

GRADE LEVEL: 9-12

SUBJECT: 3-D Design

DATE: 2017-2018

MONTH/GRADING PERIOD: Q1

MASTER COPY 5-29-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Creating					
Standard 1 Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"> • Creative endeavors 	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.	<ul style="list-style-type: none"> • Create artwork through multiple approaches. 	<ul style="list-style-type: none"> • Project 	<ul style="list-style-type: none"> • Creativity • Innovative thinking • Shape • Form • Color • Line • Value • Texture • Emphasis • Proportion • Rhythm • Balance • Movement • Unity • Variety 	CRITICAL
<ul style="list-style-type: none"> • Range of materials • Traditional artistic practices • Contemporary artistic practices 	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.	<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 	<ul style="list-style-type: none"> • Matte Medium • Cylinder • Hemisphere • Cube 	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: Cr2.1.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 		CRITICAL
<ul style="list-style-type: none"> • Impact of materials on human health and the environment • Material and tool safety 	<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>	<ul style="list-style-type: none"> • Explain how traditional and non-traditional materials impact health and the environment. • Demonstrate safe handling of materials, tools, and equipment. 	<ul style="list-style-type: none"> • Written explanation • Quiz • Student demonstrates proper usage 		CRITICAL
<ul style="list-style-type: none"> • Installation, artwork, art show, or space design plan • Perception and experience of a particular place 	<p>VA: Cr2.3.Ia Collaboratively develop a plan for an installation, artwork, art show, or space design that transforms the perception and experience of a particular place.</p>	<ul style="list-style-type: none"> • Develop a plan for an installation, artwork, art show, or space design. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Standard 3 Refine and complete artistic work. <ul style="list-style-type: none"> • Constructive critique of peer's art work • Personal artistic vision 	VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.	<ul style="list-style-type: none"> • 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 of in-class peer critique • Student response to suggested changes 	<ul style="list-style-type: none"> • Critique • Artist's vision • Refinement 	CRITICAL
RESPONDING					
STANDARD 7 Perceive and analyze artistic work. <ul style="list-style-type: none"> • Perception of human experiences • Understanding of human experiences 	VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.	<ul style="list-style-type: none"> • View ways in which art influences perception. 	<ul style="list-style-type: none"> • Visual examples provided for discussion and writing 	<ul style="list-style-type: none"> • Visual examples • Perception 	IMPORTANT
Standard 9 Apply criteria to evaluate artistic work. <ul style="list-style-type: none"> • Criteria • Work of art • Artwork collection 	VA:Re9.1.Ia 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 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Connecting					
<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:Cn10.1.1a 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 modules or maquettes, and in writing. 	<ul style="list-style-type: none"> • Documentation module • Maquette 	<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:Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<ul style="list-style-type: none"> • Knowing culture, traditions and history, describe how these may influence personal responses to art. 	<ul style="list-style-type: none"> • Discussion • Written work 		<p>IMPORTANT</p>

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.1a 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:Cr2.2.1a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>VA:Cr2.2.1a 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:Cr3.1.1a 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: Pr6.1.1a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, and/or political beliefs and understandings.</p>	<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:Re7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</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
<p>VA:Re9.1.1a 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>

GRADE LEVEL: 9-12

SUBJECT: 3-D Design

DATE: 2017-2018

MONTH/GRADING PERIOD: Quarter 2

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Creating					
Standard 1 Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"> • Creative endeavors 	VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.	<ul style="list-style-type: none"> • Create artwork through multiple approaches. 	<ul style="list-style-type: none"> • Project 		CRITICAL
<ul style="list-style-type: none"> • Range of materials • Traditional artistic practices • Contemporary artistic practices 	VA:Cr1.2.1a Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works and design.	<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 	<ul style="list-style-type: none"> • Paper mache • Scale 	CRITICAL
Standard 2 Organize and develop artistic ideas and work. <ul style="list-style-type: none"> • Skills and knowledge in a chosen art form 	VA:Cr2.2.1a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	<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"> • Greenware • Bisque • Glazeware 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> • Impact of materials on human health and the environment • Material and tool safety 	<p>VA:Cr2.2.1a Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe-handling of materials, tools, and equipment.</p>	<ul style="list-style-type: none"> • Explain traditional and non-traditional materials impact health and the environment. • Demonstrate safe handling of materials, tools, and equipment. 	<ul style="list-style-type: none"> • Written explanation • Quiz • Student demonstrates proper usage 	<ul style="list-style-type: none"> • Proper disposal • Environmental damage • Silica • Acrylic • Polymer 	IMPORTANT
<ul style="list-style-type: none"> • Installation, artwork, art show, or space design plan 	<p>VA:Cr2.3.1a Collaboratively develop a plan for an installation, artwork, art show, or space design that transforms the perception and experience of a particular place.</p>	<ul style="list-style-type: none"> • Develop and design a plan for an installation, artwork, art show, or space design plan. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Installation • Art exhibition • Space Design Plan 	ADDITIONAL
<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:Cr3.1.1a 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 of in-class peer critique and then student response to suggested changes 	<ul style="list-style-type: none"> • Critique 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PRESENTING					
<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 	<p>ADDITIONAL</p>
<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 	<p>IMPORTANT</p>

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"> • 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
RESPONDING					
<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 		IMPORTANT
<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 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p>STANDARD 8 Interpret intent and meaning in artistic work.</p> <ul style="list-style-type: none"> Contextual evidence is used to support an interpretation of an art work 	<p>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.</p>	<ul style="list-style-type: none"> Interpret artwork. Support interpretation using evidence found in the artwork. 	<ul style="list-style-type: none"> Discussion Debate 	<ul style="list-style-type: none"> Art Elements and principles Art criticism 	IMPORTANT
<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 	IMPORTANT
<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:Cn10.1.1a 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 modules or smaller scale examples and in writing 	<ul style="list-style-type: none"> Documentation Module 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<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"> • Written work 	<ul style="list-style-type: none"> • Evaluation 	<p>IMPORTANT</p>

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>
STANDARD INDICATORS	LITERACY IN VISUAL ART
<p>VA:Cr2.2.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</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: Pr6.1.1a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, and/or political beliefs and understandings.</p>	<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:Re7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</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:Re8.1.1a 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.5.1: Write arguments focused on discipline-specific content.</p>
<p>VA:Re9.1.1a 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>