

Visual Art Foundations I-IV: Novice-Advanced

Creating CR

1 Students will generate and conceptualize artistic ideas and work. CR.1

- 1 I can generate ideas that create a solution to specific visual art problems and to reflect artistic expression. G
- 2 I can generate ideas that create multiple solutions to specific visual art problems and to reflect artistic expression. H
- 3 I can transform ideas into concepts that create multiple solutions to specific visual art problems and to reflect artistic expression. I
- 4 I can determine the best solution to specific visual art problems and to reflect artistic expression. J

2 Students will organize and develop artistic ideas and work. CR.2

- 1 I can practice safety, proper technique, and conservation in the use of tools, materials, and equipment with teacher support. G
- 2 I can recognize, identify, and create with art elements and design principles. G
- 3 I can create a body of work. G
- 4 I can practice safety, proper technique, and conservation in the use of tools, materials, and equipment independently. H
- 5 I can select various art elements and design principles to create effects in composition. H
- 6 I can create a body of work related by a theme. H
- 7 I can model for my peers safety, proper technique, and conservation in the use of tools, materials, and equipment. I
- 8 I can combine various art elements and design principles to create effects in composition. I
- 9 I can create a body of work that shares an underlying visual idea, content, or theme. I
- 10 I can demonstrate the importance of balancing freedom and responsibility in the use of materials, tools, and equipment in the creation and circulation of creative work. J
- 11 I can experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. J

- 12 I can create a traditional or original body of work that shares an underlying visual idea, content, or theme. J
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3 Students will refine and complete artistic work. CR.3

- 1 I can create artwork(s) from direct observation by exploring wet or dry media. G
 - 2 I can create artwork(s) with a specific intent using a variety of media, techniques, processes, and tools. G
 - 3 I can create artwork(s) from direct observation using wet and dry media. H
 - 4 I can revise artwork(s) using a variety of media, techniques, processes, and tools. H
 - 5 I can use appropriate methods to create spatial relationships in artwork(s). I
 - 6 I can choose between wet or dry media to create artwork from observation. I
 - 7 I can create artwork(s), individually and collaboratively, using a variety of media, techniques, processes, and tools to address a particular issue. I
 - 8 I can demonstrate, plan, and create artwork(s) using spatial relationships. J
 - 9 I can reflect on and revise preliminary and finished work independently. J
 - 10 I can create artwork(s) with a specific intent, individually and collaboratively, using multiple approaches and a variety of media, techniques, processes, and tools to affect a particular social issue. J
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Presenting PR

4 Students will select, analyze, and interpret artistic work for presentation. PR.4

- 1 I can select original artwork that reflects my personal growth. G
 - 2 I can assemble a portfolio that reflects my personal growth based on given criteria. H
 - 3 I can determine criteria for assembling a portfolio that reflects my personal growth. I
 - 4 I can assemble a traditional or digital portfolio of quality personal artwork for presentation. J
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5 Students will develop and refine artistic techniques and work for presentation. PR.5

- 1 I can revise personal artwork in preparation for exhibition. G
 - 2 I can plan, create, and prepare visual artwork in a variety of media and display in an exhibit. H
 - 3 I can collaboratively design, prepare, and promote an art show exhibiting personal artwork. I
 - 4 I can independently design, prepare, and promote an art show exhibiting personal artwork. J
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6 Students will convey meaning through the presentation of artistic work. PR.6

- 1 I can analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. G

- 2 I can analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. **H**
 - 3 I can make, explain, and justify connections between artists or artwork and social, cultural, and political history. **I**
 - 4 I can curate a collection of objects, artifacts, or artwork to impact the viewers' understanding of social, cultural, and political experiences. **J**
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Responding **RE**

7 Students will perceive and analyze artistic work. **RE.7**

- 1 I can describe aspects of art based on personal and artistic intent. **G**
 - 2 I can analyze a piece of art based on perceptual influence and human experience. **G**
 - 3 I can hypothesize ways in which art influences perception and understanding of human experiences. **H**
 - 4 I can analyze how one's understanding of the world is affected by experiencing visual imagery. **H**
 - 5 I can recognize and describe personal aesthetics and empathetic responses to the natural and constructed environments. **I**
 - 6 I can evaluate the effectiveness of an image or images to influence ideas, feelings, and behavior of specific audiences. **I**
 - 7 I can analyze how responses to art develop over time based on experience with art and life. **J**
 - 8 I can determine commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. **J**
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8 Students will interpret intent and meaning in artistic work. **RE.8**

- 1 I can describe the intent of an artwork or collection of art, supported by specific evidence found in the artwork and its contexts. **G**
 - 2 I can interpret artwork or a collection of artwork, supported by specific evidence found in the artwork and its various contexts. **H**
 - 3 I can identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. **I**
 - 4 I can analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. **J**
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9 Students will apply criteria to evaluate artistic work. **RE.9**

- 1 I can evaluate my artwork and the artwork of others in terms of history, culture, and aesthetics using a given rubric. **G**
- 2 I can value my artwork and the artwork of others in terms of history, culture, and aesthetics. **H**
- 3 I can develop criteria to evaluate my artwork and the artwork of others in terms of history, culture, and aesthetics. **I**

- 4 I can defend criteria used when evaluating my artwork and the artwork of others in terms of history, culture, and aesthetics. J
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Connecting CN

10 Students will synthesize and relate knowledge and personal experiences to make art. CN.10

- 1 I can discuss my artwork with reference to media, styles, and techniques. G
 - 2 I can identify personal connections in my own artwork. G
 - 3 I can analyze my artwork with reference to media, styles, and techniques. H
 - 4 I can describe the influence of personal connections in my own artwork. H
 - 5 I can apply knowledge of media, styles, and techniques to personal artwork. I
 - 6 I can examine personal motivations for making art. I
 - 7 I can defend artistic choices made in selected personal artwork with reference to media, styles, and techniques. J
 - 8 I can compare intrinsic motivations to extrinsic motivations for making art. J
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11 Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. CN.11

- 1 I can describe various purposes, themes, concepts, and functions in art. G
- 2 I can describe social and global relationships between art and environments. G
- 3 I can discuss various purposes, themes, concepts, and functions in art. H
- 4 I can discuss social and global relationships between art and environments. H
- 5 I can compare various purposes, themes, concepts, and functions in art. I
- 6 I can apply social and global relationships between art and environments. I
- 7 I can defend various purposes, themes, concepts, and functions in art. J
- 8 I can defend social and global relationships between art and environments. J