

2022-2023-HS-Visual Art I-Quarter 1

Exploration

Big Ideas/Key Concepts:

Students experiment and develop artistic ideas and work.

Enduring Understandings:

Artists experiment with forms, structures, material, concepts, media, and art-making approaches. They also balance experimentation with safety and freedom with responsibility.

Essential Question:

How do artists work? How do artists learn from trial and error? What responsibilities come with the freedom to create? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Standards	Student Friendly “I Can” Statements
<p style="text-align: center;">CREATE</p> <p>HS1.VA.Cr.1.A Formulate and develop creative approaches to art-making.</p> <p>HS1.VA.Cr.1.B Investigate an aspect of contemporary life utilizing art and design.</p> <p>HS1.VA.Cr.2.A Make art or design without having a preconceived plan using course specific craftsmanship.</p> <p>HS1.VA.Cr.2.B Demonstrate awareness of the ethical implications and the use of images, materials, tools, and equipment in the creation and presentation of original work.</p>	<p style="text-align: center;">CREATE</p> <p>I propose a solution to a visual problem.</p> <p>I can apply the Elements and Principles of Design to creating a work of art.</p> <p>I can investigate the world around me using observational drawing.</p> <p>I can employ the use of various sketching techniques to create an artistic design.</p> <p>I can use craftsmanship to create art using different techniques.</p>

Standards	Student Friendly "I Can" Statements
<p>HS1.VA.Cr.3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p> <p style="text-align: center;">PRESENT</p> <p>HS1.VA.P2.A Analyze and evaluate traditional and emerging presentation spaces and methods.</p> <p style="text-align: center;">RESPOND</p> <p>HS1.VA.R1.A Analyze how one’s understanding of the world is affected by experiencing images.</p> <p>HS1.VA.R1.B Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>HS1.VA.R2.A Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>HS1.VA.R3.A Establish relevant criteria and apply them to an evaluation of a work of art or collection of works.</p> <p style="text-align: center;">CONNECT</p> <p>HS1.VA.Cn1.A Document the process of developing ideas reflecting awareness of personal experiences, interests, and art-making approaches.</p>	<p>I can differentiate between copying an image and using an image for inspiration.</p> <p>I can manipulate images responsibly to create original work.</p> <p>I can demonstrate appropriate and ethical use of intellectual property by attributing the original creator.</p> <p>I can use materials, tools, and equipment responsibly to create original work.</p> <p>I can create an artwork using different media, techniques or processes and compare and contrast which most successfully resolved the visual problem.</p> <p style="text-align: center;">PRESENT</p> <p>I can compare and contrast various presentation spaces and methods.</p> <p style="text-align: center;">RESPOND</p> <p>I can interpret how my understanding of the world might be affected by experience visual imagery.</p> <p>I can use my personal experiences to create art.</p> <p>I can hypothesize about a human experience based on my personal experiences making art.</p> <p>I can hypothesize how art influences human experience.</p> <p>I can discover how art influences point of view.</p>

Standards	Student Friendly "I Can" Statements
<p>HS1.VA.Cn2.A Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p>I can interpret art using the Feldman’s Critique Model.</p> <p>I can identify and define the steps of critique (describe, analyze, interpret, judge).</p> <p style="text-align: center;">CONNECT</p> <p>I can explain the importance of maintaining a sketchbook.</p> <p>I can create document my artistic developments in a sketchbook.</p> <p>I can describe how major art movements and/or artists may influence my personal responses to art.</p>

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Creative Choices

Big Ideas/Key Concepts:

Students generate and conceptualize artist ideas and work.

Enduring Understandings:

Creativity and innovative thinking are essential life skills that can be developed.

Essential Question:

What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;">CREATE</p> <p>HS1.Visual Arts.Cr.1.A Formulate and develop creative approaches to art-making.</p> <p>HS1.Visual Arts.Cr.1.B Investigate an aspect of contemporary life utilizing art and design.</p>	<p style="text-align: center;">CREATE</p> <p>I can recognize and develop art making as risk taking process that incorporates existing knowledge, brainstorming, planning and discovery of unexpected connections.</p> <p>I can investigate life using art and design.</p> <p>I can create art without a plan, using conventional techniques.</p>

Standards	Student Friendly "I Can" Statements
<p>HS1.Visual Arts.Cr.2.A Make art or design without having a preconceived plan using course specific craftsmanship.</p> <p>HS1.Visual Arts.Cr.2.B Demonstrate awareness of the ethical implications and the use of images, materials, tools, and equipment in the creation and presentation of original work.</p> <p>HS1.Visual Arts.Cr.2.C Redesign an object, system, place, or design in response to contemporary issues.</p> <p>HS1.Visual Arts.Cr.3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p> <p style="text-align: center;">PRESENT</p> <p>HS1.VA.P1.A Select, analyze, and curate artifacts and/or artworks for presentation and preservation.</p> <p>HS1.VA.P2.A Analyze and evaluate traditional and emerging presentation spaces and methods.</p> <p>HS1.VA.P3.A Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</p>	<p>I can find and use images responsibly to create original work.</p> <p>I can use images responsibly to inform an original work.</p> <p>I can choose tools and materials responsibly to create original work.</p> <p>I can repurpose an object, system or place in response to a current event.</p> <p>I can reflect on and examine the quality and effectiveness of my artwork.</p> <p>I can modify my plans to revise my artwork.</p> <p style="text-align: center;">PRESENT</p> <p>I can choose personal artworks for presentation and preservation.</p>

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;">RESPOND</p> <p>HS1.VA.R1.A Analyze how one’s understanding of the world is affected by experiencing images.</p> <p>HS1.VA.R1.B Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>HS1.VA.R3.A Establish relevant criteria and apply them to an evaluation of a work of art or collection of works.</p> <p style="text-align: center;">CONNECT</p> <p>HS1.VA.Cn1.A Document the process of developing ideas reflecting awareness of personal experiences, interests, and art-making approaches.</p>	<p>I can analyze how my artistic choices are reflected in presentation.</p> <p>I can evaluate the reasons and ways an exhibition is presented.</p> <p>I can design a presentation space and methods for a collection of artwork.</p> <p>I can analyze how art can impact an individual’s or community’s awareness of social, cultural, or political beliefs.</p> <p style="text-align: center;">RESPOND</p> <p>I can analyze how visual experiences influence my perspective.</p> <p>I can examine how my world is affected by visual experiences.</p> <p>I can produce art that influences human experience.</p>

Standards	Student Friendly "I Can" Statements
	<p>I can analyze and create artwork based on an aesthetic theory (emotionalism, formalism and/or functionalism).</p> <p style="text-align: center;">CONNECT</p> <p>I can document my artistic development using a sketchbook.</p> <p>I can create artistic goals and evaluate my progress.</p>

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Communication

Big Ideas/Key Concepts:

Students organize and develop artistic ideas and work. Students convey and express meaning through the evaluation of artistic work.

Enduring Understandings:

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Objects, artifacts, and artworks collected, preserved, or presented communicate meaning and a record of social, cultural, and political experiences resulting in the cultivation of appreciation and understanding.

Essential Question:

How do artists create works of art that effectively communicate? How does preserving or presenting collections cultivate appreciation and understanding? Why do people value objects, artifacts, and artwork and select them for presentation?

Standards	Student Friendly “I Can” Statements
<p style="text-align: center;">CREATE</p> <p>HS1.Visual Arts.Cr.1.A Formulate and develop creative approaches to art-making.</p> <p>HS1.Visual Arts.Cr.1.B Investigate an aspect of contemporary life utilizing art and design.</p> <p>HS1.Visual Arts.Cr.2.A Make art or design without having a preconceived plan using course specific craftsmanship.</p> <p>HS1.Visual Arts.Cr.2.B Demonstrate awareness of the ethical implications and the use of images, materials, tools, and equipment in the creation and presentation of original work.</p>	<p style="text-align: center;">CREATE</p> <p>I can communicate an idea in a work of art by using the steps of the creative process, including selecting media and incorporating elements of art and principles of design.</p> <p>I can use art to explore life and the world around me.</p> <p>I can explore a variety of subject matter, including cultural or social concepts, to express ideas in works of art.</p> <p>I can use good craftsmanship to create art spontaneously.</p>

Standards	Student Friendly "I Can" Statements
<p>HS1.Visual Arts.Cr.2.C Redesign an object, system, place, or design in response to contemporary issues.</p> <p>HS1.Visual Arts.Cr.3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p> <p style="text-align: center;">PRESENT</p> <p>HS1.VA.P1.A Select, analyze, and curate artifacts and/or artworks for presentation and preservation.</p> <p>HS1.VA.P2.A Analyze and evaluate traditional and emerging presentation spaces and methods.</p> <p>HS1.VA.P3.A Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</p> <p style="text-align: center;">RESPOND</p> <p>HS1.VA.R1.A Analyze how one's understanding of the world is affected by experiencing images.</p> <p>HS1.VA.R1.B Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>HS1.VA.R2.A Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	<p>I can appropriate images and materials responsibly to create an original work of art that communicates a new idea.</p> <p>I can describe the ethical implications of using certain images/symbols.</p> <p>I can create art that balances individual artistic freedom with ethical responsibilities.</p> <p>I can work collaboratively to design an artwork that transforms an object, system or space.</p> <p>I can reflect and revise a work of art based on feedback.</p> <p>I can adjust an artwork in process, based on feedback.</p> <p style="text-align: center;">PRESENT</p> <p>I can choose and arrange artifacts/artworks for presentation in a way that emphasizes a message or idea.</p> <p>I can evaluate determine how a presentation space affects the way viewers interpret my work.</p> <p>I can describe how an exhibition or collection can communicate an idea about social, cultural, or political beliefs.</p> <p style="text-align: center;">RESPOND</p> <p>I can explain the way a collection of art can affect my personal world views and ideas</p>

Standards	Student Friendly "I Can" Statements
<p>HS1.VA.R3.A Establish relevant criteria and apply them to an evaluation of a work of art or collection of works.</p> <p style="text-align: center;">CONNECT</p> <p>HS1.VA.Cn1.A Document the process of developing ideas reflecting awareness of personal experiences, interests, and art-making approaches.</p> <p>HS1.VA.Cn2.A Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p>I can identify a time when a visual experience has shaped my beliefs and the way that I view the world.</p> <p>I can determine ways that visual experiences can persuade thoughts and ideas of viewers.</p> <p>I can describe the story, meaning, message, idea, mood, and/or feelings in an artwork citing evidence from the artwork.</p> <p>I can develop a cohesive argument for or against a work of art as an effective way to communicate an idea.</p> <p style="text-align: center;">CONNECT</p> <p>I can develop an artist's' statement.</p> <p>I can compare and contrast how artists from various time periods and culture influence and are influenced by the world around them.</p>

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Connect

Big Ideas/Key Concepts:

Students synthesize and relate knowledge and personal experiences to artistic endeavors. Students relate artistic ideas and works with societal, cultural and historical context.

Enduring Understandings:

Through art-making, people construct meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Questions:

How does art attune people to their surroundings? How does engaging in the creation of art enrich people's lives?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;">CREATE</p> <p>HS1.VA.Cr.1.A Formulate and develop creative approaches to art-making.</p> <p>HS1.VA.Cr.1.B Investigate an aspect of contemporary life utilizing art and design.</p> <p>HS1.VA.Cr.2.A Make art or design without having a preconceived plan using course specific craftsmanship.</p>	<p style="text-align: center;">CREATE</p> <p>I can express my personal artistic voice through creative approaches to art-making.</p> <p>I can use personal experiences to investigate life through art and design.</p> <p>I can use a feeling or experience and connect it to my art making.</p> <p>I can explain how various art materials or processes my impact human health and/or the environment (either positively or negatively).</p>

Standards	Student Friendly "I Can" Statements
<p>HS1.VA.Cr.2.B Demonstrate awareness of the ethical implications and the use of images, materials, tools, and equipment in the creation and presentation of original work.</p> <p>HS1.VA.Cr.3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p> <p style="text-align: center;">PRESENT</p> <p>HS1.VA.P1.A Select, analyze, and curate artifacts and/or artworks for presentation and preservation.</p> <p>HS1.VA.P2.A Analyze and evaluate traditional and emerging presentation spaces and methods.</p> <p>HS1.VA.P3.A Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</p> <p style="text-align: center;">RESPOND</p> <p>HS1.VA.R1.A Analyze how one's understanding of the world is affected by experiencing images.</p>	<p>I can develop and apply criteria to examine my artwork.</p> <p>I can apply a self-reflection to revise a work of art.</p> <p>I can apply teacher or peer feedback to revise a work of art.</p> <p style="text-align: center;">PRESENT</p> <p>I can select and analyze artifacts/artworks for presentation and preservation.</p> <p>I can curate artifacts/artworks for presentation and preservation.</p> <p>I can analyze the impact of advances in technology how art is preserved and presented.</p> <p>I can evaluate the influence of media, techniques, and processes on traditional and emerging presentation spaces.</p>

Standards	Student Friendly "I Can" Statements
<p>HS1.VA.R1.B Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>HS1.VA.R2.A Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>HS1.VA.R3.A Establish relevant criteria and apply them to an evaluation of a work of art or collection of works.</p> <p style="text-align: center;">CONNECT</p> <p>HS1.VA.Cn1.A Document the process of developing ideas reflecting awareness of personal experiences, interests, and art-making approaches.</p> <p>HS1.VA.Cn2.A Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p>I can critique the impact an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.</p> <p style="text-align: center;">RESPOND</p> <p>I can draw connections between the cultural attitudes within history as it relates to the depiction of the human image in artwork.</p> <p>I can analyze how my world is affected by visual experiences through the production of an artwork.</p> <p>I can identify how art influences human experience, using visual evidences.</p> <p>I can investigate how art influences point of view.</p> <p>I can use analytical thinking to make a interpretations about a work of art.</p>

Standards	Student Friendly "I Can" Statements
	<p>I can engage in discussion (taking more than one side) with a classmate or group to debate various interpretations of a work of art.</p> <p style="text-align: center;">CONNECT</p> <p>I can analyze and create artwork based on an aesthetic theory (emotionalism, formalism and/or functionalism).</p> <p>I can document my artistic development through written reflection and portfolio.</p> <p>I can use art history to inspire my art making.</p> <p>I can connect how culture, traditions or history may influence personal responses to art.</p> <p>I can connect how art can enrich contemporary culture and traditions.</p> <p>I can see artistic knowledge and creativity are essential to our success in the 21st century.</p>

