

**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			
Graphic Design	Units/Lessons	Assessment	
Students research and explain how art and artists reflect and influence culture and periods of time.			
<p>GD students complete an art research project on an illustrator. They complete a packet of information, a handout on the artist, and a display about the artist's work.</p> <p>GD students are introduced to a variety of artists and artisans past and present. Art careers are a major focus.</p>	<p>Illustrator Unit.</p> <p>Ceramics unit: pre-Columbian style Unit. throughout year as part of curriculum.</p>	<p>Students earn a grade for the research packet. Rubrics are used to evaluate the handout and the display.</p> <p>Research through readings and questions.</p>	

A2. Elements of Art and Principles of Design

Performance Indicators & Descriptions			
Graphic Design	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>GD students review Elements of Art and use them throughout the year.</p> <p>GD use critique techniques in evaluating use of Elements in their own and others work.</p>	<p>Reviewing activity: Building Block project</p> <p>Written and oral critiquing activities</p>	<p>Students participate in oral critiques. Written work is graded. 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.		
	GD students review the Principles of Art and continue to use them and evaluate them throughout the year. They practice evaluating their own work and work of others in oral and written form.	Studio projects throughout the year. Critiques throughout the year.	Students participate in oral critiques. Written work is graded. Written critiques are evaluated based on a rubric.

A3. Media, Tools, Techniques, and Processes

Performance Indicators & Descriptions			
Graphic Design	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.			
GD students compare effects of media, techniques, and processes and are aware of formal and expressive qualities in all studio assignments. GD students are exposed to methods and materials used in the industry.	Introductory lessons in tracing and lettering methods	Student work is graded based on criteria emphasized in each unit using a rubric	

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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			
Graphic Design	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.	Homework assignments. Illustration Unit, Advertising Unit	Graded by teacher Works may become part of student portfolio. Graded by teacher using rubric.	

B2. Composition Skills

Performance Indicators & Descriptions			
Graphic Design	Units/Lessons	Assessment	
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.			
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. All studio projects	Graded by teacher using rubric. Works may become part of student portfolio.	

B3. Making Meaning

Performance Indicators & Descriptions			
Graphic Design	Units/Lessons	Assessment	
Students create a body of original art work.			
a.	Demonstrate sophisticated use of media, tools, techniques, and processes.		
Methods in reproduction, tracing, letterform design	Typography Unit.	Grade for project using rubric	
b.	Demonstrate knowledge of visual art concepts.		
Students use knowledge of visual arts concepts to communicate with the audience in a clear and creative way.	Poster design Unit.	Grade for project using rubric	
c.	Communicate a variety of ideas, feelings, and meanings.		
Students use their knowledge to convey feelings and ideas	Collage Unit.	Grade for project using rubric	

B4. Exhibition

Performance Indicators & Descriptions			
Graphic Design	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.	Ceramics, Poster, Illustration units	Portfolio review, participation grade	

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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			
Graphic Design	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.			
GD students apply and analyze problem solving and creative thinking skills in all class assignments.	All studio units. Ceramics 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			
	Graphic Design	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> .		
	GD students practice describing, analyzing, interpreting and making informed opinions about art throughout the year. Students are expected to complete written critiques of art works throughout the year.	Participation Grade	Oral and written critiques occur throughout the year. 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.		
	GD Students are introduced to Commercial art and artists through slide shows, poster reproductions, videos, etc. They are encouraged to think about the meaning and content of advertizing and products and to be able to communicate ideas and opinions about art in oral and written form.	Art Criticism Unit. Participation grade	Oral and written critiques occur throughout the year. Final written critique.
c.	Demonstrate an understanding of the difference between a personal opinion and an informed judgment.		
	GD 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.	Throughout the year as part of ongoing participation	Oral and written critiques occur throughout the year. Final written critique.

d.	Research and explain how art and artists reflect and shape their time and culture.			
	Through class discussion and research projects, GD students are introduced to artists who reflect and shape their time and culture. They are required to look at other times and places for inspiration for their designs.	Ceramics Unit. History of Design unit	Class discussion. Research packet. Display projects	

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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			
Graphic Design	Units/ Lessons	Assessment	
Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.			
GD students are exposed to design qualities from different cultures and times and they learn that designers use these for inspiration. The art research project also exposes students to times in history and other cultures.	Ceramics (pre-Columbian) Unit. Typography (world calligraphy) Unit	Research packet, display/handouts, discussion	

E2. The Arts and Other Disciplines

Performance Indicators & Descriptions			
Graphic Design	Units/ Lessons	Assessment	
Students analyze skills and concepts that are similar across disciplines.			
GD Students learn the importance of measuring accurately and basic computer design software use.	Less is More project, Building Blocks project	Project grade using rubric.	

E3. Goal Setting

Performance Indicators & Descriptions			
Graphic Design	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.			
GD Students define goals and evaluate their personal skills as part of an artist statement. Time management is vital in a professional designer and is stressed in this class.	Studio Units.	Participation grade, critiquing activities	

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			
Graphic Design			
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.			