

Strand	Artistic Perceptions	
Big Idea	Analyze and Evaluate Art Using Art Vocabulary	
<p style="text-align: center;"><u>Concept</u></p> <p>A. Art criticism</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Compare and contrast two artworks: <ul style="list-style-type: none"> • Describe artwork • Analyze the use of elements and principles in the work • Interpret the meaning of the work (subject, theme, symbolism, message communicated) • Judge the work from various perspectives: <ul style="list-style-type: none"> • showing a real or idealized image of life (Imitationalism) • expressing feelings (Emotionalism/ Expressionism) • emphasizing elements and principles (Formalism) • serving a purpose in the society or culture (Functionalism)
<p>Alignments: CCSS: 11-12.L.3; 11-12.L.6; 11-12.RST.4; 11-12.RST.5; 11-12.RST.7; 11-12.RST.9; 11-12.WHST.4; G-MG.1 Performance: 1.5, 2.3, 2.4, 3.5 Knowledge: (FA) 2,3 (MA) 2 VAGLE: AP.2.A (HS Levels 2,3) NETS: 3 DOK: 3</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Answer written questions on tests and written work about three-dimensional art and artists • Use art vocabulary in class discussions/questions about three-dimensional art • Teacher led critique analyzing the use of elements and principles of art • The teacher will present information regarding form/function and emotionalism/expressionism 		

Assessments/Evaluations

- Written response tests
- Discussion questions
- Oral explanations
- Correct terminology

Mastery: 85%

Sample Assessment Questions

- Compare and contrast the work of Dale Chihuly to Donald Judd. Provide at least three similarities and three differences

Instructional Resources/Tools

- Instructional:
 - packets
 - videos

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*
- 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
- 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
- Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or 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
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Cross Curricular Connections

- ELA
- Math: Geometry

Strand	Historical and Cultural Contexts	
Big Idea	Compare and Contrast Artworks from Different Historical Time Periods and/or Cultures	
<p style="text-align: center;"><u>Concept</u></p> <p>B. Historical period or culture</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Identify artworks from the following: <ul style="list-style-type: none"> • Cubism • American Regionalism • Abstract Expressionism • Native-American • Latino • Asia
<p>Alignments: CCSS: 11-12.W.4; 11-12.W.7; 11-12.W.8; 11-12.W.9; 11-12.RST.2; 11-12.RST.7; 11-12.RST.9 Performance: 1.9, 4.1 Knowledge: (FA) 2,5 (SS) 2,5,6 VAGLE: HCC.1.A (HS Levels 1,2) NETS: 3d; 4a DOK: 3</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Study and research three-dimensional art from the past and present for historical content and application • Study three-dimensional artists from various: <ul style="list-style-type: none"> • cultural backgrounds • genders • ethnicities • The teacher will present: <ul style="list-style-type: none"> • information about the history of sculpture and its relevance to modern art • art philosophy questions that deal with specific art historical case studies 		

Assessments/Evaluations

- Answer discussion questions about various types and styles of sculptures
- Identify and recognize artists' work
- Tests

Mastery: 85%

Sample Assessment Questions

- What did Alexander Calder invent?

Instructional Resources/Tools

- Instructional packets
- Art talk books
- Instructional videos

Literacy Connections

- 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 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 literary or informational texts to support analysis, reflection, and research
- 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
- 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:
 - World History
 - American History
- ELA

Strand	Product/Performance
Big Idea	Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems
<u>Concept</u> C. Other media	<u>Learning Targets</u> 1. <ul style="list-style-type: none"> • Create an artwork combining different fiber arts materials (e.g., paper, yarn, string, wire, metal, reed, raffia, fabric, beads, shells, found material)
Alignments: CCSS: 11-12.RST.2; 11-12.RST.3; 11-12.RST.7 Performance: 1.5, 2.3, 2.4 Knowledge: (FA) 1-3 VAGLE: PP.1.D (HS Levels 2,3) NETS: 3d; 4a,c DOK: 4	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Create a papier mache creature • Create a poster board basket by weaving • Create 3D poster board letters/numbers/words • Create a wood assemblage • The teacher will model processes and students will apply knowledge to their projects 	
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> • Tests • Teacher created scoring guides • Checklists Mastery: 85%	
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> • What are the strips called that you use to weave your poster board baskets? 	

Instructional Resources/Tools

- Instructional packet
- PowerPoint presentation

Literacy Connections

- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- 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
- 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

Cross Curricular Connections

- Social Studies
- ELA

Strand	Product/Performance
Big Idea	Select and Apply Three-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems
<p style="text-align: center;"><u>Concept</u></p> <p>D. Sculpture, ceramics, other media</p>	<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Create a sculpture using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, Styrofoam, and commercially-produced carving blocks)
<p>Alignments: CCSS: 11-12.RST.2; 11-12.RST.3; 11-12.RST.7; 11-12.RST.9 Performance: 1.6, 2.5 Knowledge: (FA) 1,3 VAGLE: PP.2.A (HS Levels 2,3) NETS: 3 DOK: 4</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Create a three-dimensional creature in the round • Create a plaster cast of the human face and decorate it with a theme • The teacher will model processes and students will apply knowledge to their projects 	
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Teacher created scoring guides for the work done with each unit/project <p>Mastery: 85%</p>	
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • How many layers should you have on your papier-mache creature? 	

Instructional Resources/Tools

- Instructional packet
- PowerPoint presentation

Literacy Connections

- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- 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
- 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

- ELA

Strand	Elements and Principles	
Big Idea	Select and Use Elements of Art for Their Effect in Communicating Ideas Through Artwork	
<p style="text-align: center;"><u>Concept</u></p> <p>E.</p> <ul style="list-style-type: none"> • Form • Texture • Color 		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Identify and create complex form in-the-round • Contrast textures within the same artwork • Identify and use real, invented and simulated textures • Identify and use color theory including color value, and color schemes (analogous, monochromatic, and complementary)
<p>Alignments: CCSS: 11-12.RST.2; 11-12.RST.4; G-CO.12; G-MG.1; G-MG.3 Performance: 1.5, 1.8, 2.3, 2.4 Knowledge: (FA) 2 VAGLE: EP.1.C,D (HS Level 3); EP.1.E,D (HS Level 1) NETS: 3d DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Create complex forms • Use actual and implied textures in a single piece of art • Use color theory to create an interesting exterior to the sculpture • Teacher will model processes and students will apply knowledge to their projects 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Tests • Teacher created scoring guides <p>Mastery: 85%</p>		

<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • How would you use paint to create implied texture on your wood assemblage?
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • YouTube videos • Instructional packets
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> • Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i>
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> • ELA • Math: Geometry

Strand	Product/Performance	
Big Idea	Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes	
<p style="text-align: center;"><u>Concept</u></p> <p>F. Subject matter: functional art</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Create an original functional artwork that expresses a culture • Select subject matter to communicate personal ideas through a series of original, related works
<p>Alignments: CCSS: 11-12.SL.1a; 11-12.RST.7; 11-12.RST.9 Performance: 2.4, 2.5, 3.2 Knowledge: (CA) 6 (FA) 1 VAGLE: PP.3.A (HS Level 4); PP.3.B (HS Level 2) NETS: 3d DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Students will create: <ul style="list-style-type: none"> • baskets • bowls • magazine boxes • self-representational plaster masks • papier-mache creatures • wood assemblage • Teacher guided instruction for each unit • The teacher will model processes and the students will apply knowledge to their projects 		

Assessments/Evaluations

- Teacher created scoring guides
- Tests
- Quizzes

Mastery: 85%

Sample Assessment Questions

- What is the difference between form and function?
- How would you best represent your mood through color?

Instructional Resources/Tools

- YouTube videos
- Instructional packets

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

- ELA