

Art: Grades 9-12 Draw and Paint

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

**Description**

Draw and Paint includes the following:

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.

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.

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.

**Time Allocation**  
 Ninety minutes daily for one smear

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

**Resources**  
 Films on drawing and painting techniques  
 Internet searches about drawing and painting past to present  
 All available art resources in the Bailey and surrounding communities

**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 Draw and Paint**

<p><b>#5A</b>  <b>Students observed and learned to comprehend art.</b></p>	<p><b>#5B</b>  <b>Students envisioned and critiqued to reflect upon art.</b></p>	<p><b>#5C</b>  <b>Students invented and discovered to create art.</b></p>	<p><b>#5D</b>  <b>Students related and connected to transfer art to lifelong learning.</b></p>
<ul style="list-style-type: none"> <li>• Historical and cultural context are found in visual art</li> <li>• Art and design have purpose and function</li> <li>• Visual art has inherent characteristics and expressive features</li> <li>• Interpreted and distinguished intended meanings of well crafted drawings and paintings</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective strategies are used to understand the creative process</li> <li>• A personal philosophy of art is accomplished through use of sophisticated language and studio art processes</li> <li>• Interpretation is a means for understanding and evaluating art</li> <li>• Using reflective strategies to access and better understand one's own work and that of others</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of competency in traditional and new art media, and application of appropriate and available technology to express ideas</li> <li>• Assessing and producing art with various materials and methods</li> <li>• Judgments can be made from visual messages</li> <li>• Demonstrating competency in traditional and new media</li> </ul>	<ul style="list-style-type: none"> <li>• The work of art scholars impacts how art is viewed today</li> <li>• Communication through advanced visual methods is a necessary skill in everyday life</li> <li>• Art is a lifelong endeavor</li> <li>• Understood historical drawing and painting periods</li> <li>• Understanding cultural traditions in draw and paint</li> </ul>

**Expectations: Art Grades 9-12 Draw and Paint**

<p><b>#5A</b>  <b>Students observed and learned to comprehend art.</b></p>	<p><b>#5B</b>  <b>Students envisioned and critiqued to reflect upon art.</b></p>	<p><b>#5C</b>  <b>Students invented and discovered to create art.</b></p>	<p><b>#5D</b>  <b>Students related and connected to transfer art to lifelong learning.</b></p>
<ol style="list-style-type: none"> <li>1. Demonstrated skills that utilize the characteristics and expressive features of art and design to communicate meaning</li> <li>2. Investigated and articulated the value of the characteristics and expressive features of art and design in diverse and disparate works of art</li> <li>3. Connected and compared visual art characteristics and expressive features of art and design in cultural contexts</li> <li>4. Demonstrated a practical ability to critically analyze the origins of art and design across all cultures</li> <li>5. Analyzed visual arts traditions</li> <li>6. Discerned the complexity of art and historical paradigms in cultural context</li> <li>7. Debated divergent art histories and traditions</li> <li>8. Researched and documented community art and architecture</li> <li>9. Analyzed innovation in art through historical and cultural context</li> <li>10. Analyzed the reasons to avoid replication, interpretation, or illustration</li> <li>11. Investigated and articulated the aims of disparate art practices and traditions</li> </ol>	<ol style="list-style-type: none"> <li>1. Explained the process of critique using the progression of description, analysis, interpretation, and evaluation</li> <li>2. Communicated and defended reasons for opinions and intentions (successful or not) of a work of art</li> <li>3. Compared and contrasted the technical proficiency of design artists to communicate ideas, emotions, and information</li> <li>4. Provided examples of how critique may affect the creation or modification of an existing or new work of art</li> <li>5. Made informed judgments about the relative merits of works of art using observation, description, analysis, interpretation, and evaluation</li> <li>6. Articulated and defended a personal philosophy of design using informed criteria</li> <li>7. Documented and applied investigations into a range of traditional and nontraditional studio practices in design to personal expression</li> <li>8. Analyzed and interpreted philosophies of Western and non-Western art</li> </ol>	<ol style="list-style-type: none"> <li>1. Articulated ideas that can be expressed in traditional, advanced, and evolving media used in creating ceramic and communicating ideas</li> <li>2. Investigated and documented a wide range of traditional, advanced, and evolving media used in creating images that communicate ideas</li> <li>3. Created works of ceramics representing traditional subject matter that used new media</li> <li>4. Created works of ceramics representing personal narratives that use new media</li> <li>5. Skillfully used a variety of techniques and media to create works of art</li> <li>6. Discerned and articulated the quality of personal works of art using a variety of reflective processes</li> <li>7. Demonstrated collaboration to create works of art</li> <li>8. Created works of art that speak to personal artistic opinion in response to cultural contexts</li> <li>9. Skillfully created and exhibited one's own works of art</li> </ol>	<ol style="list-style-type: none"> <li>1. Researched and debated viewpoints found in a variety of resources that focus on and discuss visual art and design</li> <li>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</li> <li>3. Used sketches, plans, and models to create and/or design a functioning work of art</li> <li>4. Explained that personal influences shape the creation of functioning art</li> <li>5. Compared and contrasted the roles of ceramic artists and designers in historical and contemporary context</li> <li>6. Researched the range of careers available to artists in ceramics</li> <li>7. Outlined required training for one's individual career goals</li> </ol>

Expectations: Art Grades 9-12 Draw and Paint continued

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<ul style="list-style-type: none"> <li>12. Researched and documented how the visual arts are manifested in contemporary society</li> <li>13. Interpreted the purposes of art across time, culture, and diversity, and be mindful of cultural sensitivities</li> <li>14. Learned vocabularies and concepts associated with various types of visual arts as they relate to drawing and painting</li> <li>15. Studied the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work</li> <li>16. Critically analyzed the cultural and historic elements and principles of art and design as it relates to the drawing and painting they are experiencing</li> <li>17. Compared and contrasted the relationships among art forms and between their own work and that of others</li> </ul>	<ul style="list-style-type: none"> <li>9. Demonstrated fluency in using critique vocabulary to assess personal works of art and others' work of art</li> <li>10. Recognized and debated diverse approaches to creating art across time and culture</li> <li>11. Interpreted how meaning in works of art is related to materials and processes chosen by the artist</li> <li>12. Asked insightful questions about contexts, processes, and criteria for evaluation</li> <li>13. Developed fluency in communicating in visual, oral and written form as they work with the elements and principles of art and design in the creation of their art</li> <li>14. Examined and interpreted the nature of human involvement in art as a viewer, creator, and participant</li> </ul>		