

GRADE LEVEL: 10-12

SUBJECT: Sculpture 1

DATE: 2018-2019

MONTH/GRADING PERIOD: Q1

MASTER COPY 11-20-2018

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 • Creative problems 	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors. VA: Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.	<ul style="list-style-type: none"> • Apply multiple approaches. • Formulate new creative problems. 	<ul style="list-style-type: none"> • Project/Rubric 	<ul style="list-style-type: none"> • Creative endeavor • Expressive • Formulate 	CRITICAL
<ul style="list-style-type: none"> • Range of materials • Methods of traditional artistic practices • Methods of contemporary artistic practices • Works of art and design 	VA:Cr1.2.Ia 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"> • Plan works of art and design. • Choose from a range of materials and methods. 	<ul style="list-style-type: none"> • Project/Rubric 	<ul style="list-style-type: none"> • Contemporary • Method • Medium/Media • Traditional 	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 in a chosen art form • 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"> • Demonstrate acquisition of skills and knowledge in a chosen art form. 	<ul style="list-style-type: none"> • Project/Rubric • Quiz 	<ul style="list-style-type: none"> • Additive • Armature • Attach • Assemblage • Assemble • Base • Ceramics • Corrosive • Craftsmanship • Figure • Figurative • Form • Functional • Freestanding • Glaze • High relief • Hollow • In the round • Malleable • Mixed Media • Medium • Modeling • Paper clay • Paper Mache • Plastic • Plasticity • Quilling • Reinforcement • Relief 	<p>CRITICAL</p>

				<ul style="list-style-type: none"> • Sculpt • Sculpture • Subtractive • Toxin • Vapor • Vent 	
<ul style="list-style-type: none"> • Ethical implications of making work • Ethical implications of distributing work 	<p>VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.</p>	<ul style="list-style-type: none"> • Demonstrate awareness of ethical implications of making and distributing creative work. 	<ul style="list-style-type: none"> • Small group activity 	<ul style="list-style-type: none"> • Awareness • Content • Concept • Distribute • Ethical • Implications 	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p>Standard 3: Refine and complete artistic work</p> <ul style="list-style-type: none"> • Critique with peers • 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"> • Engage in constructive critique. • Revise and refine works of art. 	<ul style="list-style-type: none"> • Class discussion • Teacher Observation 	<p>Suggested vocabulary to use during constructive critique;</p> <ul style="list-style-type: none"> • 2-Dimensional • 3-Dimensional • Artistic vision • Asymmetrical • Balanced • Details • Distorted • Expressive • Geometric • Intricate • Negative space • Organic • Positive space • Refine • Revise • Symmetrical • Texture • Unique 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Presenting					
Standard 6: Convey meaning through the presentation of artistic work <ul style="list-style-type: none"> • Impact of exhibition • Awareness of social, cultural, and/or political beliefs and understandings 	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.	<ul style="list-style-type: none"> • Analyze the impact of exhibition. • Describe the impact of exhibition. 	<ul style="list-style-type: none"> • Written Description 	<ul style="list-style-type: none"> • Cultural beliefs • Documentary • Exhibition • Impact • Personal awareness • Political beliefs • Social beliefs 	IMPORTANT
Responding					
Standard 8: Interpret intent and meaning in artistic work <ul style="list-style-type: none"> • Collection of works • Evidence found in artwork 	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"> • Debate 	<ul style="list-style-type: none"> • Debate • Details • Emphasis • Evidence • Focus • Form • Interpret • Proportion • Support 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Standard 9: Apply criteria to evaluate artistic work <ul style="list-style-type: none"> Criteria to evaluate art 	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"> Establish criteria to evaluate works of art. Evaluate works of art. 	<ul style="list-style-type: none"> Small group activity Discussion 	<ul style="list-style-type: none"> Criteria Composition Subject 	IMPORTANT
Connecting					
Standard 10: Synthesize and relate knowledge and personal experiences to make art <ul style="list-style-type: none"> Process of developing early ideas Process of developing fully elaborated ideas 	VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.	<ul style="list-style-type: none"> Document a process of developing ideas. 	<ul style="list-style-type: none"> Journal Teacher/Student Discussion 	<ul style="list-style-type: none"> Document Elaborate Journal Synthesize 	ADDITIONAL

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"> • Influence of culture, tradition 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"> • Describe how culture, traditions, and history include personal responses. 	<ul style="list-style-type: none"> • Class discussion • Small group activity 	<ul style="list-style-type: none"> • Culture • Traditions • Historical context • Influence 	IMPORTANT

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA: Cr1.1.1a Individually or collaboratively formulate new creative problems based on student's existing artwork.</p>	<p>9-12.RT.3 Follow precisely a complex multistep procedure when performing technical visual art tasks, attending to special cases or exceptions defined in the text.</p>
<p>VA:Cr2.1.1a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>	<p>9-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical visual art context relevant to grades 9-12 texts and topics.</p>
<p>VA:Cr2.2 Demonstrate awareness of ethical implications of making and distributing creative work.</p>	<p>9-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

STANDARD INDICATORS	LITERACY IN VISUAL ART
<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>9-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<p>9-12.WT.2 Write informative/explanatory texts, including technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
<p>VA:Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p>9-12.WT.2 Write informative/explanatory texts, including technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p>

GRADE LEVEL: 10-12

SUBJECT: Sculpture 1

DATE: 2017-2018

MONTH/GRADING PERIOD: Q2

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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 • Creative problems • Plans for ideas • Social Change 	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors. VA: Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.	<ul style="list-style-type: none"> • Apply multiple approaches. • Visualize and hypothesize plans. • Generate plans for ideas and directions. 	<ul style="list-style-type: none"> • Project/Rubric 	<ul style="list-style-type: none"> • Social awareness • Social activism 	CRITICAL
<ul style="list-style-type: none"> • Range of materials • Methods of traditional artistic practices • Methods of contemporary artistic practices • Works of art and design 	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.	<ul style="list-style-type: none"> • Plan works of art and design. • Choose from a range of materials and methods. 	<ul style="list-style-type: none"> • Project/Rubric 	<ul style="list-style-type: none"> • Contemporary • Epoxy • Gesso • Plasticity • Plastillina • Polyurethane • Replica • Roughing out • Traditional • Shellac • Solder • Wax 	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 in a chosen art form • 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"> • Demonstrate acquisition of skills and knowledge in a chosen art form. 	<ul style="list-style-type: none"> • Project/Rubric • Quiz 	<ul style="list-style-type: none"> • Abstract • Anatomical • Architectural • Assemblage • Bust • Figurative 	CRITICAL
<ul style="list-style-type: none"> • Develop a plan for: <ul style="list-style-type: none"> -an installation -art show -space design • 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"> • Collaborate to develop a plan to transform the perception and experience of a particular place. 	<ul style="list-style-type: none"> • Participation/Demonstration • Teacher Observation 	<ul style="list-style-type: none"> • Aesthetic • Balance • Composition • Exhibition • Gallery • Installation • Monumental • Space Design • Theme • Transform 	ADDITIONAL
<p>Standard 3: Refine and complete artistic work</p> <ul style="list-style-type: none"> • Personal critique • Artistic vision • Contemporary criteria 	<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>	<ul style="list-style-type: none"> • Revise and refine works of art. • Consider relevant traditional and contemporary criteria. • Consider personal artistic vision. 	<ul style="list-style-type: none"> • Class discussion • Teacher Observation 	<ul style="list-style-type: none"> • Artistic Vision 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Presenting					
Standard 4: Select, analyze, and interpret artistic work for presentation <ul style="list-style-type: none"> • Personal critique • Artist Exhibition 	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.	<ul style="list-style-type: none"> • Analyze personal artwork. • Select personal artwork. • Critique personal artwork. • Exhibit artwork. 	<ul style="list-style-type: none"> • Presentation • Teacher/Student Discussion 	<ul style="list-style-type: none"> • Curate • Exhibit • Intention • Justify • Objective • Orientation • Portfolio • Position • Presentation 	IMPORTANT
Standard 5: Develop and refine artistic techniques and work for presentation <ul style="list-style-type: none"> • Methods • Processes • Exhibition 	VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	<ul style="list-style-type: none"> • Evaluate methods. • Apply methods 	<ul style="list-style-type: none"> • Teacher/Student Discussion 	<ul style="list-style-type: none"> • Appropriate • Evaluate 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
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"> • Hypothesize influences of art on human experiences. 	<ul style="list-style-type: none"> • Small group activity 	<ul style="list-style-type: none"> • Hypothesize • Influences • Perception 	IMPORTANT
<ul style="list-style-type: none"> • Audience ideas • Audience feelings • Audience behaviors 	VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	<ul style="list-style-type: none"> • Evaluate effectiveness of images on specific audiences. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Audience behaviors • Effectiveness • Perspective 	IMPORTANT
Standard 8: Interpret intent and meaning in artistic work <ul style="list-style-type: none"> • Contextual information • Interpretation • Collection of works 	VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	<ul style="list-style-type: none"> • Identify contextual information. • Construct Interpretations of artwork. 	<ul style="list-style-type: none"> • Class discussion • Debate 	<ul style="list-style-type: none"> • Contextual information • Interpret 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p>Standard 9: Apply criteria to evaluate artistic work</p> <ul style="list-style-type: none"> Criteria to evaluate art 	<p>VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p>	<ul style="list-style-type: none"> Determine relevance of criteria. Evaluate works of art. 	<ul style="list-style-type: none"> Small group activity Discussion 	<ul style="list-style-type: none"> Criteria 	<p>ADDITIONAL</p>
Connecting					
<p>Standard 10: Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> Social, cultural, historical, and personal life Art-making approaches 	<p>VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art and design.</p>	<ul style="list-style-type: none"> Synthesize knowledge. Utilize art-making approaches. Create meaningful works of art and design. 	<ul style="list-style-type: none"> Journal Teacher/Student Discussion 	<ul style="list-style-type: none"> Synthesize Meaningful 	<p>IMPORTANT</p>

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"> • Uses of art • Social, cultural, and historical contexts • Connections • Contemporary and local contexts 	<p>VA:Cn11.1.IIa Compare uses of art in a variety of social, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>	<ul style="list-style-type: none"> • Compare uses of art. • Make connections to uses of art in different contexts. 	<ul style="list-style-type: none"> • Class discussion • Small group activity 	<ul style="list-style-type: none"> • Contemporary • Context 	<p>ADDITIONAL</p>

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p>VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA: Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p>	<p>9-12.RT.3 Follow precisely a complex multistep procedure when performing technical visual art tasks, attending to special cases or exceptions defined in the text.</p>

<p>VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <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>	<p>9-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical visual art context relevant to grades 9-12 texts and topics.</p>
<p>VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p>	<p>9-12.WT.2 f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</p>
<p>VA:Re.7.1Ia Hypothesize ways in which art influences perception and understanding of human experiences.</p>	<p>9-12.WT.2 f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</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>9-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<p>9-12.WT.2 Write informative/explanatory texts, including technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p>VA:Cn11.1.la Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p>9-12.WT.2 Write informative/explanatory texts, including technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</p>