<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Drawing</td>
<td>1. Select and apply drawing media and techniques that demonstrate:</td>
</tr>
<tr>
<td></td>
<td>• sensitivity and subtlety in use of media</td>
</tr>
<tr>
<td></td>
<td>• engagement with experimentation and/or risk taking</td>
</tr>
<tr>
<td></td>
<td>• informed decision-making</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 11-12.SL.2; 11-12.RST.7; 11-12.RST.9
- Performance: 1.9, 2.5, 3.4, 3.5
- Knowledge: (FA) 1 (SC) 7
- VAGLE: PP.1.A (HS Level 4)
- NETS: 3
- DOK: 4

**Instructional Strategies**
- The teacher will model different drawing mediums and techniques within a series of drawings that effectively convey the artists views

**Assessments/Evaluations**
- Teacher created scoring guides
- Student and teacher critiques
- Tests
- Quizzes

Mastery: 85%
<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain how different drawing media and techniques can effectively convey different emotions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Books</td>
</tr>
<tr>
<td>• Internet resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</td>
</tr>
<tr>
<td>• Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</td>
</tr>
<tr>
<td>• Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Science</td>
</tr>
<tr>
<td>• ELA</td>
</tr>
</tbody>
</table>
### Art IV

<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems</td>
</tr>
</tbody>
</table>

#### Concept

B. Painting

#### Learning Targets

2. Select and apply painting media and techniques that demonstrate:
   - sensitivity and subtlety in use of media
   - engagement with experimentation and/or risk taking
   - informed decision-making

### Alignments:

CCSS: 11-12.SL.2; 11-12.RST.7; 11-12.RST.9
Performance: 1.6, 1.8, 1.9, 2.5, 3.4, 3.5, 4.4
Knowledge: (FA) 1 (SC) 7
VAGLE: PP.1.B (HS Level 4)
NETS: 3d
DOK: 4

### Instructional Strategies

- The teacher will encourage and facilitate experimentation with concepts and types of paint
- Demonstrate a variety of:
  - paint types
  - techniques
  - uses

### Assessments/Evaluations

- Teacher created scoring guides
- Student and teacher critiques
- Tests
- Quizzes

Mastery: 85%
## Sample Assessment Questions

- Explain why you would use a painterly technique to convey an emotion in your painting

## Instructional Resources/Tools

- Books
- Internet resources

## Literacy Connections

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

## Cross Curricular Connections

- Science
- ELA
### Strand | Product/Performance
---|---
Big Idea | Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes

| Concept | Learning Targets |
---|---|
C. Subject matter: fine art | 1. Select subject matter to communicate personal ideas through a series of original, related works |

**Alignments:**
CCSS: 9-10.RST.2; 11-12.RST.7; 11-12.RST.9
Performance: 1.4, 1.9, 2.5, 4.1
Knowledge: (FA) 1
VAGLE: PP.3.A (HS Level 4)
NETS: 3d; 5a
DOK: 4

### Instructional Strategies
- The teacher will introduce the concept of a series to students and guide them through the development of ideas
- Students will produce a series of both drawings and paintings that use a selected subject matter to communicate ideas and emotions that represent the artist and they may choose to use literature or poetry as a focus for their series

### Assessments/Evaluations
- Teacher created scoring guides
- Student and teacher critiques
- Tests
- Quizzes

Mastery: 85%

### Sample Assessment Questions
- Explain how selected subject matter can communicate ideas and emotions that represent the artist

### Instructional Resources/Tools
- Books
- Internet resources
**Literacy Connections**

- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
- Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text

**Cross Curricular Connections**

- ELA: Literacy
### Art IV

<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes</td>
</tr>
</tbody>
</table>

#### Concept

D. Subject matter: functional art

#### Learning Targets

2.  
   - Create a series of original, related, functional artworks that communicates a personal idea

#### Alignments:

CCSS: 9-10.SL.1a; 11-12.RST.7; 11-12.RST.9  
Performance: 1.9, 2.5, 3.4, 4.4  
Knowledge: (CA) 6 (FA) 1  
VAGLE: PP.3.B (HS Level 4)  
NETS: 3d  
DOK: 4

#### Instructional Strategies

- Cut mats for a series of related drawings  
- Introduce examples of a series of artworks that all relate to the same subject  
- Discuss how art imitates life and how life imitates art

#### Assessments/Evaluations

- Teacher created scoring guides  
- Student and teacher critiques  
- Tests  
- Quizzes

Mastery: 85%

#### Sample Assessment Questions

- Why is it important to mat or frame artwork from a series in the same way each time and what impact does it have on the viewer?
### Instructional Resources/Tools

- Books
- Internet resources

### Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
  
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas

- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem

- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- Math: Fractions
- ELA
<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes</td>
</tr>
</tbody>
</table>

**Concept**

E. Theme

**Learning Targets**

3. Develop a theme through a series of original artworks that communicates personal ideas:
   - Addresses complex visual and/or conceptual ideas
   - Shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety

**Alignments:**

CCSS: 9-10.RST.2; 11-12.RST.7; 11-12.RST.9
Performance: 1.5, 1.9
Knowledge: (FA) 1 (SC) 7
VAGLE: PP.3.C (HS Level 4)
NETS: 3d
DOK: 4

**Instructional Strategies**

- The teacher will guide the students through using recurring themes with a series of related drawings and paintings that convey a personal message from the artist

**Assessments/Evaluations**

- Teacher created scoring guides
- Student and teacher critiques
- Tests
- Quizzes

Mastery: 85%

**Sample Assessment Questions**

- How can recurring themes in artwork help convey the personal message of the artist
Instructional Resources/Tools

- Books
- Internet resources

Literacy Connections

- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

Cross Curricular Connections

- Science
- ELA
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements and Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art IV</strong></td>
<td><strong>Board Approved 7-15-13</strong></td>
</tr>
<tr>
<td><strong>Big Idea</strong></td>
<td><strong>Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork</strong></td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>F. Line, shape, form, texture, color, value, space</td>
<td>1. Communicate ideas expressively through the use of:</td>
</tr>
<tr>
<td></td>
<td>• lines</td>
</tr>
<tr>
<td></td>
<td>• shapes</td>
</tr>
<tr>
<td></td>
<td>• forms</td>
</tr>
<tr>
<td></td>
<td>• textures</td>
</tr>
<tr>
<td></td>
<td>• color</td>
</tr>
<tr>
<td></td>
<td>• value</td>
</tr>
<tr>
<td></td>
<td>• space</td>
</tr>
</tbody>
</table>

**Alignments:**
CCSS: 11-12.RST.3; G-MG.1; G-MG.3; G-CO.12
Performance: 1.5, 1.6, 1.8, 2.5, 3.3, 3.5, 4.1
Knowledge: (FA) 2
VAGLE: EP.1.A-G (HS Level)
NETS: 3d
DOK: 4

**Instructional Strategies**
- The teacher will model effective use of all elements with expressive quality through a series of:
  - drawings
  - paintings

**Assessments/Evaluations**
- Teacher created scoring guides
- Student and teacher critiques
- Tests
- Quizzes

Mastery: 85%
### Sample Assessment Questions

- Explain how you expressed yourself or ideas through the use of the elements of art within your painting

### Instructional Resources/Tools

- Books
- Internet resources

### Literacy Connections

- 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

### Cross Curricular Connections

- Math
- ELA
### Strand | Elements and Principles
---|---
**Big Idea** | Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Balance, emphasis, contrast, rhythm, unity, proportion</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>• Use balance expressively</td>
</tr>
<tr>
<td></td>
<td>• Use emphasis expressively</td>
</tr>
<tr>
<td></td>
<td>• Use contrast expressively</td>
</tr>
<tr>
<td></td>
<td>• Use rhythm expressively</td>
</tr>
<tr>
<td></td>
<td>• Use unity to support the personal expression of an idea</td>
</tr>
<tr>
<td></td>
<td>• Use facial and/or figure proportions expressively</td>
</tr>
</tbody>
</table>

### Alignments:
- **CCSS:** 11-12.RST.9; G-MG.1; G-MG.3
- **Performance:** 1.5, 1.6, 1.8, 2.5, 3.3, 3.5, 4.1
- **Knowledge:** (FA) 2
- **VAGLE:** EP.2.A (HS Level 4)
- **NETS:** 3; 5a
- **DOK:** 4

### Instructional Strategies
- Effectively use all principles of design with expressive quality through a series of:
  - drawings
  - paintings
### Assessments/Evaluations
- Teacher created scoring guides
- Student and teacher critiques
- Tests
- Quizzes

Mastery: 85%

### Sample Assessment Questions
- Explain how you expressed yourself through the use of principles of design within your series of drawings and paintings

### Instructional Resources/Tools
- Internet resources

### Literacy Connections
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections
- Math: Geometry
### Strand | Artistic Perceptions
--- | ---
**Big Idea** | Investigate the Nature of Art and Discuss Responses to Artworks

#### Concept

H. Aesthetics

#### Learning Targets

1. Discuss the evolution of personal beliefs about the nature of art
   - Discuss how personal and cultural beliefs influence the interpretation of the meaning, message, or value of a work of art

#### Alignments:
- CCSS: 11-12.SL.1; 11-12.RST.7; 11-12.RST.9
- Performance: 1.1, 1.6, 1.9, 2.4, 2.5, 3.6, 4.4
- Knowledge: (FA) 3,5 (SS) 2,5,6
- VAGLE: AP.1.A (HS Level 4)
- NETS: N/A
- DOK: 4

#### Instructional Strategies

- The teacher will model how to create a professional art portfolio
- Portfolio review and critique

#### Assessments/Evaluations

- Teacher created scoring guides
- Student and teacher critiques
- Tests
- Quizzes

Mastery: 85%
**Art IV**

<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How has your view on the artwork of other as well as your own artwork evolve over the course of this class?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Internet resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</td>
</tr>
<tr>
<td>• Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</td>
</tr>
<tr>
<td>• Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Social Studies: Changes in place/region affected/impacted major shifts in ideas/beliefs (including art) of various cultures</td>
</tr>
<tr>
<td>• ELA</td>
</tr>
<tr>
<td>Strand</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Big Idea</td>
</tr>
</tbody>
</table>

**Concept**

I. Art criticism

**Learning Targets**

1. Use the following process with a body of work (portfolio):
   - describe artwork
   - analyze the use of elements and principles in the work
   - interpret the meaning of the work (subject, theme, symbolism, message communicated)
   - Show a real or idealized image of life (Imitationalism)
   - Express feelings (Emotionalism/ Expressionism)
   - Emphasis on elements and principles (Formalism)
   - Serving a purpose in the society or culture (Functionalism)

**Alignments:**
CCSS: 11-12.L.3; 11-12.L.6; 11-12.RST.5; 11-12.RST.7; 11-12.RST.9
Performance: 1.5, 2.3, 2.4, 3.5
Knowledge: (FA) 2-5 (SS) 5
VAGLE: AP.2.A (HS Level 4)
NETS: N/A
DOK: 4

**Instructional Strategies**

- Create and critique artist portfolio using art vocabulary appropriately
- The teacher will model examples of portfolios with precise criterion

**Assessments/Evaluations**

- Teacher-made scoring guides
- Student and teacher critiques
- Tests and quizzes

Mastery: 85%
<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Why is it important for an artist to understand their own body of work?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Previous student portfolios</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</td>
</tr>
<tr>
<td>• Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</td>
</tr>
<tr>
<td>• Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas</td>
</tr>
<tr>
<td>• Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</td>
</tr>
<tr>
<td>• Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Social Studies</td>
</tr>
<tr>
<td>• ELA</td>
</tr>
</tbody>
</table>
**Strand** | **Interdisciplinary Connections**
--- | ---
**Big Idea** | Explain Connections Between Visual Art and Performing Arts

<table>
<thead>
<tr>
<th><strong>Concept</strong></th>
<th><strong>Learning Targets</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Connecting visual and performing arts</td>
<td>1. Select and present music that expresses personal artwork</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 11-12.RST.7; 11-12.RST.9
- Performance: 1.2, 1.4, 1.8, 2.7, 3.8, 4.5
- Knowledge: (FA) 4
- MUGLE: PP.1.C
- THGLE: PP.1.C
- VAGLE: IC.1.A (HS Level 4)
- NETS: 1b; 3c
- DOK: 4

**Instructional Strategies**
- The teacher will demonstrate different effects on musical moods while helping students create a playlist
- Create a playlist that would enhance a one person gallery show that presents the students submitted portfolio

**Assessments/Evaluations**
- Teacher created scoring guides
- Student and teacher critiques
- Tests
- Quizzes

Mastery: 85%

**Sample Assessment Questions**
- Why is it important to understand how sound can affect our perception of the visual

**Instructional Resources/Tools**
- Internet resources
### Literacy Connections

- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- Music
- ELA
- Theater: Drama
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>K. Connecting art and non-art subjects</td>
<td>1. Explain how contemporary events and social ideas are reflected in student artworks</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 11-12.RH.7; 11-12.RH.9; 11-12.RST.7; 11-12.RST.9
- Performance: 1.10, 2.3, 2.4, 3.1, 3.6
- Knowledge: (FA) 4 (SS) 5,6
- VAGLE: IC.2.A
- NETS: 4a,c,d
- DOK: 4

**Instructional Strategies**
- Self-critique of portfolio
- Teacher guided discussion on how current events impact the art world and how art has impacted current events

**Assessments/Evaluations**
- Teacher created scoring guides
- Student and teacher critiques
- Tests
- Quizzes

Mastery: 85%

**Sample Assessment Questions**
- How has the time and place you live effected the use of themes and subject matter with your series of work?

**Instructional Resources/Tools**
- Internet resources
## Literacy Connections

- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

## Cross Curricular Connections

- Social Studies: History
- ELA
<table>
<thead>
<tr>
<th>Strand</th>
<th>Historical and Cultural Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td><strong>Compare and Contrast Artworks from Different Historical Time Periods and/or Cultures</strong></td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td></td>
</tr>
<tr>
<td>L. Historical period or culture</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Targets</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>• Select and research periods/movements of art that align with portfolio development</td>
</tr>
</tbody>
</table>

**Alignments:**
CCSS: 11-12.RST.7; 11-12.RST.9; 11-12.WHST.4; 11-12.WHST.7; 11-12.WHST.8; 11-12.WHST.9
Performance: 1.6, 1.9
Knowledge: (FA) 5 (SS) 2,5,6
VAGELE: HCC.1.A
NETS: 3d; 4a
DOK: 4

**Instructional Strategies**
• The teacher will introduce a variety of art movements/periods for students to research
• Research artist with similar themes and subject matter as that of the students portfolio

**Assessments/Evaluations**
• Teacher created scoring guides
• Student and teacher critiques
• Tests
• Quizzes

Mastery: 85%

**Sample Assessment Questions**
• How did the life and times of the artist you chose relate to your own?
• What personal traits do you share?

**Instructional Resources/Tools**
• Books
• Internet resources
**Literacy Connections**

- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- 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
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
- Draw evidence from informational texts to support analysis, reflection, and research

**Cross Curricular Connections**

- ELA
- Social Studies
<table>
<thead>
<tr>
<th>Strand</th>
<th>Historical and Cultural Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td>Compare and Contrast Artworks from Different Historical Time Periods and/or Cultures</td>
</tr>
</tbody>
</table>

### Concept

M. Characteristics of artworks

### Learning Targets

2.  
   - Describe the evolution of an artist’s body of work over time
   - Explain an artist’s place in historical context

### Alignments:

CCSS: 11-12.SL.4; 11-12.RH.6; 11-12.RH.9; 11-12.RST.9

Performance: 1.6, 1.9, 2.1, 2.3

Knowledge: (FA) 5 (SS) 5,6

VAGLE: HCC.1.B (HS Level 4)

NETS: 4c,d; 5a

DOK: 4

### Instructional Strategies

- The teacher will:
  - explain how an artist can impact the world around them and the world to come
  - lead discussions on historical art movements and how they have evolved throughout time

### Assessments/Evaluations

- Teacher created scoring guides
- Student and teacher critiques
- Tests
- Quizzes
- Compare and contrast questions reflections

Mastery: 85%
Sample Assessment Questions

- How could you see your body of work impacting the viewers of today and what difference could your vision make in the future?
- In complete sentences, give three similarities and three differences between the works of Vincent Van Gogh and Franz Marc.

Instructional Resources/Tools

- Books
- Internet resources

Literacy Connections

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

Cross Curricular Connections

- Social Studies
- ELA