

**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

Performance Indicators & Descriptions			
Art I	Units/Lessons	Assessment	
Students research and explain how art and artists reflect and influence culture and periods of time.			
<p>Art I students complete an art research project on an artist. They complete a packet of information, a handout on the artist, and an essay about the artist's work.</p> <p>Art I 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. Some of the artists studied include: Kathe Kollwitz, Mary Cassatt, and Georgia O'Keeffe.</p>	<p>Art History Unit.</p> <p>Art History Unit.</p>	<p>Common Assessment. Students earn a grade for the research packet. Rubrics are used to evaluate the handout and the essay.</p> <p>Knowledge is assessed through oral questioning and through written tests and quizzes.</p>	

A2. Elements of Art and Principles of Design

Performance Indicators & Descriptions			
Art I	Units/Lessons	Assessment	
Students evaluate all the features of composition.			
a.	Evaluate <i>Elements of Art</i> : color, form, line, shape, space, texture, and value.		
<p>Art I students learn about the elements of art and learn to analyze 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 a complete written critique of an art work as a common assessment.</p>	<p>Art Criticism Unit.</p>	<p>Students participate in oral critiques. Written work is graded. Common Assessment. A final written critique is evaluated based on a rubric.</p>	

b.	Evaluate <i>Principles of Design</i> including balance, contrast, emphasis, movement, pattern, rhythm, and unity.		
	Art I students learn about the elements of art and principles of design and learn to analyze 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 a complete written critique of an art work as a common assessment.	Art Criticism Unit.	Students participate in oral critiques. Written work is graded. Common Assessment. A final written critique is evaluated based on a rubric.

A3. Media, Tools, Techniques, and Processes

Performance Indicators & Descriptions			
Art I	Units/Lessons	Assessment	
Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.			
Art I students compare effects of media, techniques, and processes and are aware of formal and expressive qualities in all studio assignments. Art I students are exposed to drawing, painting, printmaking and sculpture during the course. Knowledge of these areas is assessed in all class work, in written critiques, and in the portfolio evaluation.	Drawing, Painting, Printmaking, and Sculpture Units.	Student work is graded based on criteria emphasized in each unit. Common Assessment. Portfolio evaluation.	

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

B1. Media Skills

Performance Indicators & Descriptions			
Art I	Units/Lessons	Assessment	
Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.			
Students choose media and techniques to complete homework assignments. These assignments are intended to encourage students to practice skills learned in class. Students create original work in class using a variety of media, tools, techniques and processes, depending on the assignment. For examples, all Art I students complete a value drawing unit, practicing skills in a variety of media.	Homework assignments. Drawing, Painting, Printmaking, and Sculpture Units.	Graded by teacher. Common assessment. Works may become part of student portfolio. Graded by teacher using art department rubric. Common assessment. Works may become part of student portfolio.	

B2. Composition Skills

Performance Indicators & Descriptions			
Art I	Units/Lessons	Assessment	
Students use <i>Elements of Art</i> and <i>Principles of Design</i> to create original art works that demonstrate development of personal style in a variety of media and visual art forms.			
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

Performance Indicators & Descriptions			
Art I	Units/Lessons	Assessment	
Students create a body of original art work.			
a.	Demonstrate sophisticated use of media, tools, techniques, and processes.		
During the relief printing unit, students use specific media, tools, techniques and processes to complete the work.	Printmaking Unit.	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.	Printmaking Unit.	Grade for project.	
c.	Communicate a variety of ideas, feelings, and meanings.		
Students develop a relief print image based on a specific theme or idea defined by the teacher or the group.	Printmaking Unit.	Grade for project.	

B4. Exhibition

Performance Indicators & Descriptions			
Art I	Units/ Lessons	Assessment	
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.			
Students will select work for a potential exhibit and justify their selections. The portfolio of work will include a variety of work that demonstrates skill, problem solving, creativity, personal expression, etc. Student work is exhibited in the classroom, school and community.	Drawing, Painting, Printmaking, and Sculpture Units.	Common Assessment. Portfolio review.	

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

C1. Application of Creative Process

Performance Indicators & Descriptions			
Art I	Units/Lessons	Assessments	
Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others.			
Students apply and analyze problem solving and creative thinking skills in all class assignments. All Art I 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. Sculpture Unit.	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).

D1. Aesthetics and Criticism

Performance Indicators & Descriptions			
	Art I	Units/ Lessons	Assessment
	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>		
	Art I 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 Unit.	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 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

Performance Indicators & Descriptions			
Art I	Units/ Lessons	Assessment	
Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.			
Art I students have been exposed to Asian art forms through a series of lessons and experiences designed to help students better understand and appreciate other cultures and other ways of thinking about art. The art research project also exposes students to times in history and other cultures.	Art History Unit.	Tests and quizzes. Research project.	

E2. The Arts and Other Disciplines

Performance Indicators & Descriptions			
Art I	Units/ Lessons	Assessment	
Students analyze skills and concepts that are similar across disciplines.			
Students will compare visual art and music skills 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).	Various lessons.	Questioning. Worksheet.	

E3. Goal Setting

Performance Indicators & Descriptions			
Art I	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.	Studio Units.	Common Assessment. Artist statement.	

E4. Impact of the Arts on Lifestyle and Career

Performance Indicators & Descriptions			
Art I	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.	Studio Units.	Common Assessment. Artist statement.	

E5. Interpersonal Skills

Performance Indicators & Descriptions			
Art I			
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.			