

## 2021-2022-HS-Visual Art III-2D-Quarter 1

### Exploration and Personal Voice

#### Big Ideas/Key Concepts:

Generate, organize, conceptualize, and complete artistic ideas and work. Describe, analyze, interpret, and evaluate artistic work. Develop artistic techniques and work. Synthesize and relate knowledge and personal experiences to artistic endeavors.

#### Enduring Understandings:

Creative and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals through experimentation. Artists and designers develop excellence and insight through practice and constructive critique. Through art-making, people construct meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

#### Essential Questions:

What conditions, attitudes, and behaviors support creativity and innovative thinking? Why do artists follow or break from established traditions? How do artists and designers learn from trial and error? How is a personal preference different from an evaluation?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;"><b>CREATE</b></p> <p><b>HS3.VA.Cr1.A</b> Envision and hypothesize creative risks and their implications while determining plans and direction of art-making.</p> <p><b>HS3.VA.Cr1.B</b> Choose from a range of materials and methods of traditional and contemporary 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 style="text-align: center;"><b>CREATE</b></p> <p>I can create solutions to visual art problems which exhibit intentional selection of elements and principles.</p> <p>I can use the elements and principles in innovative ways to produce art.</p> <p>I can experiment with a range of traditional media, tools, and emerging technologies.</p> <p>I can select media and techniques to communicate a personal idea.</p>

Standards	Student Friendly "I Can" Statements
<p><b>HS3.VA.CR2.A</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea or concept using course specific craftsmanship.</p> <p><b>HS3.VA.Cr2.B</b> Balance freedom and responsibility in the use of images, materials, tools, and equipment in the creation and presentation of original work.</p> <p><b>HS3.VA.Cr3.A</b> Reflect upon, revise, and refine works of art or design, considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p style="text-align: center;"><b>PRESENT</b></p> <p><b>HS3.VA.P1.A</b> Critique and justify choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>HS3.VA.R2.A</b> Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p> <p><b>HS3.VA.R3.A</b> Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>HS3.VA.Cn1.A</b> Synthesize knowledge of social, cultural, historical, and personal experiences with art-making approaches to create meaningful works of art or design.</p>	<p>I can create art using experiences and observation to represent individual points of view.</p> <p>Through observation, I can create art based on accuracy of representation and refine with imagination.</p> <p>I can take responsibility for the safe use, control, and maintenance of media, tools, and equipment.</p> <p>I can reflect, discuss, and make changes throughout the creative process.</p> <p style="text-align: center;"><b>PRESENT</b></p> <p>I can critique and justify choices in the process of selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can analyze differing interpretations of an artwork or collection of works.</p> <p>I can construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p>I can create art based on personal experiences to create meaningful works of art or design.</p>

Standards	Student Friendly "I Can" Statements
<p><b>Honors Addendum:</b> <i>Note for Teachers of Honors: Do not teach this Honors Addendum at the end of the quarter.</i></p> <p><i>Embed the Honors Addendum within the regular Scope &amp; Sequence.</i></p> <p><b>HS3.VA.Cr1.A</b> Envision and hypothesize creative risks and their implications while determining plans and direction of art-making.</p> <p><b>HS3.VA.Cr1.B</b> Choose from a range of materials and methods of traditional and contemporary 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>I can select and apply media, techniques, and processes that demonstrate sensitivity, subtlety, experimentation, risk-taking, and informed decision-making.</p> <p>I can construct artwork using visual stimuli to evoke a powerful response by the viewer.</p> <p>I can synthesize the elements and principles in non-conventional ways to solve a visual problem and communicate meaning.</p>

## 2019-2020, HS, Visual Art III-2D, Quarter 2

### Exploration and Personal Voice

#### Big Ideas/Key Concepts:

**Generate, organize, conceptualize, and complete artistic ideas and work. Describe, analyze, interpret, and evaluate artistic work. Develop artistic techniques and work. Synthesize and relate knowledge and personal experiences to artistic endeavors.**

#### Enduring Understandings:

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals through experimentation. Artists and designers develop excellence and insight through practice and constructive critique. Visual literacy is an essential life skill that can be developed through the close examination of artwork and becomes a system by which viewers understand and interpret the world. 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.

#### Essential Questions:

What is a creative risk? What responsibilities come with the freedom to create? How can the viewer “read” a work of art as text? How do life experiences influence the way you relate to art?

Standards	Student Friendly “I Can” Statements
<p data-bbox="590 1068 684 1092" style="text-align: center;"><b>CREATE</b></p> <p data-bbox="205 1101 982 1166"><b>HS3.VA.Cr1.A</b> Envision and hypothesize creative risks and their implications while determining plans and direction of art-making.</p> <p data-bbox="205 1247 1016 1382"><b>HS3.VA.Cr1.B</b> Choose from a range of materials and methods of traditional and contemporary 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 data-bbox="1476 1068 1570 1092" style="text-align: center;"><b>CREATE</b></p> <p data-bbox="1094 1101 1948 1166">I can use the elements and principles effectively to express emotion and solve visual art problems.</p> <p data-bbox="1094 1214 1850 1279">I can discuss how organizational principles are used to evoke an emotional response.</p> <p data-bbox="1094 1320 1940 1385">I can analyze techniques, processes, and concepts to determine my art-making plan.</p>

Standards	Student Friendly "I Can" Statements
<p><b>HS3.VA.Cr2.A</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept using course specific craftsmanship.</p> <p><b>HS3.VA.Cr2.B</b> Balance freedom and responsibility in the use of images, materials, tools, and equipment in the creation and presentation of original work.</p> <p><b>HS3.VA.Cr2.C</b> Collaboratively develop artwork that transforms the perception and experience of a particular place, object, or system.</p> <p style="text-align: center;"><b>PRESENT</b></p> <p><b>HS3.VA.P2.A</b> Select, evaluate, and apply appropriate methods and processes for preserving and protecting artworks.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>HS3.VA.R1.A</b> Evaluate the connections within a collection of art or artists from a particular time and place, and determine the potential influence on specific audiences.</p> <p><b>HS3.VA.R1.B</b> Analyze how responses to art develop over time based on knowledge, life experiences, and perceptions of the world.</p> <p><b>HS3.VA.R2.A</b> Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p> <p><b>HS3.VA.R3.A</b> Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p style="text-align: center;"><b>CONNECT</b></p>	<p>I can communicate meaning in my artwork by exploring the abstraction of symbols and ideas.</p> <p>I can use new technologies and materials to make products that show my knowledge of context, value, and aesthetics in making art. I can explore personally meaningful themes, ideas or concepts through the creation of 2-dimensional artwork.</p> <p>I can demonstrate a culturally sensitive approach to art-making.</p> <p>I can collaboratively develop artwork that transforms the perception or experience of an object.</p> <p style="text-align: center;"><b>PRESENT</b></p> <p>I can select appropriate methods and processes for preserving and protecting artworks.</p> <p>I can evaluate appropriate methods and processes for preserving and protecting artworks.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can evaluate the connections within a collection of art or artists from a time and place.</p> <p>I can determine the potential influence of a collection of art or artists on specific audiences.</p> <p>I can analyze how responses to art develop over time based on knowledge.</p>

Standards	Student Friendly "I Can" Statements
<p><b>HS3.VA.Cn1.A</b> Synthesize knowledge of social, cultural, historical, and personal experiences with art-making approaches to create meaningful works of art or design.</p>	<p>I can analyze how responses to art develop over time-based life experiences.</p> <p>I can analyze how responses to art develop over time based on perceptions of the world.</p> <p>I can analyze differing interpretations of an artwork or collection of works.</p> <p>I can construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p>I can create art based on personal experiences to create meaningful works of art.</p> <p>I can create art based on social experiences to create meaningful works of art.</p>
<p><i><b>Honors Addendum:</b> Note for Teachers of Honors: Do not teach this Honors Addendum at the end of the quarter. Embed the Honors Addendum within the regular Scope &amp; Sequence.</i></p> <p><b>HS3.VA.Cn1.A</b> Synthesize knowledge of social, cultural, historical, and personal experiences with art-making approaches to create meaningful works of art or design.</p>	<p>I can research a variety of historical and cultural contexts and assimilate their ideas into my own artwork.</p>

## 2019-2020, HS, Visual Art III-2D, Quarter 3

### Communication and Connection

#### Big Ideas/Key Concepts:

Generate, organize, conceptualize, and complete artistic ideas and work. Select, describe, analyze, interpret, and evaluate artistic work. Develop and refine artistic techniques and work. Synthesize and relate knowledge, personal experiences, and societal, cultural, and historical context to artistic endeavors.

#### Enduring Understandings:

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Visual literacy is an essential life skill that can be developed through the close examination of artwork and becomes a system by which viewers understand and interpret the world. 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. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

#### Essential Questions:

How does collaboration influence the creative process? How do artists and designers create works of art or design that effectively communicate? How do images influence our views of the world? How do artists use expressive properties to communicate meaning? How is art used to impact the views of a society?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;"><b>CREATE</b></p> <p><b>HS3.VA.Cr1.A</b> Envision and hypothesize creative risks and their implications while determining plans and direction of art-making.</p> <p><b>HS3.VA.Cr1.B</b> Choose from a range of materials and methods of traditional and contemporary 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 style="text-align: center;"><b>CREATE</b></p> <p>I can incorporate a variety of processes and media in a single work of art.</p> <p>I can examine and experiment with media and processes of historical periods or cultures.</p>

Standards	Student Friendly "I Can" Statements
<p><b>HS3.VA.Cr2.A</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept using course specific craftsmanship.</p> <p><b>HS3.VA.Cr2.B</b> Balance freedom and responsibility in the use of images, materials, tools, and equipment in the creation and presentation of original work.</p> <p><b>HS3.VA.Cr3.A</b> Reflect upon, revise, and refine works of art or design, considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p style="text-align: center;"><b>PRESENT</b></p> <p><b>HS3.VA.P1.A</b> Critique and justify choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p><b>HS3.VA.P2.A</b> Select, evaluate, and apply appropriate methods and processes for preserving and protecting artworks.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>HS3.VA.R1.A</b> Evaluate the connections within a collection of art or artists from a particular and place, and determine the potential influence on specific audiences.</p> <p><b>HS3.VA.R1.B</b> Analyze how responses to art develop over time based on knowledge, life experiences, and perceptions of the world.</p>	<p>I can envision and examine the effects of creative risks when planning for an artwork.</p> <p>I can choose from a range of materials to plan the making of multiple pieces of art based on a theme, idea or concept.</p> <p>I can follow or break established conventions when planning a work of art.</p> <p>I can research an idea about which an art series would be an effective communication tool.</p> <p>I can develop images that reflect my personality and identity.</p> <p>I can balance personal freedom with the responsibility in the use of images in the creation of original art.</p> <p>I can use traditional or contemporary criteria to reflect, discuss, and make changes throughout the creative process.</p> <p style="text-align: center;"><b>PRESENT</b></p> <p>I can critique and justify choices in the process of selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p>I can select appropriate methods and processes for preserving and protecting artworks.</p> <p>I can evaluate appropriate methods and processes for preserving and protecting artworks.</p>



Standards	Student Friendly "I Can" Statements
<p><b>HS3.VA.R2.A</b> Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p> <p><b>HS3.VA.R3.A</b> Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>HS3.VA.Cn1.A</b> Synthesize knowledge of social, cultural, historical, and personal experiences with art-making approaches to create meaningful works of art or design.</p> <p><b>HS3.VA.Cn2.A</b> Evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>	<p style="text-align: center;"><b>RESPOND</b></p> <p>I can evaluate the connections within a collection of art or artists from a particular time and place.</p> <p>I can determine the potential influence of a collection of art or artists on specific audiences.</p> <p>I can analyze how responses to art develop over time based on knowledge.</p> <p>I can analyze how responses to art develop over time based life experiences.</p> <p>I can analyze how responses to art develop over time based on perceptions of the world.</p> <p>I can analyze differing interpretations of an artwork or collection of wo</p> <p>I can construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p>I can create art based on personal experiences with art-making approaches to create meaningful works of art or design.</p> <p>I can create art based on social experiences with art-making approaches to create meaningful works of art or design.</p> <p>I can evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>

Standards	Student Friendly "I Can" Statements
<p><b>Honors Addendum:</b> <i>Note for Teachers of Honors: Do not teach this Honors Addendum at the end of the quarter.</i></p> <p><i>Embed the Honors Addendum within the regular Scope &amp; Sequence.</i></p> <p><b>HS3.VA.Cn2.A</b> Evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>	<p>I can determine how art can mirror the religious, psychological, and socio-cultural characteristics of a historical era, and can reflect the changes in society.</p> <p>I can demonstrate through artwork how art has crossed boundaries with other disciplines throughout history and in various cultures.</p>

## 2019-2020, HS, Visual Art III-2D, Quarter 4

### Connection and Presentation

#### Big Ideas/Key Concepts:

Generate, organize, conceptualize, and complete artistic ideas and work. Select, describe, analyze, interpret, and evaluate artistic work for presentation. Develop and refine artistic techniques and work for presentation. Synthesize and relate knowledge, personal experiences, and societal, cultural, and historical context to artistic endeavors.

#### Enduring Understandings:

Artists and other presenters consider various criteria when analyzing, refining, and preparing artworks for preservation and presentation to communicate meaning and record social, cultural, and political experiences. Through art-making, people construct 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.

#### Essential Questions:

What criteria are considered when selecting work for presentation, a portfolio, or a collection? How does art preserve aspects of life?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;"><b>CREATE</b></p> <p><b>HS3.VA.Cr1.A</b> Envision and hypothesize creative risks and their implications while determining plans and direction of art-making.</p> <p><b>HS3.VA.Cr1.B</b> Choose from a range of materials and methods of traditional and contemporary 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 style="text-align: center;"><b>CREATE</b></p> <p>I can envision creative risks and their implications while developing art-making plans.</p> <p>I can examine my creative risks to determine the direction of my art-making.</p> <p>I can use personal sources and symbolism to create artwork that conveys a personal point of view about issues and ideas.</p>

Standards	Student Friendly "I Can" Statements
<p><b>HS3.VA.Cr2.A</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept using course specific craftsmanship.</p> <p><b>HS3.VA.Cr2.B</b> Balance freedom and responsibility in the use of images, materials, tools, and equipment in the reaction and presentation of original work.</p> <p><b>HS3.VA.Cr2.C</b> Collaboratively develop artwork that transforms the perception and experience of a particular place, object, or system.</p> <p><b>HS3.VA.Cr3.A</b> Reflect upon, revise, and refine works of art or design, considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p style="text-align: center;"><b>PRESENT</b></p> <p><b>HS3.VA.P1.A</b> Critique and justify choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p><b>HS3.VA.P2.A</b> Select, evaluate, and apply appropriate methods and processes for preserving and protecting artworks.</p> <p><b>HS3.VA.P3.A</b> Curate a collection of artwork or artifacts to impact the viewer's understanding of social, cultural, and political experiences.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>HS3.VA.R1.A</b> Evaluate the connections within a collection of art or artists from a particular and place, and determine the potential influence on specific audiences.</p>	<p>I can choose the most effective medium, methods, and materials to make a collection of art works that conveys a personal point of view about issues and ideas.</p> <p>I can synthesize a series of works that addresses a specific theme, idea or concept.</p> <p>I can balance personal freedom and responsibility in the presentation of original art.</p> <p>I can evaluate the impact of public art on a space (natural or man-made).</p> <p>I can collaboratively develop artwork that transforms the perception or experience of a particular place or system.</p> <p>I can reflect upon works of art or design using my personal artistic vision as the criteria.</p> <p style="text-align: center;"><b>PRESENT</b></p> <p>I can critique and justify choices in the process of selecting, curating and presenting artwork for a specific exhibit or event.</p> <p>I can select appropriate methods and processes for preserving and protecting artworks.</p> <p>I can evaluate appropriate methods and processes for preserving and protecting artworks.</p>

Standards	Student Friendly "I Can" Statements
<p><b>HS3.VA.R1.B</b> Analyze how responses to art develop over time based on knowledge, life experiences, and perceptions of the world.</p> <p><b>HS3.VA.R2.A</b> Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p> <p><b>HS3.VA.R3.A</b> Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>HS3.VA.Cn1.A</b> Synthesize knowledge of social, cultural, historical, and personal experiences with art-making approaches to create meaningful works of art or design.</p> <p><b>HS3.VA.Cn2.A</b> Evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>	<p>I can curate a collection of artwork or artifacts to impact the viewer's understanding of social, cultural, or political experiences.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can evaluate the connections within a collection of art or artists from a time and place.</p> <p>I can determine the potential influence of a collection of art or artists on specific audiences.</p> <p>I can analyze how responses to art develop over time based on knowledge.</p> <p>I can analyze how responses to art develop over time-based life experiences.</p> <p>I can analyze how responses to art develop over time based on perceptions of the world.</p> <p>I can analyze differing interpretations of an artwork or collection of works.</p> <p>I can construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p>I can create art based on personal experiences with art-making approaches to create meaningful works of art or design.</p> <p>I can create art based on social or historical experiences with art-making approaches to create meaningful works of art or design.</p>

Standards	Student Friendly "I Can" Statements
	<p>I can create art based on historical experiences with art-making approaches to create meaningful works of art or design.</p> <p>I can evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>
<p><b>Honors Addendum:</b> <i>Note for Teachers of Honors: Do not teach this Honors Addendum at the end of the quarter.</i></p> <p><i>Embed the Honors Addendum within the regular Scope &amp; Sequence.</i></p> <p><b>HS3.VA.P3.A</b> Curate a collection of artwork or artifacts to impact the viewer's understanding of social, cultural, and political experiences.</p> <p><b>HS3.VA.Cn1.A</b> Synthesize knowledge of social, cultural, historical, and personal experiences with art-making approaches to create meaningful works of art or design.</p>	<p>I can maintain a portfolio of artwork that demonstrates progression and growth of ideas and skills over time.</p> <p>I can choose and prepare artwork for exhibition and be able to discuss choices.</p> <p>I can set goals for life-long involvement in the arts.</p> <p>I can analyze how the creative process applies to all careers and makes an impact throughout career pathways.</p>