety of photographic scenarios a photographer is exposed too.
<p>Title:</p> <ul style="list-style-type: none"> ● Lighting 	<ul style="list-style-type: none"> ● Students will understand how to use natural lighting and studio lighting to create a photograph. 	<ul style="list-style-type: none"> ● Students will be skilled at the difference between light and shadow, natural lighting and how to setup and use studio lighting. 	<ul style="list-style-type: none"> ● Understanding a variety of lighting situations will give the students the skills to photograph the assortment of photographic scenarios a photographer experiences.

Title: <ul style="list-style-type: none"> ● Photoshop 	<ul style="list-style-type: none"> ● Students will understand how to use Adobe Photoshop to digitally edit and manipulate their photographs. 	<ul style="list-style-type: none"> ● Students will be proficient in using a variety of editing techniques used in Photoshop to create a variety of visual effects. 	<ul style="list-style-type: none"> ● Understanding the variety of editing techniques used in Photoshop will give the students the ability to edit photograph in a variety of different scenarios.
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Title of Curriculum: Grade 10-12: Photography 2

Unit Name	What	How	Why
Title: <ul style="list-style-type: none"> ● The Portfolio 	<ul style="list-style-type: none"> ● Students will be able to create a variety of photographic images/ projects to create a photographic portfolio that develops and refine artistic techniques and work for presentation. 	<ul style="list-style-type: none"> ● Students will be skilled at a variety of photographic techniques to create a well rounded portfolio of their abilities. 	<ul style="list-style-type: none"> ● How to evaluate, select, and apply methods or processes appropriate to display artwork in a portfolio, exhibition or specific place.
Title: <ul style="list-style-type: none"> ● Lighting 	<ul style="list-style-type: none"> ● Students will understand how to use natural lighting , studio lighting and experimental lighting to create a photographic series. 	<ul style="list-style-type: none"> ● Students will be skilled at using and controlling light and shadow, natural lighting, advanced lighting techniques, and experimental lighting technique to advance their photographic series. 	<ul style="list-style-type: none"> ● Choosing from a range of materials and methods of transitional and contemporary artistic practices and follows or breaks established conventions while developing a plan for creating a work of art or design. ● Reflecting on and sharing insights about works of art or design in progress, plans and makes revisions in response to traditional and contemporary criteria aligned with personal artistic vision.

<p>Title:</p> <ul style="list-style-type: none"> • Adobe Lightroom 	<ul style="list-style-type: none"> • Students will understand how to use Adobe Lightroom to digitally edit and manipulate their photographs. 	<ul style="list-style-type: none"> • Students will be proficient in using a variety of editing techniques used in Adobe Lightroom to create a variety of visual effects to advance their photographic series. Students will be proficient using and editing RAW camera files to create advanced visual editing abilities. 	<ul style="list-style-type: none"> • Reflecting on and sharing insights about works of art or design in progress, plans and makes revisions in response to traditional and contemporary criteria aligned with personal artistic vision. • Analyzing and evaluating works of art based on different sets of criteria.
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Title of Curriculum: Grade 9-12: Painting 1

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Paint 	<ul style="list-style-type: none"> ● Included but not limited to: ● Watercolor ● Gouache ● Acrylic ● Oil Paint ● Printmaking ● Collage 	<ul style="list-style-type: none"> ● Students will be able to identify and utilize multiple paint media alone or in combination with other media. ● Students will be able to identify and utilize the appropriate solvents and mediums in order to build, extend or clean a specific type of paint. ● Students will be able to use different types of paint to produce different outcomes in a painting. 	<ul style="list-style-type: none"> ● Students will understand that different types of paint have different purposes and properties. ● Students will understand that different types of paint require specific solvents and mediums. ● Students will understand that the choice in paint will result in different outcomes and effects on a painting.
<p>Title:</p> <ul style="list-style-type: none"> ● Grounds 	<ul style="list-style-type: none"> ● Included but not limited to: ● Paper ● Hot and cold press watercolor paper ● Canvas Board 	<ul style="list-style-type: none"> ● Students will be able to select the appropriate ground for the appropriate media. 	<ul style="list-style-type: none"> ● Students will understand that the surface quality and properties affect the outcome of a work of art.

	<ul style="list-style-type: none"> ● Stretched canvas ● Alternative grounds 		
Title: <ul style="list-style-type: none"> ● Color 	<ul style="list-style-type: none"> ● Color schemes ● Grisaille ● Emphasis 	<ul style="list-style-type: none"> ● Students will be able to apply color in a variety of methods. ● Students will be able to use a limited number of colors to create a range of value, intensity, and hue. ● Students will be able to direct a viewer's eye to a specific area or idea through the use of color. 	<ul style="list-style-type: none"> ● Students will understand how color can be applied in a variety of methods. ● Students will understand how to apply a color scheme in a painting. ● Students will understand how color can create an area of interest or emphasis.
Title: <ul style="list-style-type: none"> ● Presentation 	<ul style="list-style-type: none"> ● Matting & Mounting ● Exhibiting ● Photographing and editing flat work 	<ul style="list-style-type: none"> ● Students will be able to properly matt or mount a piece of artwork for display. ● Students will be able to showcase a painting alone or in a group setting. ● Students will be able to photograph and edit a photo of their painting to be used on different digital platforms. 	<ul style="list-style-type: none"> ● Students will understand how to finish a work of art for display. ● Students will understand how to hang a painting in a group or a solo showcase in an organized manner. ● Students will understand how and why photographing and editing a painting is necessary for sharing on a variety of digital platforms.

Title of Curriculum: Grade 9-12: Painting 2

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Paint 	<ul style="list-style-type: none"> ● Included but not limited to: ● Watercolor ● Gouache ● Acrylic ● Oil Paint ● Printmaking ● Collage 	<ul style="list-style-type: none"> ● Students will be able to identify and utilize multiple paint media alone or in combination with other media. ● Students will be able to identify and utilize the appropriate solvents and mediums in order to build, extend or clean a specific type of paint. ● Students will be able to use different types of paint to produce different outcomes in a painting. 	<ul style="list-style-type: none"> ● Students will understand that different types of paint have different purposes and properties. ● Students will understand that different types of paint require specific solvents and mediums. ● Students will understand that the choice in paint will result in different outcomes and effects on a painting.
<p>Title:</p> <ul style="list-style-type: none"> ● Grounds 	<ul style="list-style-type: none"> ● Included but not limited to: ● Paper ● Hot and cold press watercolor paper ● Canvas Board ● Stretched canvas ● Alternative grounds 	<ul style="list-style-type: none"> ● Students will be able to select the appropriate ground for the appropriate media. 	<ul style="list-style-type: none"> ● Students will understand that the surface quality and properties affect the outcome of a work of art.

<p>Title:</p> <ul style="list-style-type: none"> ● Color as Light 	<ul style="list-style-type: none"> ● Color Theory ● Expressive Color 	<ul style="list-style-type: none"> ● Students will be able to describe specific kinds of light and dark in a painting through the use of color. ● Students will be able to manipulate the lightness or darkness of a color without using black. 	<ul style="list-style-type: none"> ● Students will understand that color will describe a specific quality of different light. ● Students will understand that dark values can be created without using black. ● Students will understand how the use of specific colors will affect the message, mood or meaning of a painting.
<p>Title:</p> <ul style="list-style-type: none"> ● Simplification 	<ul style="list-style-type: none"> ● Reductive composition. ● Limited Palette 	<ul style="list-style-type: none"> ● Students will be able to determine the hierarchy of details within a painting and choose the most essential. ● Students will be able to create a wide range of tints, shades, and tones with a limited number of chroma options. 	<ul style="list-style-type: none"> ● Students will understand that removing visual information from a painting can result in a stronger composition. ● Students will understand that limiting color choices can result in a stronger composition.
<p>Title:</p> <ul style="list-style-type: none"> ● Presentation 	<ul style="list-style-type: none"> ● Matting & Mounting ● Exhibiting ● Photographing and editing flat work 	<ul style="list-style-type: none"> ● Students will be able to properly mat or mount a piece of artwork for display. ● Students will be able to showcase a painting alone or in a group setting. ● Students will be able to photograph and edit a photo of their painting to be used on different digital platforms. 	<ul style="list-style-type: none"> ● Students will understand how to finish a work of art for display. ● Students will understand how to hang a painting in a group or a solo showcase in an organized manner. ● Students will understand how and why photographing and editing a painting is necessary for sharing on a variety of digital platforms.

Title of Curriculum: Grade 9-12: Drawing 1

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Purpose of a Drawing 	<ul style="list-style-type: none"> ● Academic Drawing ● Expressive Drawing ● Commercial Drawing 	<ul style="list-style-type: none"> ● Students will be able to create different types of rough drawings and studies to help them better understand a subject. ● Students will be able to use artistic licence in order to create a piece of art. ● Students will be able to utilize techniques of drawings associated with the commercial art world. ● Students will be able to identify careers associated with different types of drawings. 	<ul style="list-style-type: none"> ● Students will understand how to analyze a subject in order to deepen their understanding of how to draw it. ● Students will understand that individual choices, perceptions and preferences create work that is unique to the artist. ● Students will understand that there are career opportunities that are associated with drawing. ● Students will understand that different types of drawing have specific purposes.

<p>Title:</p> <ul style="list-style-type: none"> ● Materials and Techniques 	<ul style="list-style-type: none"> ● Tools ● Grounds ● Applications 	<ul style="list-style-type: none"> ● Students will be able to use different drawing tools for different purposes. ● Students will be able to use different papers and other surfaces for the appropriate type of drawing tool and type of drawing. 	<ul style="list-style-type: none"> ● Students will understand that different types of drawing tools are used for different purposes and effects. ● Students will understand that different surfaces have different purposes and create different effects in a drawing.
<p>Title:</p> <ul style="list-style-type: none"> ● Composition 	<ul style="list-style-type: none"> ● Positive space & negative space ● Basic rules of arranging 2-D space 	<ul style="list-style-type: none"> ● Students will be able to utilize and identify positive and negative space. ● Students will be able to activate the entire 2-D space versus focusing on only the subject. ● Students will be able to arrange 2-D space in a visually appealing manner. 	<ul style="list-style-type: none"> ● Students will understand the difference between positive and negative space. ● Students will understand how arranging elements in a drawing contributes to the aesthetics of a drawing. ● Students will understand that incorporating negative space within a drawing is essential.
<p>Title :</p> <ul style="list-style-type: none"> ● Reflection 	<ul style="list-style-type: none"> ● Critique ● Art History ● Personal reflection 	<ul style="list-style-type: none"> ● Students will be able to talk about their own work and the work of their peers throughout the process of creation. ● Students will be able to compare their own work and the work of others to the work of other artists. ● Students will be able to reflect upon their own process and the rationale behind their artwork. 	<ul style="list-style-type: none"> ● Students will understand that artwork evolves through a constant process of personal and peer evaluation. ● Students will understand the connections and differences between

Title of Curriculum: Grade 10-12: Drawing 2

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Viewer Impact 	<ul style="list-style-type: none"> ● Point of Emphasis ● Scale ● Lighting 	<ul style="list-style-type: none"> ● Students will be able to use some of the methods that artists use to create a work of art that has a strong visual impact. 	<ul style="list-style-type: none"> ● Students will understand how scale, emphasis and dramatic lighting can affect a viewer’s interaction and perception of a work of art. ● Students will understand that artists often push the boundaries of normality in order to create a clear message mood or meaning.
<p>Title:</p> <ul style="list-style-type: none"> ● Illustration 	<ul style="list-style-type: none"> ● Specific commercial applications ● Industry practices ● Career opportunities 	<ul style="list-style-type: none"> ● Students will be able to create a work of art that could be used for publication purposes. ● Students will be able to identify several platforms for illustrations. 	<ul style="list-style-type: none"> ● Students will understand that some artists make a living drawing for specific purposes.

			<ul style="list-style-type: none"> Students will understand that artists create a work of art based on client specifications and purpose.
<p>Title:</p> <ul style="list-style-type: none"> Space and Perspective 	<ul style="list-style-type: none"> Linear perspective Atmospheric perspective Foreshortening 	<ul style="list-style-type: none"> Students will be able to create the illusion of deep space within a drawing. Students will understand how edge quality affects the perception of space in a 2 dimensional plane. 	<ul style="list-style-type: none"> Students will understand that perspective is a system that artists utilize to create the illusion of space. Students will understand how the elements of art and principles of design can be manipulated in order to create the illusion of 3 dimensional space.
<p>Title:</p> <ul style="list-style-type: none"> Art History 	<ul style="list-style-type: none"> Critique Art History Personal reflection 	<ul style="list-style-type: none"> Students will be able to talk about their own work and the work of their peers throughout the process of creation. Students will be able to compare their own work and the work of others to the work of other artists. Students will be able to reflect upon their own process and the rationale behind their artwork. 	<ul style="list-style-type: none"> Students will understand that artwork evolves through a constant process of personal and peer evaluation. Students will understand the connections similarities and differences between different artists, their movements and their personal work.

Title of Curriculum: Grade HS: Ceramics and Pottery 1: Clay Basics and Creativity

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Clay Basics and Creativity <p>Basic short term project to introduce clay Sculptural project where creativity is the focus</p>	<ul style="list-style-type: none"> ● The stages of clay construction ● That clay is found in the ground throughout the world ● The purpose of the kiln. ● That art incorporates both skills and personal expression 	<ul style="list-style-type: none"> ● Molding and shaping clay using their hands. ● Using handbuilding tools used in the ceramics arts. ● Properly joining clay together. ● managing projects from one block to the next. ● Applying glazes and underglazes to a bisque fired project. 	<ul style="list-style-type: none"> ● Students will understand that ceramic arts involve both two-dimensional and three-dimensional design. ● Students will understand how art is a personal expression of the artist. ● Students will understand how art history relates to this topic. ● Students will understand the safe handling of ceramic materials.
<p>Title:</p> <ul style="list-style-type: none"> ● Pinch Method <p>Project that originates</p>	<ul style="list-style-type: none"> ● That working with clay media combines personal expression with form and function. 	<ul style="list-style-type: none"> ● Students will be able to develop the ability to join clay properly. 	<ul style="list-style-type: none"> ● Student will understand how to manipulate clay using their hands.

<p>with a pinch pot</p>	<ul style="list-style-type: none"> ● the art vocabulary associated with ceramics and pottery. ● How art is a personal expression of the artist. 	<ul style="list-style-type: none"> ● Developing a sensitivity to the stages of clay and limitations of each stage. ● Critically assessing their artwork and beginning to make aesthetic decisions. ● Students will be able to investigate decorative techniques. 	<ul style="list-style-type: none"> ● Students will understand How does surface quality contribute to the aesthetics of the clay object. ● Students will understand how to use craftsmanship to affect the visual impact of their artwork. ● Students will understand that art uses a variety of solutions to the same approach.
<p>Title:</p> <ul style="list-style-type: none"> ● Thrown Vessels Instruction and practice on wheel throwing culminating in a finished thrown vessel 	<ul style="list-style-type: none"> ● The historical development of wheel thrown pottery and techniques. ● The process of throwing on the wheel. ● That the artistic process can lead to unforeseen or unpredictable outcomes. ● That Art and Craftsmanship work together when making great art. 	<ul style="list-style-type: none"> ● Techniques related to the potter's wheel. ● Assessing their own process and making adjustment to improve their skills. ● Using decorative techniques including slip decoration and glazing. 	<ul style="list-style-type: none"> ● Students will understand wheel thrown techniques, tools, and processes. ● Students will understand the qualities of an effective wheel thrown vessel. ● Students will understand the scientific principles used in throwing clay on the potter's wheel.
<p>Title:</p> <ul style="list-style-type: none"> ● Soft Slab construction Project that involves the planning and execution of slab construction 	<ul style="list-style-type: none"> ● That art and its symbols are a reflection of the person who made it. ● The arts serve multiple functions: enlightenment, education, and entertainment. ● That the relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture. 	<ul style="list-style-type: none"> ● Developing an idea that is personal. ● Investigating the use of a template to visualize size and scale. ● A basic understanding of what components ensure functionality. ● The procedure of how to build using a slab cylinder. 	<ul style="list-style-type: none"> ● Students will understand how we use art in our everyday lives. ● Students will understand how a motif functions in art and how does it convey a message about the creator.

<p>Title:</p> <ul style="list-style-type: none"> ● Coil Construction Project that involves the planning and execution of coil construction 	<ul style="list-style-type: none"> ● The historical development of coil construction techniques. ● Students will understand that the artistic process can lead to unforeseen or unpredictable outcomes. ● That personal expression and craftsmanship work together when making art. 	<ul style="list-style-type: none"> ● Both hand-rolling and extruding coils. ● Proper coil construction techniques. ● Managing clay stages for structural integrity. 	<ul style="list-style-type: none"> ● Students will understand how to use curiosity and experimentation to find a variety of solutions ● Students will understand how were to apply coil techniques in the creation of a functional ceramic piece? ● Students will understand how to demonstrate good craftsmanship. ● Students will understand how to analyze and evaluate their artistic process.
<p>Title:</p> <ul style="list-style-type: none"> ● Ceramic Art History Exposure to both historic and contemporary ceramic art. 	<ul style="list-style-type: none"> ● That clay art both reflects and informs the culture that creates it and promotes aesthetic interpretations. ● That aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. 	<ul style="list-style-type: none"> ● Investigating clay objects and forms for their cultural and historical content. ● Reflecting, describing, and evaluating their own artwork as it relates to historical and contemporary art. 	<ul style="list-style-type: none"> ● Students will understand how art history relates to our interpretation of the culture it was created. ● Students will understand how art contributes to the richness of our society.

Title of Curriculum: Grade HS: Ceramics and Pottery II:

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Review of knowledge and skills Slump mold project review previous knowledge and skills learned in Ceramics and Pottery I 	<ul style="list-style-type: none"> ● The stages of clay construction. ● The importance of good craftsmanship in creating a functional object. ● That art incorporates both skills and personal expression. 	<ul style="list-style-type: none"> ● Using a support structure in creating more advanced ceramic art. ● Throwing a slab. ● Applying good craftsmanship. ● Applying layered glazes to enhance texture. 	<ul style="list-style-type: none"> ● Students will understand that ceramic arts involve both two-dimensional and three-dimensional design. ● Students will understand how art is a personal expression of the artist. ● Students will understand the safe handling of ceramic materials.
<p>Title:</p> <ul style="list-style-type: none"> ● Advanced Pinch Method Sculptural project where creativity is the focus Using visual resources to improve artistic expression 	<ul style="list-style-type: none"> ● The art vocabulary associated with ceramics and pottery. ● How art is a personal expression of the artist. ● That ceramic arts involve both two-dimensional and three-dimensional design. 	<ul style="list-style-type: none"> ● Understanding the differences between glazes and underglazes and how their application can affect the final outcome of their artwork. ● Creating a sculptural object that meets the limitations in the firing process. ● Critically assessing their artwork and making aesthetic decisions. 	<ul style="list-style-type: none"> ● Student will understand how research can contribute to the creative process. ● Students will understand ceramics can be used as a sculpture material. ● Students will understand that art uses a variety of solutions to the same approach.
	<ul style="list-style-type: none"> ● The historical development of wheel thrown pottery and techniques. 	<ul style="list-style-type: none"> ● Techniques related to the potter's wheel. ● assessing their own process 	<ul style="list-style-type: none"> ● Students will understand wheel thrown techniques, tools, and processes. ● Students will understand the qualities of an

<p>Title:</p> <ul style="list-style-type: none"> ● Thrown Vessels Plate construction Manipulating shape and form using the wheel. 	<ul style="list-style-type: none"> ● The process of throwing on the wheel. ● That the artistic process can lead to unforeseen or unpredictable outcomes. ● That Art and Craftsmanship work together when making great art. 	<p>and making adjustment to improve their skills.</p> <ul style="list-style-type: none"> ● Using decorative techniques including slip decoration and glazing. 	<p>effective wheel thrown vessel.</p> <ul style="list-style-type: none"> ● Students will understand the scientific principles used in throwing clay on the potter's wheel.
<p>Title:</p> <ul style="list-style-type: none"> ● Firm Slab construction Box project 	<ul style="list-style-type: none"> ● How other disciplines can be reflected in art. ● The arts serve multiple functions: enlightenment, education, and entertainment. ● How relief can be used as a decorative element on a functional piece of artwork. 	<ul style="list-style-type: none"> ● Developing an idea that is personal. ● Investigating the use of paper templates to plan out and aid in the creation of their art. ● The procedures of how to build using a hard slab construction in creating a box. ● Using a variety of tools and methods to create bas relief. 	<ul style="list-style-type: none"> ● Students will understand how we use art in our everyday lives. ● Students will understand that culture can be reflected in art.
<p>Title:</p> <ul style="list-style-type: none"> ● Coil Construction Project that involves the combination of coil construction with another building method. 	<ul style="list-style-type: none"> ● The historical development of coil construction techniques. ● That artistic processes can be combined to further express their ideas. ● That personal expression and craftsmanship work together when making art. 	<ul style="list-style-type: none"> ● Managing clay stages for structural integrity. ● A greater depth skills related to clay construction. ● Making varying choices of two dimensional finishing techniques. 	<ul style="list-style-type: none"> ● Students will understand how to use curiosity and experimentation to find a variety of solutions? ● Students will understand how to good craftsmanship can be used to communicate ideas. ● Students will understand how to analyze and evaluate their artistic process.

<p>Title:</p> <ul style="list-style-type: none"> ● Ceramic Art History Exposure to both historic and contemporary ceramic art. 	<ul style="list-style-type: none"> ● That clay art both reflects and informs the culture that creates it and promotes aesthetic interpretations. ● That aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. 	<ul style="list-style-type: none"> ● Investigating clay objects and forms for their cultural and historical content. ● Exploring art history in order to broaden their ideas. 	<ul style="list-style-type: none"> ● Students will understand that using art historical references can inspire their own creative process. ● Students will understand that art is created within the context of a broader culture.
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Title of Curriculum: Grade 10-12: Jewelry and Light Metals

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Tools & Equipment 	<ul style="list-style-type: none"> ● Soldering & annealing ● Finishing ● Textures ● Forming and forging 	<ul style="list-style-type: none"> ● Students will be able to use the torch at the correct temperature for its intended purpose. ● Students will be able to use a variety of techniques and proper sequencing to finish the surface of a piece of jewelry. ● Students will be able to apply different textures through a variety of tools and techniques. ● Students will be able to stretch and shape metal using a variety of tools and techniques. 	<ul style="list-style-type: none"> ● Students will understand how to use the torch to create a piece of jewelry. ● Students will understand the sequencing required to polish or finish a piece of jewelry. ● Students will understand how to use a variety of tools for a variety of techniques and purposes.
<p>Title:</p> <ul style="list-style-type: none"> ● Materials 	<ul style="list-style-type: none"> ● Metal properties ● Resins ● Alternative materials 	<ul style="list-style-type: none"> ● Students will be able to create a piece of jewelry by using the properties of metals to their best advantage. ● Students will be able to use resins and epoxies in a variety of ways to make a piece of jewelry. ● Students will be able to create a piece of jewelry 	<ul style="list-style-type: none"> ● Students how the properties of metals can be manipulated to create a piece of jewelry. ● Students will understand how resins and epoxies can be used in order to create a variety of wearable art. ● Students will be able to utilise non traditional materials on their own or in combination with traditional materials to create a piece of jewelry.

		using non traditional materials alone or in combination with traditional materials.	
Title: <ul style="list-style-type: none"> ● Safety 	<ul style="list-style-type: none"> ● Hazards ● Studio protocols ● Care of equipment ● Fire safety ● Clothing & hair care 	<ul style="list-style-type: none"> ● Students will be able to demonstrate proper self care in order to avoid accidents. ● Students will be able to safely use and care for the heavy equipment in the studio. ● Students will be aware of where the fire safety equipment is located and evacuation procedures. 	<ul style="list-style-type: none"> ● Students will understand the proper use and care of equipment. ● Students will understand the hair and clothing security associated with use of the tools and equipment.
Title: <ul style="list-style-type: none"> ● Design 	<ul style="list-style-type: none"> ● Research ● Sketches ● Sequencing ● Written plan 	<ul style="list-style-type: none"> ● Students will be able to develop a piece of artwork based on their personal preferences. ● Students will be able to develop a piece of jewelry based on available resources. ● Students will understand there is a sequence necessary to make a successful piece of jewelry. 	<ul style="list-style-type: none"> ● Students will understand how to create a piece of jewelry based on a personal vision. ● Students will understand how to develop an idea based on their skill level and the materials available.

Title of Curriculum: Grade 11-12: AP Studio Art 2D:

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● 5 Key Works of Art 	<ul style="list-style-type: none"> ● 5 keystone works of art. ● Critique of personal, peer and professional works of art using the language of art. ● The creation of artwork to communicate personal ideas. 	<ul style="list-style-type: none"> ● Students will be able to recognize and analyze the different levels of quality within a body of personal work. ● Students will be able to apply the elements of art and design in a personal piece of art. ● Students will be able to create art as a form of visual language to communicate personal ideas. 	<ul style="list-style-type: none"> ● Students will understand how to curate a body of work in order to highlight their strongest pieces. ● Students will understand what constitutes a strong piece of artwork.
<p>Title:</p> <ul style="list-style-type: none"> ● Concentration of the Portfolio 	<ul style="list-style-type: none"> ● Critique personal, peer and professional works of art using the language of art. ● Exploration and experimentation of a concept. ● Visual communication. 	<ul style="list-style-type: none"> ● Students will be able to recognize a cohesive body of work based upon a theme. ● Students will be able to explore and experiment in order to push the evolution of an idea. ● Students will be able to develop the ability to create art as a form of visual language to communicate personal ideas. 	<ul style="list-style-type: none"> ● Students will understand how to create and connect 12 digital images of artwork into a portfolio (some may be details) ● Students will understand how to critique personal, peer and professional works of art using the language of art. ● Students will be able to create art which functions as a form of visual language to communicate personal ideas.
<p>Title:</p>	<ul style="list-style-type: none"> ● Variety of ideas 	<ul style="list-style-type: none"> ● Students will be able to 	<ul style="list-style-type: none"> ● Students will understand what constitutes a

<ul style="list-style-type: none"> ● Breadth of the Portfolio 	<ul style="list-style-type: none"> ● Variety of materials ● The purpose of a piece of art 	<p>create a body of work that demonstrates an exploration of a myriad of materials, subjects and or techniques.</p> <ul style="list-style-type: none"> ● Students will be able to create art which functions as a form of visual language to communicate personal ideas. 	<p>personal body of work that incorporates 12 different works with a variety of ideas, materials and intents.</p> <ul style="list-style-type: none"> ● Students will understand how to critique personal, peer and professional works of art using the language of art.
<p>Title:</p> <ul style="list-style-type: none"> ● Talking About Art: Critique & Artist Statement 	<ul style="list-style-type: none"> ● Critique ● Writing about art ● Articulating the message within a personal body of work. 	<ul style="list-style-type: none"> ● Students will be able describe, analyze, critique and judge personal works of art and the work of others. ● Students will be able to make necessary changes to a work of art while still keeping a personal vision intact. ● Students will be able to write a coherent statement to explain both the philosophy and the process of a body of work. 	<ul style="list-style-type: none"> ● Students will understand how the language of art is used to explain a body of selected works. ● Students will understand how feedback and reflection from a variety of sources shapes the artistic process.

Title of Curriculum: Grade 9-12: Sculpture

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Form & Function 	<ul style="list-style-type: none"> ● Sculpture Media ● Traditional and Contemporary/ Functional vs. Non-Functional Sculpture ● Design Concepts & Visual Literacy 	<ul style="list-style-type: none"> ● Students will be able to recognize how the principles and elements of design are tied into form and function and will be able to analyze the elements and principles of design within sculptural works. ● Students will be able to discuss the impact, meaning and validity of various sculptural works, and how sculpture and art is influenced by industrial designers, architects, and other design professionals. ● Students will be able to discuss the purpose of traditional and contemporary functional and non-functional sculpture within a variety of time frames, cultures, and uses. ● Students will be able to define and solve challenging sculpture problems. ● Students will be able to use construction techniques using metal, plaster, wood, wire, clay and found objects. ● Students will be able to self-assess their work through 	<ul style="list-style-type: none"> ● Elements of art and principles of design are tied into form and function. ● Recognition of design concepts are the initial steps toward visual literacy. ● Talking about art helps to promote artistic creativity and artistic creation helps children talk about art. ● Art materials can be found all around you. With imagination and inspiration you can recreate and reuse a commonly thrown away item to make something beautiful and useful.

		written and verbal analysis and participate in class critiques.	
<p>Title:</p> <ul style="list-style-type: none"> ● Relief Sculpture 	<ul style="list-style-type: none"> ● Anthropological and Archeological Role of Sculpture ● Symbolism in Art ● Figure Ground Relationships 	<ul style="list-style-type: none"> ● Students will be able to recognize the anthropological and archeological role of sculpture within the history of mankind. ● Students will be able to recognize the role symbolism in art and establish connections within the context of their own culture. ● Students will be able to recognize that two dimensional space is created with figure ground relationships. ● Students will be able to demonstrate skills in all of the basic sculptural techniques. ● Students will be able to create engaging and purposeful artistic expressions in bas and high relief as it serves to enrich our world. ● Students will be able to analyze and understand the application of the elements and principles of design within relief sculpture. ● Students will be able to develop an understanding of carving and additive techniques. ● Students will be able to apply basic surface finishing and application techniques: texture, patinas, glazes and paints. 	<ul style="list-style-type: none"> ● There are three basic types of relief sculpture, low relief (or bas-relief), high relief (alto-relief or middle-relief), and sunken relief, (incised, or intaglio relief). ● Low relief (or bas-relief), sculptures project slightly from the background surface. ● High relief sculptures project at least half or more of the natural circumference from the background, and may, in parts, be wholly disengaged from the ground, thus approximating sculpture in the round. ● Middle-relief is a type of high relief sculpture which falls roughly between the high and low forms. ● Sunken relief is a style of sculpture where the carving is sunken below the level of the surrounding surface and is contained within a sharply

		<ul style="list-style-type: none"> Students will be able to define and solve challenging sculpture problems. 	<p>incised contour line that frames it with a powerful line of shadow. The surrounding surface remains untouched, with no projections.</p>
<p>Title:</p> <ul style="list-style-type: none"> Subtractive Sculpture 	<ul style="list-style-type: none"> Positive & Negative Space Texture Functions Mold Making 	<ul style="list-style-type: none"> Students will be able to transform and create unoccupied space through use of marquees. Students will be able to explain that all viewpoints must be equally compelling and equally strong in order to create a unified overall form. Students will be able to recognize how weight distribution affects the stability of a sculpture, and how occupied and unoccupied form functions and defines space. Students will be able to recognize how light interacts with three-dimensional art. Students will be able to explore and create a variety of texture functions in sculpture. Students will be able use various carving tools safely. Students will be able to plan and transfer ideas to varying viewpoints of sculpture. Students will be able to create intentional surface texture. 	<ul style="list-style-type: none"> Sculpture is defined by both its positive and negative space. Technical and conceptual challenges present themselves as a result of the process. The artistic process can lead to unforeseen or unpredictable outcomes. The process of reflection enables one to understand and appreciate art. Exploring visual relationships, aesthetics, and relationships between space and form helps develop an understanding of the world around us. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

		<ul style="list-style-type: none"> ● Students will be able to choose appropriate finishing surfaces to a carved surface. ● Students will develop various techniques for two dimensional decoration, both concept and materials. ● Students will be able to create engaging and purposeful artistic expressions in sculptural forms that can be reproduced multiple times. ● Students will be able to discuss concept and craft, various fabrication and finishing methods used in sculpture. 	
<p>Title:</p> <ul style="list-style-type: none"> ● Sculpture In the Round 	<ul style="list-style-type: none"> ● Figurative Sculpture ● Proportion and Scale ● Wire Sculpture ● Armatures ● Plaster 	<ul style="list-style-type: none"> ● Students will be able to recognize the historical use of the figure in sculpture, as well as the role of embellishment in relationship to the human figure. ● Students will be able to recognize that artwork involves personal expression. ● Students will be able to experiment with decoration on a clay sculpture. ● Students will be able to define and solve challenging sculpture problems. ● Students will be able to communicate ideas, experiences 	<ul style="list-style-type: none"> ● Artwork created in the round engages space from all viewpoints. ● The artistic process can lead to unforeseen or unpredictable outcomes. ● Artists determine what is represented in sculpture through planning and process.

		<p>and narrative stories through art.</p> <ul style="list-style-type: none"> ● Students will be able to mold and shape clay using their hands and tools. ● Students will be able to use adhesives in clay and sculpture works. 	
<p>Title:</p> <ul style="list-style-type: none"> ● Installations 	<ul style="list-style-type: none"> ● Artist Responsibilities ● Influences of Art 	<ul style="list-style-type: none"> ● Students will be able to develop skills in working with shared ideas, including but not limited to listening to all members of the group. ● Students will be able to work collaboratively to generate and refine ideas. ● Students will be able to recognize and demonstrate how a work of art can transform and shape how we view a space. ● Students will be able to discuss the responsibility of the artist when working with a public space. ● Students will be able to discuss the roles of architects, industrial designers and other professions who influence sculpture and art around us. ● Students will be able to respond and formulate artistic expression through global understanding of critical stance, personal 	<ul style="list-style-type: none"> ● Historic and cultural events influence art. ● Many types of art mediums, materials, tools, processes and methods are available for creating works of art. ● Art can reflect personal feelings.

		<p>connection and interpretation.</p> <ul style="list-style-type: none">● Students will be able to write and implement a proposal.● Students will be able to self-evaluate and re-apply to new concepts and ideas.● Students will be able to define and solve challenging sculpture problems.	
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Title of Curriculum: Grade 9-12: Intro to Animation

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Motion Perception 	<ul style="list-style-type: none"> ● Flip Pages ● Thaumatrope ● Flipbooks 	<ul style="list-style-type: none"> ● Students will be able to experiment with a variety of different ways of producing animation. ● Students will be able to explain the scientific concept of persistence of vision. ● Students will be able to effectively apply basic visual arts techniques that communicate the intent of a design idea (or message). ● Students will be able to communicate and present unique and creative visual design ideas by applying 2D drawing techniques through a process of brainstorming, sketching, and eliciting feedback. ● Students will be able to discuss the history and development of animation. 	<ul style="list-style-type: none"> ● Animation is the making of movies by filming a sequence of slightly varying drawings or models so that they appear to move and change when the sequence is shown. ● Persistence of vision is the phenomenon by which an afterimage seemingly persists for approximately 40 milliseconds (ms) on the retina of the eye, causing it to perceive a continuous stream of information (the appearance of motion) rather than a set of images. ● Animation was first produced in toys in the 19th century. ● The process of animation has changed throughout history because of advancements in technology. ● An animation frame is a single picture to be used in an animation scene. Each frame is slightly different

			<p>which gives us the illusion of motion when viewed in rapid succession.</p> <ul style="list-style-type: none"> ● A flip book is a short, quick animation containing general sketches of what a single scene might look like. It contains several sheets of thin cardboard, which when flipped in sequence, form a brief animation.
<p>Title:</p> <ul style="list-style-type: none"> ● Principles of Animation 	<ul style="list-style-type: none"> ● Phi Phenomenon ● Zoetropes ● Timelines 	<ul style="list-style-type: none"> ● Students will be able to produce a computer-designed animation to create the illusion of motion based on the phi phenomenon. ● Students will create original cycled animation that will be cleaned and colored on the computer. ● Students will be able to discuss and demonstrate the effective use of timelines, planning, thematic development and sequence. ● Students will be able to explore art elements and principles of design: shape, form, color, contrast, emphasis, and unity to produce an animation. ● Students will be able to recognize, describe, and apply the 12 basic 	<ul style="list-style-type: none"> ● The phi phenomenon is the illusion of motion caused by luminous impulses in sequence, and creates an optical illusion of perceiving continuous motion between separate objects viewed rapidly in succession. ● The twelve basic principles of animation form the basis of all animation work, and are relevant for a number of different fields. They were originally created by Walt Disney, and still apply today in a number of areas, including web design.

		principles of animation in an animated video.	
Title: <ul style="list-style-type: none"> ● Stop Motion Animation 	<ul style="list-style-type: none"> ● Use of Technology in Animation ● Adobe Photoshop Timeline ● Thematic Development and Sequence 	<ul style="list-style-type: none"> ● Students will be able to analyze and evaluate how tools/technologies and processes combine to convey meaning. ● Students will be able to use processes and technical aspects of stop-motion and frame-based animation to demonstrate basic knowledge of arts used in a timeline. ● Students will be able to demonstrate a basic knowledge of filmmaking. 	<ul style="list-style-type: none"> ● Traditional animation is produced by recording each single frame (or still picture), on film or other digital media, and then playing the recorded frames back in rapid succession before the viewer to create the illusion of movement. ● Producing a stop-motion animation using clay is extremely laborious, and requires consistency from frame to frame for a successful animated production.
Title: <ul style="list-style-type: none"> ● Character Development 	<ul style="list-style-type: none"> ● Character Drawing ● Drawing Tablets ● How to Convey Emotion ● Wire Armature Characters 	<ul style="list-style-type: none"> ● Students will be able to expand upon an original idea. ● Students will be able to create a unique character, including description of the character. ● Students will be able to produce drawings to show character appeal and emotion. ● Students will be able to create a story for a unique character, and write a short summary of the 	<ul style="list-style-type: none"> ● Characters ● A drawing tablet allows an artist to illustrate directly onto a computer screen. ● Animation can be used to depict human or animal emotions. ● An armature is a wire skeleton used in animation, whereby clay is wrapped

		<p>story's beginning, middle, and end.</p> <ul style="list-style-type: none"> ● Students will be able to use a digital drawing tablet to draw a unique character using a drawing program. ● Through the exploration of animation techniques students will be able to describe and depict emotions and expressions with processes, traditional tools and modern technologies used in the arts. 	<p>around the wire to form a character.</p>
<p>Title:</p> <ul style="list-style-type: none"> ● Claymation 	<ul style="list-style-type: none"> ● Planning a Storyline ● Set Preparation ● Claymation Animation Techniques 	<ul style="list-style-type: none"> ● Students will be able to produce a storyboard of an Idea for motion animation. ● Students will be able to create stop motion claymation figures or abstract compositions to describe or depict an emotion or mood and/or tell a story. ● Students will be able to use digital camera, drawing materials, modeling clay, computer, and video editing software to produce an animation. ● Through the exploration of animation techniques students will be able to depict emotions and expressions with processes, traditional tools and modern technologies used in the arts. 	<ul style="list-style-type: none"> ● A storyboard is much like a comic strip, which tells a story, and is used as a plan for animation and motion picture design. ● Background paintings are paintings or other artwork that depict the environment in which the conveyed character operates. ● Claymation is one of many forms of stop-motion animation, whereas each animated piece is formed with malleable plasticine clay, and can be

			manipulated to change its form.
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Title of Curriculum: Grade 9-12: Graphic Design 1

Unit Name	What	How	Why
Title: <ul style="list-style-type: none"> Visual Communication 	<ul style="list-style-type: none"> Intro to Graphic Design Planning Process Elements of Art and Principles of Design Copyright and Fair Use Concerns 	<ul style="list-style-type: none"> Students will be able to discuss how virtually everything we see, use and touch every day are visual messages meant to be communicated to a specific audience, which have been graphically designed through a process. Students will be able to effectively apply basic visual arts elements to communicate the intent of a design idea (or message) to a specific audience. Students will be able to perform a variety of 2D planning steps in the process of design planning. Students will be able to explain the essential elements of art, and list the appropriate sequential methods for preparing a visual communication. 	<ul style="list-style-type: none"> Graphic design is the art and practice of planning and communicating ideas and experiences with visual and textual content and can be created or viewed in physical or virtual form. Graphic designers go through a process of reflecting, organizing, analyzing, interpreting, and synthesizing information in order to effectively communicate and create ideas. Elements of art are the fundamentals for all works of art, which without, art could not be created, while principles of design are how the elements are used to create an effective,

		<ul style="list-style-type: none"> ● Students will be able to effectively develop and communicate unique and creative visual design ideas through a process of brainstorming, rough sketching, and eliciting feedback and discuss/explain the effective use of planning for design. ● Students will be able to prepare and demonstrate the use of art elements to make up a design and arrange the elements following principles of design, including balance, repetition, emphasis, proportion, proximity, and contrast. 	<p>aesthetically pleasing composition.</p>
<p>Title:</p> <ul style="list-style-type: none"> ● Color Theory 	<ul style="list-style-type: none"> ● The Visual Effects of Color ● How Humans See Color ● The Color Wheel ● Color Schemes ● Properties of Color ● CMYK vs. RGB Color Modes 	<ul style="list-style-type: none"> ● Students will be able to recognize how color and combinations of colors can make physical and emotional effects on an audience, and will use color to purposely express meaning, and discuss how color may be valued differently in other cultures. ● Students will be able to discuss the basic origins of color and light, the color spectrum, and additive and subtractive color space. ● Students will be able to identify and label primary, secondary, intermediate, and tertiary colors, 	<ul style="list-style-type: none"> ● Specific colors or color combinations can elicit specific emotional responses from humans and animals, such as feelings of warmth and comfort to anger and hostility. ● The color wheel is used as a tool by graphic designers to determine appropriate color combinations and color schemes for a design. ● Primary colors can be combined to produce Secondary colors; Primary and Secondary colors can be

		<p>and explain how colors combine to create the color categories.</p> <ul style="list-style-type: none"> • Students will create a color wheel to be used as a reference tool, explain how the color wheel represents relationships between colors, and use it as a tool to identify the basic color schemes. • Students will be able to apply and discuss a variety of specific color schemes to their artwork. • Students will be able to explain the main properties of color, including hue, tint, shade, and intensity, and use computer software to manipulate properties of color. • Students will be able to discuss the differences between CMYK and RGB color modes, including when, and why we use these modes. 	<p>combined to produce tertiary colors.</p> <ul style="list-style-type: none"> • There are certain color schemes that, when used together in art, create aesthetically pleasing art productions. • CMYK are colors that are used in physical printing, and produce a brown color when combined as pigments, as opposed to RGB colors, which are used with lit sources, and produce white when combined.
<p>Title:</p> <ul style="list-style-type: none"> • Logos, Branding, and Identity 	<ul style="list-style-type: none"> • Exploring Logos • Effective Logos • Copyright and Fair Use in Logos • Producing a Logo 	<ul style="list-style-type: none"> • Students will be able to recognize logos, explain the differences between logos, logotypes, and symbols, explain why companies, corporations, brands, and products use logos to represent them, and discuss the significance of logos in society and around the world. • Students will be able to experiment with different ways 	<ul style="list-style-type: none"> • A logo is a symbol that visually represents the identity of a company, corporation, brand, product, etc. and is one of the main things that makes a business memorable. • An effective logo is appropriate, distinctive, recognizable, memorable and impactful, scalable, and

		<p>type and lines may be treated to develop a logo design.</p> <ul style="list-style-type: none"> ● Students will be able to define the components that make up a successful logo design. ● Students will be able to explain and demonstrate the difference in sequential methods for preparing a logo, compared to preparing other visual design pieces. ● Students will be able to discuss copyright laws that govern acceptable use of visual arts and other related materials, discuss the importance of respecting the rights of other artist's designs to ensure copyright laws are not breached when designing a logo, and explain the potential legal repercussions for violating copyright laws. 	<p>simple in form and graphics, and conveys the owner's intended message.</p> <ul style="list-style-type: none"> ● As an artist, it's important to know about copyright to avoid legal repercussions. Logo designers have the moral imperative to respect the rights of other artists, and to ensure copyright laws are not breached when designing a logo. ● Differentiating brands is critical to business survival, as research suggests that people make complex assessments of a product (or company) based merely on the shape of the logo.
<p>Title:</p> <ul style="list-style-type: none"> ● Image Editing Technology 	<ul style="list-style-type: none"> ● Electronic Images ● Intro to the Adobe Photoshop Environment ● Photoshop Basics ● Photoshop Selection Tools ● Image Retouch and Colorization ● Creating Lines and Paths in Photoshop 	<ul style="list-style-type: none"> ● Students will be able to use Adobe Photoshop to produce a variety of products. ● Students will be able to define the fundamental concepts, and navigate the basic features of image editing software typically used by designers, including create and modify documents, manipulating image appearance 	<ul style="list-style-type: none"> ● Adobe Photoshop is one of the most common professional-level design software programs used by graphic designers, used to produce a variety of products, or edit photos. It has evoked discussion over what can be perceived as art.

		<p>and color, and creating text.</p> <ul style="list-style-type: none"> ● Students will be able to discuss the difference between the two main categories of computer graphics: bitmap and vector. ● Students will be able to select specific portions of images, and edit or retouch selections. ● Students will be able use Adobe Photoshop to create and manipulate straight and curved paths and lines using specific tools, panels, and commands. 	<ul style="list-style-type: none"> ● Adobe Photoshop is a powerful raster-based software program that uses bitmap graphics. ● Adobe Photoshop is the right choice of software for editing photos and creating graphics, and is also capable of creating page layouts, though it should not be the first choice for that use.
<p>Title:</p> <ul style="list-style-type: none"> ● Paper, Papermaking, and Recycling 	<ul style="list-style-type: none"> ● Characteristics of Paper ● Paper Recycling ● How Paper is Produced ● Hand-Made Paper 	<ul style="list-style-type: none"> ● Students will be able to explain the origins of paper. ● Students will be able to identify and describe differences in characteristics of paper, including fiber, grain, texture, weight, and color. ● Students will be able to discuss issues related to recycling of paper, computers, inks, and other related material. ● Students will be able to produce paper of various color and artistic elements using recycled paper and other materials. 	<ul style="list-style-type: none"> ● Selecting paper is a very important job for the designer, as there are a number of paper characteristics, including: color, weight, grade (or type), brightness, reflectance, opacity, smoothness, and grain. ● Paper is produced by pressing together moist fibres of pulp derived from trees, grass, flowers, cotton, or recycled paper, and drying them into flexible sheets. ● Paper can be recycled to make new paper by mixing with water to produce a

			<p>pulp. Recycling paper helps the environment by conserving natural resources, reducing greenhouse gas emissions, and keeps landfill space free for other types of trash that can't be recycled.</p>
<p>Title:</p> <ul style="list-style-type: none"> ● Bookmaking 	<ul style="list-style-type: none"> ● Parts of a Book ● Signatures ● Book Binding Techniques ● Types of Book Bindings 	<ul style="list-style-type: none"> ● Students will be able to recognize the various parts that make up a book. ● Students will be able to produce a signature as portion of a book. ● Students will be able to demonstrate the hardcover book making technique. ● Students will be able to produce a hardcover book. ● Students will be able to recognize differences in book bindings. 	<ul style="list-style-type: none"> ● Bookmaking has always been an evolving art, encompassing techniques from a variety of cultures and civilizations. ● Book pages are held together using a system of signatures that are bound with glue, string, or staples. ● Books can have hard or soft covers, bound in a wide variety of methods.
<p>Title:</p> <ul style="list-style-type: none"> ● Printmaking 	<ul style="list-style-type: none"> ● The Four Main Categories of Printmaking ● Principles of Printmaking ● The Relief Print 	<ul style="list-style-type: none"> ● Students will be able to recognize that there are a variety of methods for printing that yield differing products with varying results. ● Students will be able to identify the four major printmaking processes, describe the differences of each process used 	<ul style="list-style-type: none"> ● Making multiple prints allows artists to reach a larger group of people than individual works. ● There are four main categories of printmaking: relief, intaglio (or etching), lithography, and screenprinting, whereas each color in a print usually

		<p>in the industry, and list products produced from each.</p> <ul style="list-style-type: none"> • Students will be able to apply 3D techniques to communicate unique and creative visual ideas by producing a relief print. • Students will be able to explain basic principles of relief printing, including what constitutes a print, and describe that for printmaking, they must create a form to enable a print to be pulled. 	<p>requires a separate block, stone, plate, or stencil, and any of these basic processes may be combined in the creation of a finished work.</p> <ul style="list-style-type: none"> • The relief process consists of cutting or etching a surface so that the remains of the original surface is the design to be printed.
<p>Title:</p> <ul style="list-style-type: none"> • Portfolio 	<ul style="list-style-type: none"> • The Purpose of the Portfolio • Variations in Portfolios • Final Portfolio Presentation 	<ul style="list-style-type: none"> • Students will be able to demonstrate a working knowledge of artistic terminology through presentations, journals, and critiques. • Students will be able to properly critique the work of others, and use constructive feedback to improve their work in the process of producing portfolio-quality artwork. • Students will be able to produce both printed and electronic presentations of their collective graphic design artwork to share with others to demonstrate their understanding of the course curriculum, including the work and process of reflecting, organizing, analyzing, 	<ul style="list-style-type: none"> • Graphic designers go through a process of reflecting, organizing, analyzing, interpreting, and synthesizing information in order to effectively communicate and create ideas. • There are different choices to consider for creating a portfolio, including printed, and electronic, and many variations of these two forms. Which one is used depends on its intended purpose. • A design portfolio is one of the most important tools to market the skills of a graphic designer.

		<p>interpreting, and synthesizing information for effectively communicate and create unique ideas.</p> <ul style="list-style-type: none"> • Students will be able to discuss differences in portfolio presentation styles, and the value of each. 	
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Title of Curriculum: Grade 9-12: Graphic Design 2

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> • Typography as Design 	<ul style="list-style-type: none"> • Visual Hierarchy • The Importance of Typography within Design 	<ul style="list-style-type: none"> • Students will be able to demonstrate techniques used to create visual hierarchy. • Students will be able to create an aesthetically pleasing design in which typography is a key component of the design. • Students will be able to effectively apply basic visual arts elements that communicate the intent of a design idea (or message) to a specific audience. • Students will be able to effectively develop and communicate unique and creative visual design ideas through a process of brainstorming, rough sketching, and eliciting feedback. 	<ul style="list-style-type: none"> • In order to create visual hierarchy, elements need to be prioritized in terms of importance, and differentiated by the way they look. • Typography is an integral part of a design, and plays a vital role in setting the overall tone of the design as a whole.

		<ul style="list-style-type: none"> • Students will be able to prepare and use art elements to make up a design and arrange the elements following principles of design, including balance, repetition, emphasis, proportion, proximity, and contrast. • Students will be able to explain the essential elements of art, and list the appropriate sequential methods for preparing a visual communication. 	
<p>Title:</p> <ul style="list-style-type: none"> • Origins of Typography 	<ul style="list-style-type: none"> • Classic Typefaces • Classifications of Type • Anatomy of Type • Produce a Unique Typeface • Type as Image 	<ul style="list-style-type: none"> • Students will be able to discuss the history of typography, including the development of the alphabet and the history of typefaces. • Students will be able to recognize differences in typefaces and type styles. • Students will be able to recognize and identify the classifications of type and define the parts of the type character. • Students will be able to perform a variety of 2D planning steps in the process of design planning. • Students will be able to effectively develop and communicate unique and creative visual design ideas through a process of brainstorming, rough sketching, and eliciting feedback. 	<ul style="list-style-type: none"> • The world's first movable type printing press technology for printing paper books was made of porcelain materials and was invented around AD 1040. • Black Letter was the font model for the first metal printer's type invented in Germany by Johannes Gutenberg in the mid-fifteenth century. • Since the development of metal moveable printing type in the mid 15th century, there has been a spike in production of

		<ul style="list-style-type: none"> • Students will be able to produce and use a unique typeface. 	<p>typefaces and book production.</p> <ul style="list-style-type: none"> • Typography is the art of designing and creating letters, whereas a font is a collection or set of letters in a family. • With the evolution of technology and the Internet, there is such a vast variety of typefaces available for use. These typefaces give us an abundance of options and looks for modern designs. • Typography can be categorized into six main groups based on their features and appearances. • There are differences in details of the underlying structure of various type anatomy that set one design apart from another. • Typography can be an art form in and of itself.
<p>Title:</p> <ul style="list-style-type: none"> • Advanced Adobe Photoshop Topics 	<ul style="list-style-type: none"> • Photoshop Refresher • Photoshop Filters • Image to Line Art • Text Image 	<ul style="list-style-type: none"> • Students will be able to explain advanced operations of Adobe Photoshop and demonstrate 	<ul style="list-style-type: none"> • Photoshop's specific purpose is for editing images, but can be used for many other functions.

	<ul style="list-style-type: none"> ● Warped Text Image ● Type on a Path ● Saving Formats for Use in Other Programs 	<p>these features by producing a high-level quality product.</p> <ul style="list-style-type: none"> ● Students will be able to effectively use Photoshop in combination with other Adobe programs to produce a quality product. ● Students will be able to produce original and creative works using the Adobe Photoshop program. ● Student will be able to use advanced features of Photoshop to modify and enhance images and typography. ● Students will be able to save their Photoshop documents in a variety of formats. 	<ul style="list-style-type: none"> ● Photoshop has many features and capabilities that make it a powerful choice of software for a multitude of job needs. ● Photoshop is used best when used in conjunction with other graphics software in the Adobe Suite. ● Photoshop is a raster graphics software program that uses pixels on a bitmap grid. When vector smart objects are brought into Photoshop, they must be rasterized in order to edit the image.
<p>Title:</p> <ul style="list-style-type: none"> ● Adobe Illustrator Software Platform 	<ul style="list-style-type: none"> ● Transfer of Skills from Photoshop ● The Illustrator Environment ● Appropriate Uses for Adobe Illustrator Software ● Vector vs. Raster ● Type on a Path in Illustrator 	<ul style="list-style-type: none"> ● Students will be able to explain the fundamental concepts and features of the Adobe Illustrator environment. ● Students will be able to import text and graphics, create and modify graphics and typographical elements, and produce vector graphics using Adobe Illustrator software. ● Students will be able to recognize and describe the similarities and differences of the major software 	<ul style="list-style-type: none"> ● The Adobe Illustrator environment is similar to other programs offered in the Adobe Creative Suite, and skills are easily transferable in the suite. ● Adobe Illustrator is a vector-based drawing program that creates the various elements of an image as individual vector objects, which retain their characteristics when enlarged without loss of

		<p>programs used by designers and identify their specific uses.</p> <ul style="list-style-type: none"> • Students will be able to make appropriate choices when selecting software for a design project. • Students will be able to produce graphics using Adobe Illustrator to communicate unique and creative visual ideas based on pre-planned 2D drawings. • Students will be able to discuss and identify differences between vector graphics and raster images. • Students will be able to type on a path using Adobe Illustrator software. 	<p>quality, and is used to create or edit high quality print or graphic type material.</p> <ul style="list-style-type: none"> • Vector graphics differ from raster graphics, and are defined as lines, curves, and shapes connected by control points, each control point with an assigned stroke, color, shape, thickness, fill and defined position on the plane of 2-dimensional artwork. • Adobe Illustrator software enables a designer to create type on any shape path.
<p>Title:</p> <ul style="list-style-type: none"> • Design Portfolio 	<ul style="list-style-type: none"> • The Purpose of the Portfolio • Variations in Portfolios • Final Portfolio Presentation 	<ul style="list-style-type: none"> • Students will be able to demonstrate a working knowledge of artistic terminology through presentations, journals, and critiques, which can be presented in the form of a portfolio. • Students will be able to use constructive feedback to improve their work in the process of producing portfolio-quality artwork. • Students will be able to produce both printed and electronic presentations of their collective 	<ul style="list-style-type: none"> • Graphic designers go through a process of reflecting, organizing, analyzing, interpreting, and synthesizing information in order to effectively communicate and create ideas. • There are different choices to consider for creating a portfolio, including printed, and electronic, and many variations of these two forms. Which one is used

		<p>graphic design artwork to share with other, to show the work and process of reflecting, organizing, analyzing, interpreting, and synthesizing information for effectively communicate and create unique ideas, and to demonstrate their understanding of the course curriculum.</p> <ul style="list-style-type: none">● Students will be able to discuss differences in portfolio presentation styles, and the value of each.	<p>depends on its intended purpose.</p> <ul style="list-style-type: none">● A design portfolio is one of the most important tools to market the skills of a graphic designer.
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Title of Curriculum: Grade 11-12: Honors Studio Art

Unit Name	What	How	Why
<p>Title:</p> <ul style="list-style-type: none"> ● Presentation 	<ul style="list-style-type: none"> ● Curating ● Photographing ● Display 	<ul style="list-style-type: none"> ● Students will be able to curate an exhibition of group and solo artworks. ● Students will be able to matt, mount and tag artwork for a display. ● Students will be able to photograph and edit their artwork in order to use in a variety of digital and print materials. 	<ul style="list-style-type: none"> ● Students will be able to understand that matting, mounting and tagging effects the quality of the viewer experience. ● Students will understand that photographing and editing is essential to make artwork available for both print and digital platforms.
<p>Title</p> <ul style="list-style-type: none"> ● Marketing 	<ul style="list-style-type: none"> ● Event Planning ● Marketing materials 	<ul style="list-style-type: none"> ● Students will be able to produce a variety of advertisements to increase turnout for an art show. ● Students will be able to create personal promotional materials to showcase their artwork. 	<ul style="list-style-type: none"> ● Students will understand that publicity is necessary for turnout for an event. ● Students will understand that a variety of methods is necessary to both promote personal work and a group event.
<p>Title:</p> <ul style="list-style-type: none"> ● Talking About Art: Critique & Artist Statement 	<ul style="list-style-type: none"> ● Critique ● Writing about art ● Articulating the message within a personal body of work. 	<ul style="list-style-type: none"> ● Students will be able describe, analyze, critique and judge personal works of art and the work of others. ● Students will be able to make necessary changes to a work of art while still keeping a personal 	<ul style="list-style-type: none"> ● Students will understand how the language of art is used to explain a body of selected works. ● Students will understand how feedback and reflection

		<p>vision intact.</p> <ul style="list-style-type: none"> Students will be able to write a coherent statement to explain both the philosophy and the process of a body of work. 	<p>from a variety of sources shapes the artistic process.</p>
<p>Title:</p> <ul style="list-style-type: none"> Creating 	<ul style="list-style-type: none"> Creation of an ongoing body of work Exploring themes Experimentation 	<ul style="list-style-type: none"> Students will be able to explore and express a variety of ideas through their artwork. Students will be able to explore a variety of materials and techniques. 	<ul style="list-style-type: none"> Students will understand that artwork often contains a message, a mood or a moment. Students will understand that exploration of media and technique is essential in developing a visual vocabulary.

Windham School District Visual Arts Curriculum K-12

Exhibition: Ceramics and Pottery I, Drawing I, Graphic Design I, Intro to Animation, Jewelry, Painting I, Photography I, and Sculpture/ Grades 9-12

Stage 1 Desired Results		
ESTABLISHED GOALS:	<i>Transfer</i>	
	<i>Students will be able to understand that art is a visual form of communication.</i>	
	<i>Meaning</i>	
Competencies (Standards?):	<p>Presenting/Producing:</p> <p>Pr.4: Analyze, interpret, and select artistic work for presentation.</p> <p>Pr.5: Develop and refine artistic work for presentation.</p> <p>Pr.6: Convey meaning through the presentation of artistic work.</p> <p>Connecting:</p> <p>Cn.11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</p> <p><i>Content Standards:</i></p>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How do objects, places, and design shape lives and communities? How do artists and designers create works of art or design that effectively communicate? How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio, or a collection? What is an art museum? How is art used to impact the views of a society?

<p>Proficient:</p> <p>VA:Pr4.1.1a: Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</p> <p>VA:Pr5.1.1a: Analyze and evaluate the reasons and ways an exhibition is presented.</p>	<p>when deciding if and how to preserve and protect it.</p> <ul style="list-style-type: none"> • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. 	
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to analyze, select, and curate artifacts and or artworks for presentation and preservation. • How to analyze and evaluate the reasons and ways an exhibition was presented. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Analyzing and curating completed art works in preparation for preservation and presentation, including artist statement. • Analyzing and evaluating the effectiveness of the chosen plan and venue for displaying works of art and provides rationale.
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> • <i>Creativity and personal expression are essential for art.</i> • <i>Making art and looking at art are collaborative processes.</i> • <i>The creation of arts involves critical thinking skills at every level.</i> • <i>Art is a form of visual communication.</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none">● Completion of varied projects demonstrating a breath of knowledge● Written assessments such as test, quizzes and reflective writing.
	OTHER EVIDENCE: classroom observation, peer feedback and quick check ins.

Windham School District Visual Arts Curriculum K-12

Equipment and Tools: Ceramics and Pottery I, Drawing I, Graphic Design I, Intro to Animation, Jewelry, Painting I, Photography I, and Sculpture/ Grades 9-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p><i>Creating</i> Cr.1: Generate and conceptualize artistic ideas and work. Cr.3: Refine and complete artistic work.</p> <p><i>Presenting/ Producing:</i> Pr.5: Develop and refine artistic work for presentation.</p> <p><i>Content Standards:</i></p> <p>Proficient:</p> <p>VA:Cr1.2.1a: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design.</p> <p>VA:Cr3.1.1a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan</p>	Transfer	
	<p><i>Students will be able to understand the functions of the (tool) in order to create expressive art pieces.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What factors prevent or encourage people to take creative risks? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> How to shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Using a contemporary artmaking approach developing a work of art that communicates a current theme or idea. Applying relevant criteria from traditional and contemporary contexts when revising art work. 	

<p>revisions for works of art and design in progress.</p> <p>VA:Pr5.1.1a: Analyze and evaluate the reasons and ways an exhibition is presented.</p>	<ul style="list-style-type: none"> • How to apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. • How to analyze and evaluate the reasons and ways an exhibition was presented. 	<ul style="list-style-type: none"> • Analyzing and evaluating the effectiveness of the chosen plan and venue for displaying works of art and providing rationale.
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> • <i>Creativity and personal expression are essential for art.</i> • <i>Making art and looking at art are collaborative processes.</i> • <i>The creation of arts involves critical thinking skills at every level.</i> • <i>Art is a form of visual communication.</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Completion of varied projects demonstrating a breadth of knowledge • Written assessments such as test, quizzes and reflective writing.
	<p>OTHER EVIDENCE: classroom observation, peer feedback and quick check ins.</p>

Windham School District Visual Arts Curriculum K-12

Critique: Ceramics and Pottery I, Drawing I, Graphic Design I, Intro to Animation, Jewelry, Painting I, Photography I, and Sculpture/ Grades 9-12

Stage 1 Desired Results					
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p>Responding: Re.7: Perceive and analyze artistic work. Re.8: Interpret intent and meaning in artistic work.</p> <p><i>Content Standards:</i> <i>Proficient:</i></p> <p>VA:Re.7.1.Ia: Hypothesize ways in which art influences perception and understanding of human experiences. VA:Re8.1.Ia: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	<i>Transfer</i>				
	<i>Students will be able to understand how analysis can provide evaluation, reflection and growth.</i>				
	<i>Meaning</i>				
	<table border="1"> <thead> <tr> <th>ENDURING UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Visual imagery influences understanding of and responses to the world. People gain insights into meanings of artworks by engaging in the process of art criticism. People evaluate art based on various criteria. </td> <td> <ul style="list-style-type: none"> How does collaboration expand the creative process? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How does collaboratively reflecting on a work help us experience it more completely? What can we learn from our responses to art? How do images influence our views of the world? </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Visual imagery influences understanding of and responses to the world. People gain insights into meanings of artworks by engaging in the process of art criticism. People evaluate art based on various criteria. 	<ul style="list-style-type: none"> How does collaboration expand the creative process? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How does collaboratively reflecting on a work help us experience it more completely? What can we learn from our responses to art? How do images influence our views of the world?
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS			
<ul style="list-style-type: none"> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Visual imagery influences understanding of and responses to the world. People gain insights into meanings of artworks by engaging in the process of art criticism. People evaluate art based on various criteria. 	<ul style="list-style-type: none"> How does collaboration expand the creative process? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How does collaboratively reflecting on a work help us experience it more completely? What can we learn from our responses to art? How do images influence our views of the world? 				
<i>Acquisition</i>					

	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to hypothesize ways in which art influences perception and understanding of human experiences. • How to interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining and giving examples of ways in which art influences perception and understanding of a contemporary theme or idea. • Interpreting contemporary artwork or collection of works, supported by relevant and sufficient evidence found in the work including its social, cultural, or political context.
<i>Used in Content Area Standard</i>	<i>21st Century Skills</i>	
<i>not applicable</i>	<ul style="list-style-type: none"> • <i>Creativity and personal expression are essential for art.</i> • <i>Making art and looking at art are collaborative processes.</i> • <i>The creation of arts involves critical thinking skills at every level.</i> • <i>Art is a form of visual communication.</i> 	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Completion of varied projects demonstrating a breadth of knowledge • Written assessments such as test, quizzes and reflective writing.
	<p>OTHER EVIDENCE: classroom observation, peer feedback and quick check ins.</p>

Windham School District Visual Arts Curriculum K-12

Craftsmanship: Ceramics and Pottery I, Drawing I, Graphic Design I, Intro to Animation, Jewelry, Painting I, Photography I, and Sculpture/ Grades 9-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p>Creating:</p> <p>Cr.3: Refine and complete artistic work.</p> <p>Responding:</p> <p>Re.9: Apply criteria to evaluate artistic work.</p> <p><i>Content Standards:</i></p> <p><i>Proficient:</i></p> <p>VA:Cr3.1.Ia: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p>	<i>Transfer</i>	
	<i>Students will understand that the quality of execution in art is as relevant as the idea.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What factors prevent or encourage people to take creative risks? How do artists determine what resources and criteria are needed to formulate artistic investigations? How do artists and designers learn from trial and error? What responsibilities come with the freedom to create? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does refining artwork affect its meaning to the viewer? How does art preserve aspects of life?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> How to apply relevant criteria from traditional and 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Applying relevant criteria from traditional and contemporary contexts when revising art work.

<p>VA:Re9.1.1a: Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	<p>contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <ul style="list-style-type: none"> • How to establish relevant criteria in order to evaluate a work of art or collection of works. 	<ul style="list-style-type: none"> • Establishing relevant criteria and applies to evaluating a work of art or collection of works.
<p>Used in Content Area Standards</p>		<p>21st Century Skills</p>
<p>not applicable</p>		<ul style="list-style-type: none"> • <i>Creativity and personal expression are essential for art.</i> • <i>Making art and looking at art are collaborative processes.</i> • <i>The creation of arts involves critical thinking skills at every level.</i> • <i>Art is a form of visual communication.</i>

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Completion of varied projects demonstrating a breath of knowledge • Written assessments such as test, quizzes and reflective writing.
	<p>OTHER EVIDENCE: classroom observation, peer feedback and quick check ins.</p>

Windham School District Visual Arts Curriculum K-12

Conceptual Thinking: Ceramics and Pottery I, Drawing I, Graphic Design I, Intro to Animation, Jewelry, Painting I, Photography I, and Sculpture/ Grades 9-12

Stage 1 Desired Results				
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p>Creating:</p> <p>Cr.1: Generate and conceptualize artistic ideas and work.</p> <p>Cr.2: Organize and develop artistic ideas and work.</p> <p>Cr.3: Refine and complete artistic work.</p> <p>Presenting/Performing:</p> <p>Pr.6: Convey meaning through the presentation of artistic work.</p> <p>Connecting:</p> <p>Cn.10: Synthesize and relate knowledge and personal experiences to make art.</p> <p><i>Content Standards:</i></p>	<i>Transfer</i>			
	<i>Students will be able to understand the functions of conceptual thinking in order to create expressive art pieces.</i>			
	<i>Meaning</i>			
	<table border="1"> <thead> <tr> <th>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, </td> <td> <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • How does knowing the contexts histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists work? • How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? • How do life experiences influence the way you relate to art? • How does learning about art impact how we perceive the world? • Where and how do we encounter images in our world? • How does engaging in creating art enrich people's lives? • How does art help us understand the lives of people of different times, places, and cultures? </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others,
ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS			
<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, 	<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • How does knowing the contexts histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists work? • How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? • How do life experiences influence the way you relate to art? • How does learning about art impact how we perceive the world? • Where and how do we encounter images in our world? • How does engaging in creating art enrich people's lives? • How does art help us understand the lives of people of different times, places, and cultures? 			

<p>Proficient:</p> <p>VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.1a: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design.</p> <p>VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.</p> <p>VA:Cr3.1.1a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<p>the natural world, and constructed environments.</p> <ul style="list-style-type: none"> ● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 	
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to use multiple approaches to begin creative endeavors. ● How to shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. ● How to engage in making a work of art or design without having a preconceived plan. ● How to apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. ● How to document process of developing ideas from early stages to fully elaborated ideas. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Choosing and effectively using a contemporary art making approach to begin creating a work of art. ● Using a contemporary art-making approach developing a work of art that communicates a current theme or idea. ● Using critical thinking skills in developing a work of art. ● Applying relevant criteria from traditional and contemporary contexts when revising art work. ● Documenting the process of developing a theme or idea from early stages to the completed work.

<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Creativity and personal expression are essential for art.</i> ● <i>Making art and looking at art are collaborative processes.</i> ● <i>The creation of arts involves critical thinking skills at every level.</i> ● <i>Art is a form of visual communication.</i>
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> ● Completion of varied projects demonstrating a breath of knowledge ● Written assessments such as test, quizzes and reflective writing.
	OTHER EVIDENCE: classroom observation, peer feedback and quick check ins.

Windham School District Visual Arts Curriculum K-12

Accomplished Exhibition: Ceramics and Pottery 2, Drawing 2, Graphic Design 2, Painting 2, and Photography 2/Grades 9-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i> Presenting/Producing:</p> <p>PR 4: Select, analyze, and interpret artistic work for presentation.</p> <p>PR 5: Develop and refine artistic techniques and work for presentation.</p> <p>PR 6: Convey meaning through the presentation of artistic work.</p> <p>Connecting:</p> <p>CN 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><i>Content Standards:</i></p> <p>Accomplished:</p> <p>VA:Pr4.1.IIa: Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p>VA:Pr5.1.IIa: Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p>	<i>Transfer</i>	
	<i>Students will be able to understand that art is a visual form of communication.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. ● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do objects, places, and design shape lives and communities? ● How do artists and designers create works of art or design that effectively communicate? ● How are artworks cared for and by whom? ● What criteria, methods, and processes are used to select work for preservation or presentation? ● Why do people value objects, artifacts, and artworks, and select them for presentation? ● What methods and processes are considered when preparing artwork for presentation or preservation? ● What criteria are considered when selecting work for presentation, a portfolio, or a collection? ● What is an art museum? ● How is art used to impact the views of a society?

<p>VA:Pr6.1.1Ia: Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</p> <p>VA:Cn11.1.1Ia: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>	<ul style="list-style-type: none"> • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. 	
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Evaluating, selecting, and applying methods or processes when preparing art for exhibition.
Used in Content Area Standards		21st Century Skills
<p>not applicable</p>		<ul style="list-style-type: none"> • <i>Creativity and personal expression are essential for art.</i> • <i>Making art and looking at art are collaborative processes.</i> • <i>The creation of arts involves critical thinking skills at every level.</i> • <i>Art is a form of visual communication.</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none">● Completion of varied projects demonstrating a breath of knowledge● Written assessments such as test, quizzes and reflective writing.
	OTHER EVIDENCE: classroom observation, peer feedback and quick check ins.

Windham School District Visual Arts Curriculum K-12

Accomplished Equipment and Tools: Ceramics and Pottery 2, Drawing 2, Graphic Design 2, Painting 2, and Photography 2/Grades 9-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p>Creating:</p> <p>CR 1: Generate and conceptualize artistic ideas and work.</p> <p>CR 3: Refine and complete artistic work.</p> <p>Presenting/Producing:</p> <p>PR 5: Develop and refine artistic techniques and work for presentation.</p> <p><i>Content Standards:</i></p> <p>Accomplished:</p> <p>VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p>	<i>Transfer</i>	
	<i>Students will be able to understand the functions of the (tool) in order to create expressive art pieces.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What factors prevent or encourage people to take creative risks? ● How do artists and designers care for and maintain materials, tools, and equipment? ● Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
	<i>Acquisition</i>	

<p>VA:Cr3.1.IIa: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>VA:Pr5.1.IIa: Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p>	<p><i>Students will know how to /understand</i></p> <ul style="list-style-type: none"> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Choosing from a range of materials and methods of traditional and contemporary artistic practices to plan a work in response to a new creative problem. Engaging in constructive critique; reflecting on and evaluating the usefulness of feedback to inform personal artistic vision when revising or refining work. Evaluating, selecting, and applying methods or processes when preparing art for exhibition.
<p>Used in Content Area Standards</p>		<p>21st Century Skills</p>
<p>not applicable</p>		<ul style="list-style-type: none"> <i>Creativity and personal expression are essential for art.</i> <i>Making art and looking at art are collaborative processes.</i> <i>The creation of arts involves critical thinking skills at every level.</i> <i>Art is a form of visual communication.</i>

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> Completion of varied projects demonstrating a breath of knowledge Written assessments such as test, quizzes and reflective writing.
	<p>OTHER EVIDENCE: classroom observation, peer feedback and quick check ins.</p>

Windham School District Visual Arts Curriculum K-12

Accomplished Critique: Ceramics and Pottery 2, Drawing 2, Graphic Design 2, Painting 2, and Photography 2/Grades 9-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p>Responding: RE 7: Perceive and analyze artistic work.</p> <p>Responding: RE 8: Interpret intent and meaning in artistic work.</p> <p>Connecting: CN 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><i>Content Standards:</i></p> <p>Accomplished: VA:Re.7.1.IIa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>VA:Re.7.2.IIa: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p>	<i>Transfer</i>	
	<i>Students will be able to understand how analysis can provide evaluation, reflection and growth.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. ● Visual imagery influences understanding of and responses to the world. ● People gain insights into meanings of artworks by engaging in the process of art criticism. ● People evaluate art based on various criteria. 	<ul style="list-style-type: none"> ● How does collaboration expand the creative process? ● How do artists and designers determine whether a particular direction in their work is effective? ● How do artists and designers determine goals for designing or redesigning objects, places, or systems? ● How does collaboratively reflecting on a work help us experience it more completely? ● What can we learn from our responses to art? ● How do images influence our views of the world? 	
<i>Acquisition</i>		

<p>VA:Re8.1.IIa: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p>VA:Cn11.1.IIa: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. • How to individually or collaboratively formulate new creative problems based on student's existing artwork. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Evaluating how effectively the new work influences audience and provides evidence. • Identifying and formulating a new creative problem to stimulate the making of a new work of art or design from an existing work of art.
<p>Used in Content Area Standards</p>		<p>21st Century Skills</p>
<p>not applicable</p>		<ul style="list-style-type: none"> • <i>Creativity and personal expression are essential for art.</i> • <i>Making art and looking at art are collaborative processes.</i> • <i>The creation of arts involves critical thinking skills at every level.</i> • <i>Art is a form of visual communication.</i>

<p>Stage 2 - Evidence</p>	
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Completion of varied projects demonstrating a breadth of knowledge • Written assessments such as test, quizzes and reflective writing.
	<p>OTHER EVIDENCE: classroom observation, peer feedback and quick check ins.</p>

Windham School District Visual Arts Curriculum K-12

Accomplished Craftsmanship: Ceramics and Pottery 2, Drawing 2, Graphic Design 2, Painting 2, and Photography 2/Grades 9-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p>Creating: Anchor Standard 3: Refine and complete artistic work.</p> <p>Presenting/Producing: Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Responding: Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p><i>Content Standards:</i></p> <p>Accomplished: VA:Cr3.1.IIa: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>VA:Pr5.1.IIa: Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p>	<i>Transfer</i>	
	<i>Students will understand that the quality of execution in art is as relevant as the idea.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	<ul style="list-style-type: none"> What factors prevent or encourage people to take creative risks? How do artists determine what resources and criteria are needed to formulate artistic investigations? How do artists and designers learn from trial and error? What responsibilities come with the freedom to create? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does refining artwork affect its meaning to the viewer? How does art preserve aspects of life?
	<i>Acquisition</i>	
<i>Students will know...</i>	<i>Students will be skilled at...</i>	
<ul style="list-style-type: none"> How to engage in constructive critique with peers, then reflect on, re-engage, revise, and refine 	<ul style="list-style-type: none"> Engaging in constructive critique; reflecting on and evaluating the usefulness of feedback to inform personal artistic vision when revising or refining work. 	

<p>VA:Re9.1.IIa: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p>	<p>works of art and design in response to personal artistic vision.</p> <ul style="list-style-type: none"> • How to evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. • How to determine the relevance of criteria used by others to evaluate a work of art or collection of works. 	<ul style="list-style-type: none"> • Evaluating, selecting, and applying methods or processes when preparing art for exhibition. • Identifying and appraising the relevance of criteria used by others when evaluating the original and new work in response to the new creative problem.
<p>Used in Content Area Standards</p>		<p>21st Century Skills</p>
<p>not applicable</p>		<ul style="list-style-type: none"> • <i>Creativity and personal expression are essential for art.</i> • <i>Making art and looking at art are collaborative processes.</i> • <i>The creation of arts involves critical thinking skills at every level.</i> • <i>Art is a form of visual communication.</i>

<p>Stage 2 - Evidence</p>	
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Completion of varied projects demonstrating a breath of knowledge • Written assessments such as test, quizzes and reflective writing.
	<p>OTHER EVIDENCE: classroom observation, peer feedback and quick check ins.</p>

Windham School District Visual Arts Curriculum K-12

Accomplished Conceptual Thinking: Ceramics and Pottery 2, Drawing 2, Graphic Design 2, Painting 2, and Photography 2/Grades 9-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Creating:</p> <p>CR 1: Generate and conceptualize artistic ideas and work.</p> <p>CR 3: Refine and complete artistic work.</p> <p>Presenting/Producing:</p> <p>Connecting:</p> <p>CN 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p><i>Competencies (Standards?):</i></p> <p><i>Content Standards:</i></p> <p>Accomplished:</p> <p>VA:Cr1.1.IIa: Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p>	<i>Transfer</i>	
	<i>Students will be able to understand the functions of conceptual thinking in order to create expressive art pieces.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, 	<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • How does knowing the contexts histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists work? • How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? • How do life experiences influence the way you relate to art? • How does learning about art impact how we perceive the world? • Where and how do we encounter images in our world? • How does engaging in creating art enrich people's lives? • How does art help us understand the lives of people of different times, places, and cultures? 	

<p>VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr3.1.IIa: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p>	<p>the natural world, and constructed environments.</p> <ul style="list-style-type: none"> ● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 	
Acquisition		
<p>VA:Cn10.1.IIa: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to individually or collaboratively formulate new creative problems based on student’s existing artwork. ● How to choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. ● How to engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. ● How to utilize inquiry methods of observation, research, and experimentation to explore 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying and formulating a new creative problem from an existing work of art to stimulate the making of a new work of art or design. ● Choosing from a range of materials and methods of traditional and contemporary artistic practices to plan a work in response to a new creative problem. ● Engaging in constructive critique; reflecting on and evaluating the usefulness of feedback to inform personal artistic vision when revising or refining work. ● Using a limited variety of inquiry methods to explore new creative problems.

	unfamiliar subjects through art making.	
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> • Creativity and personal expression are essential for art. • Making art and looking at art are collaborative processes. • The creation of arts involves critical thinking skills at every level. • Art is a form of visual communication.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
	ASSESSMENT: <ul style="list-style-type: none"> • Completion of varied projects demonstrating a breath of knowledge • Written assessments such as test, quizzes and reflective writing.
	OTHER EVIDENCE: classroom observation, peer feedback and quick check ins.

Windham School District Visual Arts Curriculum K-12

Advanced Exhibition: Advanced Placement, Honors, and Photography 3/Grades 11-12

Stage 1 Desired Results					
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i> Presenting/Producing:</p> <p>PR 4: Select, analyze, and interpret artistic work for presentation.</p> <p>PR 5: Develop and refine artistic techniques and work for presentation.</p> <p>PR 6: Convey meaning through the presentation of artistic work.</p> <p>Connecting:</p> <p>CN 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Advanced:</p> <p>VA:Pr4.1.IIIa: Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p>VA:Pr5.1.IIIa: Investigate, compare, and contrast methods for preserving and protecting art.</p>	<p style="text-align: center;"><i>Transfer</i></p> <p style="text-align: center;"><i>Students will be able to understand that art is a visual form of communication.</i></p> <p style="text-align: center;"><i>Meaning</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">ENDURING UNDERSTANDINGS <i>Students will understand that...</i></th> <th style="width: 50%; text-align: left;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. ● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● How do objects, places, and design shape lives and communities? ● How do artists and designers create works of art or design that effectively communicate? ● How are artworks cared for and by whom? ● What criteria, methods, and processes are used to select work for preservation or presentation? ● Why do people value objects, artifacts, and artworks, and select them for presentation? ● What methods and processes are considered when preparing artwork for presentation or preservation? ● What criteria are considered when selecting work for presentation, a portfolio, or a collection? ● What is an art museum? ● How is art used to impact the views of a society? </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> ● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. ● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. 	<ul style="list-style-type: none"> ● How do objects, places, and design shape lives and communities? ● How do artists and designers create works of art or design that effectively communicate? ● How are artworks cared for and by whom? ● What criteria, methods, and processes are used to select work for preservation or presentation? ● Why do people value objects, artifacts, and artworks, and select them for presentation? ● What methods and processes are considered when preparing artwork for presentation or preservation? ● What criteria are considered when selecting work for presentation, a portfolio, or a collection? ● What is an art museum? ● How is art used to impact the views of a society?
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<p>VA:Pr6.1.IIIa: Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.</p> <p>VA:Cn11.1.IIIa: Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>	<ul style="list-style-type: none"> ● Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. 	
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting works of art for a specific exhibit or event. ● How to investigate, compare, and contrast methods for preserving and protecting art. ● How to appraise the impact of an artist or a group of artists on society's beliefs, values, and behaviors. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Evaluating, justifying, and presenting choices when analyzing, selecting, curating, and presenting works of art for a specific exhibit or event. ● Investigating, comparing, contrasting, and selecting methods for preserving and protecting art. ● Identifying, analyzing, and explaining the impact chosen artists or designers had on viewers' beliefs, values, and behaviors.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Creativity and personal expression are essential for art.</i> ● <i>Making art and looking at art are collaborative processes.</i> ● <i>The creation of arts involves critical thinking skills at every level.</i> ● <i>Art is a form of visual communication.</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> ● Completion of varied projects demonstrating a breath of knowledge ● Written assessments such as test, quizzes and reflective writing.
	OTHER EVIDENCE: classroom observation, peer feedback and quick check ins.

Windham School District Visual Arts Curriculum K-12

Advanced Equipment and Tools: Advanced Placement, Honors, and Photography 3/Grades 11-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p>Creating:</p> <p>CR 1: Generate and conceptualize artistic ideas and work.</p> <p>CR 3: Refine and complete artistic work.</p> <p>Presenting/Producing:</p> <p>PR 5: Develop and refine artistic techniques and work for presentation.</p> <p>Advanced:</p> <p>VA:Cr1.2.IIIa: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>VA:Cr3.1.IIIa: Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	Transfer	
	<i>Students will be able to understand the functions of the (tool) in order to create expressive art pieces.</i>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What factors prevent or encourage people to take creative risks? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
Acquisition		
	<p><i>Students will know how to /understand</i></p> <ul style="list-style-type: none"> How to choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Choosing from a range of materials and methods of transitional and contemporary artistic practices and follows or breaks established conventions while developing a plan for creating a work of art or design. Reflecting on and sharing insights about works of art or design in progress, plans and makes revisions in response to traditional and contemporary criteria aligned with personal artistic vision.

<p>VA:Pr5.1.IIIa: Investigate, compare, and contrast methods for preserving and protecting art.</p>	<p>conventions, to plan the making works of art and design based on a theme, idea, or concept.</p> <ul style="list-style-type: none"> ● How to reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision and relevant ● traditional and contemporary criteria. ● How to investigate, compare, and contrast methods for preserving and protecting art. 	<ul style="list-style-type: none"> ● Investigating, comparing, contrasting, and selecting methods for preserving and protecting art.
<p>Used in Content Area Standards</p>		<p>21st Century Skills</p>
<p>not applicable</p>		<ul style="list-style-type: none"> ● <i>Creativity and personal expression are essential for art.</i> ● <i>Making art and looking at art are collaborative processes.</i> ● <i>The creation of arts involves critical thinking skills at every level.</i> ● <i>Art is a form of visual communication.</i>

<p>Stage 2 - Evidence</p>	
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ● Completion of varied projects demonstrating a breath of knowledge ● Written assessments such as test, quizzes and reflective writing.
	<p>OTHER EVIDENCE: classroom observation, peer feedback and quick check ins.</p>

Windham School District Visual Arts Curriculum K-12

Advanced Critique: Advanced Placement, Honors, and Photography 3/Grades 11-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p>Responding:</p> <p>RE 7: Perceive and analyze artistic work.</p> <p>RE 8: Interpret intent and meaning in artistic work.</p> <p>Connecting:</p> <p>CN 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Advanced:</p> <p>VA:Re.7.1.IIIa: Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p> <p>VA:Re.7.2.IIIa: Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>VA:Re8.1.IIIa: Analyze differing interpretations of an artwork or collection</p>	<i>Transfer</i>	
	<i>Students will be able to understand how analysis can provide evaluation, reflection and growth.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> ● Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. ● Visual imagery influences understanding of and responses to the world. ● People gain insights into meanings of artworks by engaging in the process of art criticism. ● People evaluate art based on various criteria. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How does collaboration expand the creative process? ● How do artists and designers determine whether a particular direction in their work is effective? ● How do artists and designers determine goals for designing or redesigning objects, places, or systems? ● How does collaboratively reflecting on a work help us experience it more completely? ● What can we learn from our responses to art? ● How do images influence our views of the world?

<p>of works in order to select and defend a plausible critical analysis.</p> <p>VA:Cn11.1.1.IIIa: Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>	Acquisition	
	<ul style="list-style-type: none"> • How to appraise the impact of an artist or a group of artists on society’s beliefs, values, and behaviors. • How to synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying, analyzing, and explaining the impact chosen artists or designers had on viewers’ beliefs, values, and behaviors. • Synthesizing knowledge gained regarding a chosen social, cultural, historical, concept, theme, or idea, with an art making approach.
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> • <i>Creativity and personal expression are essential for art.</i> • <i>Making art and looking at art are collaborative processes.</i> • <i>The creation of arts involves critical thinking skills at every level.</i> • <i>Art is a form of visual communication.</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Completion of varied projects demonstrating a breadth of knowledge • Written assessments such as test, quizzes and reflective writing.
	<p>OTHER EVIDENCE: classroom observation, peer feedback and quick check ins.</p>

Windham School District Visual Arts Curriculum K-12

Advanced Craftsmanship: Advanced Placement, Honors, and Photography 3/Grades 11-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p>Creating: CN 3: Refine and complete artistic work.</p> <p>Presenting/Producing: PR 5: Develop and refine artistic techniques and work for presentation.</p> <p>Responding: RE 9: Apply criteria to evaluate artistic work.</p> <p>Advanced: VA:Cr3.1.IIIa: Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. VA:Pr5.1.IIIa: Investigate, compare, and contrast methods for preserving and protecting art. VA:Re9.1.IIIa: Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>	Transfer	
	<i>Students will understand that the quality of execution in art is as relevant as the idea.</i>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches ● People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What factors prevent or encourage people to take creative risks? ● How do artists determine what resources and criteria are needed to formulate artistic investigations? ● How do artists and designers learn from trial and error? ● What responsibilities come with the freedom to create? ● What role does persistence play in revising, refining, and developing work? ● How do artists grow and become accomplished in art forms? ● How does refining artwork affect its meaning to the viewer? ● How does art preserve aspects of life?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to reflect on, re-engage, revise, and refine works of art and design in 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Reflecting on and sharing insights about works of art or design in progress, plans and makes revisions in response to

	<p>response to personal artistic vision and relevant traditional and contemporary criteria.</p> <ul style="list-style-type: none"> • How to investigate, compare, and contrast methods for preserving and protecting art. • How to construct evaluations of a work of art or collection of works based on differing sets of criteria. 	<p>traditional and contemporary criteria aligned with personal artistic vision.</p> <ul style="list-style-type: none"> • Investigating, comparing, contrasting, and selecting methods for preserving and protecting art. • Analyzing and evaluating works of art based on different sets of criteria.
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>	
<i>not applicable</i>	<ul style="list-style-type: none"> • <i>Creativity and personal expression are essential for art.</i> • <i>Making art and looking at art are collaborative processes.</i> • <i>The creation of arts involves critical thinking skills at every level.</i> • <i>Art is a form of visual communication.</i> 	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Completion of varied projects demonstrating a breath of knowledge • Written assessments such as test, quizzes and reflective writing.
	<p>OTHER EVIDENCE: classroom observation, peer feedback and quick check ins.</p>

Windham School District Visual Arts Curriculum K-12

Advanced Conceptual Thinking: Advanced Placement, Honors, and Photography 3/Grades 11-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p>Creating:</p> <p>CR 1: Generate and conceptualize artistic ideas and work.</p> <p>CR 3: Refine and complete artistic work.</p> <p>Presenting/Producing:</p> <p>PR 6: Convey meaning through the presentation of artistic work.</p> <p>Connecting:</p> <p>CN 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>CN 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Advanced:</p>	<i>Transfer</i>	
	<i>Students will be able to understand the functions of conceptual thinking in order to create expressive art pieces.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be developed. ● People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. ● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● How does knowing the contexts histories, and traditions of art forms help us create works of art and design? ● Why do artists follow or break from established traditions? ● How do artists work? ● How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? ● How do life experiences influence the way you relate to art? ● How does learning about art impact how we perceive the world? ● Where and how do we encounter images in our world? ● How does engaging in creating art enrich people's lives?

<p>VA:Cr1.1.IIIa: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p> <p>VA:Cr1.2.IIIa: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>VA:Cr3.1.IIIa: Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>VA:Pr6.1.IIIa: Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.</p> <p>VA:Cn10.1.IIIa: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> <p>VA:Cn11.1.IIIa: Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>	<p>appreciation of self, others, the natural world, and constructed environments.</p> <ul style="list-style-type: none"> ● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 	<ul style="list-style-type: none"> ● How does art help us understand the lives of people of different times, places, and cultures?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change. ● How to choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making works of art and design based on a theme, idea, or concept. ● How to reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision and relevant traditional and contemporary criteria. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Determining ideas and directions for creating a work of art or design that can influence social change based on knowledge gained and feedback from exhibition viewers, ● Choosing from a range of materials and methods of transitional and contemporary artistic practices and follows or breaks established conventions while developing a plan for creating a work of art or design. ● Reflecting on and sharing insights about works of art or design in progress, planning and making revisions in response to traditional and contemporary criteria aligned with personal artistic vision. ● Selecting, preparing, and exhibiting a collection of art or design works that impact the viewers' understanding of a social cultural, and/or political concept, theme, or idea. ● Identifying, analyzing, and explaining the impact chosen artists or designers had on viewers' beliefs, values, and behaviors.

	<ul style="list-style-type: none"> • How to curate a collection of objects, artifacts, and artworks to impact the viewer’s understanding of social, cultural, and/or political experiences. • How to appraise the impact of an artist or a group of artists on society’s beliefs, values, and behaviors. 	
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Creativity and personal expression are essential for art.</i> • <i>Making art and looking at art are collaborative processes.</i> • <i>The creation of arts involves critical thinking skills at every level.</i> • <i>Art is a form of visual communication.</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> • Completion of varied projects demonstrating a breath of knowledge • Written assessments such as test, quizzes and reflective writing.
	OTHER EVIDENCE: classroom observation, peer feedback and quick check ins.