

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Creating					
<p>Standard 1 Generate and conceptualize artistic ideas and work.</p> <ul style="list-style-type: none"> • Creative endeavors 	<p>VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p>	<ul style="list-style-type: none"> • Create artwork through multiple approaches. 	<ul style="list-style-type: none"> • Project 	Art Elements and Principles <ul style="list-style-type: none"> • Form • Space • Texture • Color • Value • Line • Proportion • Balance • Rhythm • Movement • Repetition • Emphasis • Pattern • Unity • Variety 	CRITICAL
<ul style="list-style-type: none"> • Range of materials • Traditional artistic practices • Contemporary artistic practices 	<p>VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works and design.</p>	<ul style="list-style-type: none"> • Create artwork through a range of materials. • Create artwork through traditional and contemporary methods of artistic practices. 	<ul style="list-style-type: none"> • Project 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p>Standard 2 Organize and develop artistic ideas and work.</p> <ul style="list-style-type: none"> • Skills and knowledge in a chosen art form 	<p>VA:Cr2.2.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>	<ul style="list-style-type: none"> • Experiment with the skills and knowledge in a chosen art form. • Practice the skills and knowledge in a chosen art form. • Demonstrate persistence with the knowledge in a chosen art form. 	<ul style="list-style-type: none"> • Project 	<ul style="list-style-type: none"> • Value Scale • H, B and HB pencils • Cross Hatching • Shading • Contour Line 	IMPORTANT
<p>Standard 3 Refine and complete artistic work.</p> <ul style="list-style-type: none"> • Constructive critique of peer's art work • Personal artistic vision 	<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>	<ul style="list-style-type: none"> • Critique peer's art work in response to the artist's vision. • Reflect and re-engage the work. • Revise/refine the artwork. 	<ul style="list-style-type: none"> • Written critique • Teacher observation 	<ul style="list-style-type: none"> • Critique • Constructive criticism • Description • Formal Analysis • Contextual Analysis • Reflection • Revisions 	IMPORTANT
PRESENTING					
<p>Standard 6 Convey meaning through the presentation of artistic work.</p> <ul style="list-style-type: none"> • Description and analysis of art to culture • Impact of exhibition or collection • Personal awareness of social, cultural, and/or political beliefs and understanding 	<p>VA: Pr6.1.1a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, and/or political beliefs and understandings.</p>	<ul style="list-style-type: none"> • Describe an art show or collection. • Analyze an art show or collection to personal social, cultural, and/or political beliefs. 	<ul style="list-style-type: none"> • Written description • Analysis discussion 	<ul style="list-style-type: none"> • Description • Formal Analysis • Cultural Analysis 	IMPORTANT

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RESPONDING					
Standard 8 Interpret intent and meaning in artistic work. <ul style="list-style-type: none"> • Contextual evidence is used to support an interpretation of an art work 	VA:Re8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	<ul style="list-style-type: none"> • Interpret artwork • Support interpretation using evidence found in the artwork. 	<ul style="list-style-type: none"> • Discussion and debate 	<ul style="list-style-type: none"> • Art criticism • Contextual • Evidence 	IMPORTANT
Standard 9 Apply criteria to evaluate artistic work. <ul style="list-style-type: none"> • Criteria • Work of art • Artwork collection 	VA:Re9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.	<ul style="list-style-type: none"> • Evaluate a work of art (or collection of works) using established relevant criteria. 	<ul style="list-style-type: none"> • Written work 	<ul style="list-style-type: none"> • Criteria 	IMPORTANT
Standard 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. <ul style="list-style-type: none"> • Knowledge of culture, traditions, and history • Personal responses to art 	VA:Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.	<ul style="list-style-type: none"> • Describe how culture, traditions and history, influence personal responses to art. 	<ul style="list-style-type: none"> • Worksheet • Written work 	<ul style="list-style-type: none"> • Evaluation • Societal and cultural context • Historical context • Artistic Ideas 	IMPORTANT

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p>VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works and design.</p>	<p>11-12.LST.2.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>11-12.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific artistic or technical context relevant to grades 11-12 texts and topics.</p>
<p>VA:Cr2.2.Ia Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe-handling of materials, tools, and equipment.</p>	<p>11-12.LST.2.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>11-12.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific artistic or technical context relevant to grades 11-12 texts and topics.</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>11-12.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific artistic or technical context relevant to grades 11-12 texts and topics.</p>
<p>VA: Pr6.1.Ia Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, and/or political beliefs and understandings.</p>	<p>11-12.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific artistic or technical context relevant to grades 11-12 texts and topics.</p>
<p>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>	<p>11-12.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific artistic or technical context relevant to grades 11-12 texts and topics.</p> <p>11-12.LST.5.1: Write arguments focused on discipline-specific content.</p>

STANDARD INDICATORS	LITERACY IN VISUAL ART
VA:Re9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.	11-12.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific artistic or technical context relevant to grades 11-12 texts and topics. 11-12.LST.5.1: Write arguments focused on discipline-specific content.
VA:Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.	11-12.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific artistic or technical context relevant to grades 11-12 texts and topics.

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CREATING					
<p>Standard 1 Generate and conceptualize artistic ideas and work.</p> <ul style="list-style-type: none"> • Creative endeavors 	<p>VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p>	<ul style="list-style-type: none"> • Create artwork through multiple approaches. 	<ul style="list-style-type: none"> • Project 	Art Elements and Principles <ul style="list-style-type: none"> • Form • Space • Texture • Color • Value • Line • Proportion • Balance • Rhythm • Movement • Repetition • Emphasis • Pattern • Unity • Variety 	CRITICAL
<ul style="list-style-type: none"> • Range of materials • Traditional artistic practices • Contemporary artistic practices 	<p>VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works and design.</p>	<ul style="list-style-type: none"> • Create artwork through a range of materials. • Create artwork through traditional and methods of artistic practices. 	<ul style="list-style-type: none"> • Project 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p>Standard 2 Organize and develop artistic ideas and work.</p> <ul style="list-style-type: none"> • Skills and knowledge in a chosen art form 	<p>VA:Cr2.2.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>	<ul style="list-style-type: none"> • Experiment with the skills and knowledge in a chosen art form. • Practice the skills and knowledge in a chosen art form. • Demonstrate persistence with the knowledge in a chosen art form. 	<ul style="list-style-type: none"> • Project 	<ul style="list-style-type: none"> • Value Scale • H, B and HB pencils • Cross Hatching • Shading • Contour Line 	IMPORTANT
<p>Standard 3 Refine and complete artistic work.</p> <ul style="list-style-type: none"> • Constructive critique of peer’s art work • Personal artistic vision 	<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>	<ul style="list-style-type: none"> • Critique peer’s art work in response to the artist’s vision. • Reflect and re-engage the work. • Revise/refine the artwork. 	<ul style="list-style-type: none"> • Written critique • Teacher observation 	<ul style="list-style-type: none"> • Critique • Constructive criticism • Description • Formal Analysis • Contextual Analysis • Reflection • Revisions 	IMPORTANT
<p>PRESENTING</p>					
<p>Standard 4 Select, analyze, and interpret artistic work for presentation.</p> <ul style="list-style-type: none"> • Personal artwork for collection or portfolio presentation 	<p>VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p>	<ul style="list-style-type: none"> • Analyze personal artwork to select for a portfolio or collection. • Critique personal artwork. 	<ul style="list-style-type: none"> • Teacher observation • Discussion 	<ul style="list-style-type: none"> • Body of work • Portfolio 	ADDITIONAL
<p>Standard 5 Develop and refine artistic techniques and work for presentation</p> <ul style="list-style-type: none"> • Ways to exhibit art 	<p>VA:Pr5.1.Ia Analyze and evaluate the reasons and ways an exhibition is presented.</p>	<ul style="list-style-type: none"> • View exhibitions of art. • Analyze the ways art is exhibited. • Evaluate the reasons for art exhibition ways/presentations. 	<ul style="list-style-type: none"> • View high school display of art in classroom and in hallway • View art exhibited at museum • Class discussion 	<ul style="list-style-type: none"> • Art opening • Exhibition • Installation Art 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p>Standard 6 Convey meaning through the presentation of artistic work.</p> <ul style="list-style-type: none"> • Description and analysis of art to culture • Impact of exhibition or collection • Personal awareness of social, cultural, and/or political beliefs and understanding 	<p>VA: Pr6.1.1a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, and/or political beliefs and understandings.</p>	<ul style="list-style-type: none"> • Describe an art show or collection. • Analyze an art show or collection to personal social, cultural, and/or political beliefs. 	<ul style="list-style-type: none"> • Written description • Analysis discussion 	<ul style="list-style-type: none"> • Description • Formal Analysis • Cultural Analysis 	<p>IMPORTANT</p>
<p>RESPONDING</p>					
<p>Standard 7 The influence on perception and analysis of artistic work</p> <ul style="list-style-type: none"> • Understanding of human experiences 	<p>VA:Re7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p>	<ul style="list-style-type: none"> • View ways in which art influences perception and human experience. 	<ul style="list-style-type: none"> • Visual examples provided for discussion and writing 		<p>IMPORTANT</p>
<ul style="list-style-type: none"> • Visual imagery to understand one's world 	<p>VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.</p>	<ul style="list-style-type: none"> • Experience Visual Imagery to understand the world. 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Analyze • Point of View 	<p>IMPORTANT</p>
<p>Standard 9 Apply criteria to evaluate artistic work.</p> <ul style="list-style-type: none"> • Criteria • Work of art • Artwork collection 	<p>VA:Re9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	<ul style="list-style-type: none"> • Evaluate a work of art (or collection of works) using established relevant criteria. 	<ul style="list-style-type: none"> • Written work 	<ul style="list-style-type: none"> • Criteria 	<p>IMPORTANT</p>

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<p>Standard 10 Synthesize and relate knowledge and personal experiences to make art.</p> <ul style="list-style-type: none"> • Process stage of developing early ideas • Process stage of developing elaborated ideas 	<p>VA:Cn10.1.IIa Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<ul style="list-style-type: none"> • Develop ideas from early to the fully elaborated stages through documentation. 	<ul style="list-style-type: none"> • Document ideas (from preliminary stages to completion), on paper, in sketches or thumbnails, and in writing. 	<ul style="list-style-type: none"> • Documentation sketch • Thumb nails • Preliminary stages 	<p>IMPORTANT</p>
<p>Standard 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <ul style="list-style-type: none"> • Knowledge of culture, traditions, and history • Personal responses to art 	<p>VA:Cn11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<ul style="list-style-type: none"> • Describe how culture, traditions, and history, influence personal responses to art. 	<ul style="list-style-type: none"> • Worksheet • Written work 	<ul style="list-style-type: none"> • Evaluation • Societal and cultural context • Historical context • Artistic Ideas 	<p>IMPORTANT</p>

STANDARD INDICATOR	LITERACY IN VISUAL ART
<p>VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works and design.</p>	<p>11-12.LST.2.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>11-12.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific artistic or technical context relevant to grades 11-12 texts and topics.</p>
<p>VA:Cr2.2.Ia Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe-handling of materials, tools, and equipment.</p>	<p>11-12.LST.2.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>11-12.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific artistic or technical context relevant to grades 11-12 texts and topics.</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>11-12.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific artistic or technical context relevant to grades 11-12 texts and topics.</p> <p>9-10.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.</p>
<p>VA:Pr6.1.Ia Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, and/or political beliefs and understandings.</p>	<p>11-12.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific artistic or technical context relevant to grades 11-12 texts and topics.</p>
<p>VA:Re 8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	<p>11-12.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific artistic or technical context relevant to grades 11-12 texts and topics.</p> <p>11-12.LST.5.1: Write arguments focused on discipline-specific content.</p>
<p>VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	<p>11-12.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific artistic or technical context relevant to grades 11-12 texts and topics.</p> <p>11-12.LST.5.1: Write arguments focused on discipline-specific content.</p>
<p>VA:Cn11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p>11-12.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific artistic or technical context relevant to grades 11-12 texts and topics.</p>