

**Bangor School Department  
Grades 9-Diploma Visual Arts Standards**

**A. Disciplinary Literacy – Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.**

**A1. Artist’s Purpose**

<b>Performance Indicators &amp; Descriptions</b>			
<b>Art History</b>	<b>Units/Lessons</b>	<b>Assessment</b>	
<b>Students research and explain how art and artists reflect and influence culture and periods of time.</b>			
<p>Art History students complete several art research projects on ancient cultures and their art technologies.</p> <p>Students are introduced to a variety of artists and their work from the past and present. Artist's work is discussed in relation to time and culture. This is a year-long focus of the class.</p>	<p>Ancient Treasures Hunt</p> <p>Impressionism unit relates art to the Industrial Age, Abstract Expressionism unit ties into the Cold War.</p>	<p>Students earn a grade for the research packet and product handout for the class.</p> <p>Knowledge is assessed through oral questioning, essays and test items and quizzes.</p>	

**A2. Elements of Art and Principles of Design**

<b>Performance Indicators &amp; Descriptions</b>			
<b>Art History</b>	<b>Units/Lessons</b>	<b>Assessment</b>	
<b>Students evaluate all the features of composition.</b>			
a.	Evaluate <i>Elements of Art</i> : color, form, line, shape, space, texture, and value.		
<p>Art History students learn about the elements of art and learn to describe the formal qualities in visual arts products. They practice evaluating their own work and work of others in oral and written form. Students will do many written critique of art works as an ongoing feature of the class.</p>	<p>Introduction to Description, ongoing use of Description throughout the year</p>	<p>Students participate in oral description. Written work is graded. Descriptive elements are embedded within all units throughout the year. Ex: Medieval painting essay</p>	

b.	Evaluate <i>Principles of Design</i> including balance, contrast, emphasis, movement, pattern, rhythm, and unity.			
	Students learn about the principles of design and learn to analyze the formal qualities in visual arts products. They practice evaluating.	Principles of Art in the Ancient Near East and throughout the year.	Students participate in oral analysis throughout the year. Written work in the form of essays, test and quiz items are used.	

**A3. Media, Tools, Techniques, and Processes**

<b>Performance Indicators &amp; Descriptions</b>				
<b>Art History</b>	<b>Units/Lessons</b>	<b>Assessment</b>		
<b>Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.</b>				
Students compare effects of media, techniques, and processes and are aware of formal and expressive qualities in different media. Students are exposed to historical materials and techniques during the course.	Comparisons of media are used throughout the year. ex: stone vs. bronze in ancient Greece, oil vs. fresco vs. tempera paints.	Essay, test items, quizzes and various verbal participation Art studio projects in different materials enable students to experience effects first-hand. Rubrics for studio projects are used.		

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***B. Creation, Performance, Expression – Visual Arts: Students create, express, and communicate through the art discipline.***

***B1. Media Skills***

<b>Performance Indicators &amp; Descriptions</b>			
<b>Art History</b>	<b>Units/Lessons</b>	<b>Assessment</b>	
<b>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.</b>			
Within Studio assignments students learn suitable tools and methods to create their own art works.	Ceramic, Book Arts, Painting unit	Graded by teacher. Works may become part of student portfolio. Graded by teacher using art department rubric.	

***B2. Composition Skills***

<b>Performance Indicators &amp; Descriptions</b>			
<b>Art History</b>	<b>Units/Lessons</b>	<b>Assessment</b>	
<b>Students use <i>Elements of Art and Principles of Design</i> to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</b>			
Students are encouraged to develop a personal style in all class assignments. As skills are developed, student work shows individual differences that become more apparent as the year progresses. The development of a personal style will be obvious in homework assignments and through the portfolio review at the end of the year.	Homework assignments. Drawing, Painting, Printmaking, and Sculpture Units.	Graded by teacher using art department rubric. Common assessment. Works may become part of student portfolio.	

***B3. Making Meaning***

<b>Performance Indicators &amp; Descriptions</b>			
<b>Art History</b>	<b>Units/Lessons</b>	<b>Assessment</b>	

<b>Students create a body of original art work.</b>			
a.	Demonstrate sophisticated use of media, tools, techniques, and processes.		
	During the art technology projects, students use specific media, tools, techniques and processes to develop skills in several media	Ceramics, book arts, modern painting Units.	Grade for project.
b.	Demonstrate knowledge of visual art concepts.		
	Students use knowledge of visual arts concepts to create a relief image that uses a variety of lines, values and textures to create a unified image.	Technologies Units, as well as year long development of knowledge in this area.	test, quizzes, written assignments and critiques
c.	Communicate a variety of ideas, feelings, and meanings.		
	Students express meanings and ideas in the use of paint.	Modern painting Unit.	Grade for project.

***B4. Exhibition***

<b>Performance Indicators &amp; Descriptions</b>			
<b>Art history</b>	<b>Units/ Lessons</b>	<b>Assessment</b>	
<b>Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.</b>			
Students will select work for a potential exhibit and justify their selections. The chosen piece will give students a chance to justify their work in the areas of skill, problem solving, creativity, personal expression, etc. Student work is exhibited in the classroom, school and community.	Ceramics, Book Arts, Modern Painting	Portfolio review. In-class assignments	

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**C. *Creative Problem Solving:* Students approach artistic problem solving using multiple solutions and the creative process.**

**CI. *Application of Creative Process***

<b>Performance Indicators &amp; Descriptions</b>			
<b>Art History</b>	<b>Units/Lessons</b>	<b>Assessments</b>	
<b>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others.</b>			
Students apply and analyze problem solving and creative thinking skills in all class assignments. All Art History students have the opportunity to create a three-dimensional work in clay. Many diverse skills are needed to work with this complicated media. This work and others become part of the student's portfolio and is critiqued by the student and peers, as well as the teacher.	All studio units.	Grade for project. Work may become part of final portfolio.	

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**D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music theatre, and visual arts).**

**DI. Aesthetics and Criticism**

<b>Performance Indicators &amp; Descriptions</b>			
	<b>Art History</b>	<b>Units/ Lessons</b>	<b>Assessment</b>
	Students analyze and evaluate art forms.		
a.	Describe ,analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy.</u>		
	Students practice describing, analyzing, interpreting and making informed opinions about art throughout the year. Students are expected to complete a written critique of an art work as part of a common assessment given at the end of the year.	Art Criticism ongoing	Oral and written critiques occur throughout the year. Common Assessment. Final written critique.
b.	Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print resources.		
	Students are introduced to art and artists through slide shows, poster reproductions, videos, dvds, etc. They are encouraged to think about the meaning and content of art and to be able to communicate ideas and opinions about art in oral and written form.	Art Criticism Unit.	Oral and written critiques occur throughout the year. Common Assessment. Final written critique.
c.	Demonstrate an understanding of the difference between a personal opinion and an informed judgment.		
	Students learn the difference between personal opinion and informed judgment during lessons on art history and criticism. This understanding is evaluated in the common assessment given at the end of the year.	Art Criticism Unit.	Oral and written critiques occur throughout the year. Common Assessment. Final written critique.

d.	Research and explain how art and artists reflect and shape their time and culture.		
	Through class discussion and research projects, Art I students are introduced to artists who reflect and shape their time and culture. One example would be Kathe Kollwitz, studied by all Art I classes.	Art History Unit.	Class discussion. Tests and quizzes. Work sheets.

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***E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.***

***E1. The Arts and History and World Cultures***

<b>Performance Indicators &amp; Descriptions</b>			
<b>Art History</b>	<b>Units/ Lessons</b>	<b>Assessment</b>	
<b>Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.</b>			
Students are exposed to art forms from many times and cultures through a series of lessons and experiences designed to help students better understand and appreciate other cultures and other ways of thinking about art. Research projects also expose students to times in history and other cultures.	Ancient History units, Art and Religion unit, Ceramics unit (Indigenous Ceramics of Africa and American Southwest)	Tests and quizzes. Research project. Technologies projects	

***E2. The Arts and Other Disciplines***

<b>Performance Indicators &amp; Descriptions</b>			
<b>Art History</b>	<b>Units/ Lessons</b>	<b>Assessment</b>	
<b>Students analyze skills and concepts that are similar across disciplines.</b>			
Students compare visual art and music skills, vocabulary and concepts. Other interdisciplinary connections can be found to written English (constructed response, etc), math (measurement and estimating), science (ceramics principles), and history (art from the past and present from this and other cultures).	Art and Religion unit	Written and oral assignments	

**E3. Goal Setting**

Performance Indicators & Descriptions			
Art History	Units/ Lessons	Assessment	
Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.			
Students define goals and evaluate their personal skills as part of an artist statement. Time management and skill development is evaluated by an art rubric.	Art technologies projects	Common Assessment. Artist self evaluations.	

**E4. Impact of the Arts on Lifestyle and Career**

Performance Indicators & Descriptions			
Art History	Units/ Lessons	Assessment	
Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.			
An artist's statement will be completed by each student that asks them to reflect on the importance of the arts to them personally, in the present and looking towards their future.	End of year reflections on Contemporary art unit	Final exam questions	

**E5. Interpersonal Skills**

Performance Indicators & Descriptions			
Art History	Units/ Lessons	Assessment	
Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.			
a.	Getting along with others		
This is evaluated as part of the classroom participation grade.			
b.	Respecting differences		

	This is evaluated as part of the classroom participation grade.			
c.	Working as a team/ensemble			
	This is evaluated as part of the classroom participation grade.			
d.	Managing conflict			
	This is evaluated as part of the classroom participation grade.			
e.	Accepting/giving/using constructive feedback			
	This is evaluated as part of the classroom participation grade.			
f.	Accepting responsibility for personal behavior			
	This is evaluated as part of the classroom participation grade.			
g.	Demonstrating ethical behavior			
	This is evaluated as part of the classroom participation grade.			
h.	Following established rules/etiquette for observing/listening to art			
	This is evaluated as part of the classroom participation grade.			
i.	Demonstrating safe behavior			
	This is evaluated as part of the classroom participation grade.			