

Art: Grades 9-12 Design

<p>Content Standard #5 Art Each student will have acquired basic art understandings and proficiencies.</p>
<p>#5A Students observed and learned to comprehend art.</p>
<p>#5B Students envisioned and critiqued to reflect upon art.</p>
<p>#5C Students invented and discovered to create art.</p>
<p>#5D Students related and connected to transfer art to lifelong learning.</p>

Description
<p>Design includes the following:</p> <p>Perceive Art: Make informed, critical evaluations of visual and material culture, information and technologies. Recognize that the making and study of art and design can be approached from a variety of viewpoints, intelligences and perspectives. Interpret art and design critically using oral and written discourse. Value Art: Critique personal work and the work of others with informed criteria.</p> <p>Make Art: Develop and build appropriate mastery in studio skills. Recognize that the creative process builds on the development of ideas through the process of inquiry, discovery, and research.</p> <p>Respond to Art: Identify the visual arts are a way to acknowledge, exhibit and celebrate the diversity of peoples, cultures and ideas. Transfer and value the visual arts to lifelong learning and the human experience.</p>

Time Allocation
 Ninety minutes daily for one smear

Resources
 Videos on design techniques
 Internet research on history of design past and present
 All available art resources in the Bailey and surrounding communities

Assessments
 Formative Evaluations: Ongoing progress checks
 Summative Evaluations: Final evaluation of work

Grades and Achievement Levels
 Grades are based on class activities, quizzes, tests, and projects. Performance levels are based on standards assessments.

Essential Learning: Art Grades 9-12 Design

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<ul style="list-style-type: none"> • Historical and cultural context are found in visual art • Art and design have purpose and function • Visual art has inherent characteristics and expressive features • Interpreting and distinguishing intended meanings of well-crafted design 	<ul style="list-style-type: none"> • Reflective strategies are used to understand the creative process • A personal philosophy of art is accomplished through use of sophisticated language and studio art processes • Interpretation is a means for understanding and evaluating art • Reflective strategies to access and better understand one's own work and that of others 	<ul style="list-style-type: none"> • Demonstration of competency in traditional and new art media, and application of appropriate and available technology to express ideas • Assessing and producing art with various materials and methods • Judgments can be made from visual messages • Competency in use of traditional and new media 	<ul style="list-style-type: none"> • The work of art scholars impacts how art is viewed today • Communication through advanced visual methods is a necessary skill in everyday life • Art is a lifelong endeavor • Study of historical periods of design • Study of cultural traditions in design

Expectations: Art Grades 9-12 Design

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<ol style="list-style-type: none"> 1. Demonstrated skills that utilize the characteristics and expressive features of art and design to communicate meaning 2. Investigated and articulated the value of the characteristics and expressive features of art and design in diverse and disparate works of art 3. Connected and compared visual art characteristics and expressive features of art and design in cultural contexts 4. Demonstrated a practical ability to critically analyze the origins of art and design across all cultures 5. Analyzed visual arts traditions 6. Discerned the complexity of art and historical paradigms in cultural context 7. Debated divergent art histories and traditions 8. Researched and documented community art and architecture 9. Analyzed innovation in art through historical and cultural context 	<ol style="list-style-type: none"> 1. Explained the process of critique using the progression of description, analysis, interpretation, and evaluation 2. Communicated and defended reasons for opinions and intentions (successful or not) of a work of art 3. Compared and contrasted the technical proficiency of design artists to communicate ideas, emotions, and information 4. Provided examples of how critique may affect the creation or modification of an existing or new work of art 5. Made informed judgments about the relative merits of works of art using observation, description, analysis, interpretation, and evaluation 6. Articulated and defend a personal philosophy of design using informed criteria 7. Documented and applied investigations into a range of traditional and nontraditional studio practices in design to personal expression 8. Analyzed and interpreted philosophies of Western and non-Western art 9. Demonstrated fluency in using critique vocabulary to assess personal works of art and others' work of art 	<ol style="list-style-type: none"> 1. Articulated ideas that can be expressed in traditional, advanced, and evolving media used in creating ceramic and communicating ideas 2. Investigated and documented a wide range of traditional, advanced, and evolving media used in creating images that communicate ideas 3. Created works of ceramics representing traditional subject matter that used new media 4. Created works of ceramics representing personal narratives that use new media 5. Skillfully used a variety of techniques and media to create works of art 6. Discerned and articulated the quality of personal works of art using a variety of reflective processes 7. Demonstrated collaboration to create works of art 	<ol style="list-style-type: none"> 1. Researched and debated viewpoints found in a variety of resources that focus on and discuss visual art and design 2. Discerned the value of works of art based on historical significance, craftsmanship, cultural context, and originality using appropriate, domain-specific terminology that honors sensitive traditions 3. Used sketches, plans, and models to create and/or design a functioning work of art 4. Explained that personal influences shape the creation of functioning art 5. Compared and contrasted the roles of ceramic artists and designers in historical and contemporary context 6. Researched the range of careers available to artists in ceramics 7. Outlined required training for one's individual career goals 8. Explored the history of design as it relates to current and historical and cultural traditions

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<ul style="list-style-type: none"> 10. Analyzed the reasons to avoid replication, interpretation, or illustration 11. Investigated and articulated the aims of disparate art practices and traditions 12. Researched and documented how the visual arts are manifested in contemporary society 13. Interpreted the purposes of art across time, culture, and diversity, and be mindful of cultural sensitivities 14. Utilized the elements and principles of design in combination to create a composition with good design 	<ul style="list-style-type: none"> 10. Recognized and debated diverse approaches to creating art across time and culture 11. Interpreted how meaning in works of art is related to materials and processes chosen by the artist 12. Created design pieces after mastering the techniques of the elements and principles of art and design 13. Created art after the study and reflection of historic and cultural tradition related to design 14. Write about their creations using the elements and principles of design as the language to describe their works 15. Described their art using the language of art with reference to the elements and principles of art and design 16. Planned, drew and sketched their design creations using the elements and principles of art and design to complete their visual ideas 17. Displayed their design work for public events 18. Investigated multiples solutions to design problems as they explore the current and future trends in design 	<ul style="list-style-type: none"> 8. Created works of art that speak to personal artistic opinion in response to cultural contexts 9. Skillfully created and exhibited one's own works of art 10. Created works of art with design being the structure of art, with the elements and principles unifying the different parts and giving the work visual order 11. Experimented with tools and materials to create art works that represent the elements and principles of art and design 	<ul style="list-style-type: none"> 9. Explored 2D and 3D design as it relates to students research of cultures and history