

**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>Painting</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>Painting students complete a research project on an art style. They do a short oral presentation on the style and create a handout on the style.</p> <p>Painting students are introduced to a variety of artists and their work, from a variety of cultures and time periods. Work is discussed in relation to media, technique, formal qualities, and overall presentation depending on the unit.</p>	<p>Art History Unit.</p> <p>Art History Unit.</p>	<p>Students earn a grade for the handout created. There is also a written test over the material introduced.</p> <p>Knowledge is assessed through oral questioning and written work.</p>	

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

<b>Performance Indicators &amp; Descriptions</b>			
<b>Painting</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>Painting students use 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 do a complete written critique of an art work, a written comparison of two works, etc. Students complete a gallery review each quarter.</p>	<p>Art Criticism Unit.</p>	<p>Students participate in oral critiques. Written work is graded and includes written critiques and quarterly gallery reviews.</p>	

b.	Evaluate <i>Principles of Design</i> including balance, contrast, emphasis, movement, pattern, rhythm, and unity.		
	Painting students use 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 do a complete written critique of an art work, a written comparison of two works, etc. Students complete a gallery review each quarter.	Art Criticism Unit.	Students participate in oral critiques. Written work is graded and includes written critiques and quarterly gallery reviews.

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

<b>Performance Indicators &amp; Descriptions</b>			
<b>Painting</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>			
Painting students compare effects of media, techniques, and processes and are aware of formal and expressive qualities in all studio assignments. Knowledge of these areas is assessed in all class work, in written critiques, and in the portfolio evaluation.	Drawing and Painting units.	Student work is graded based on criteria emphasized in each unit. Student self-evaluation forms.	

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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>Painting</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>			
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 Painting students complete a figure drawing unit, practicing skills in a variety of media.	Homework assignments.  Drawing and Painting Units.	Graded by teacher.  Graded by teacher using art department rubric.	

***B2. Composition Skills***

<b>Performance Indicators &amp; Descriptions</b>			
<b>Painting</b>	<b>Units/Lessons</b>	<b>Assessment</b>	
<b>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.</b>			
Painting 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 and Painting Units.	Graded by teacher using art department rubric.	

**B3. Making Meaning**

<b>Performance Indicators &amp; Descriptions</b>			
<b>Painting</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.		
Students work in a variety of media, processes, and techniques. For example, during the watercolor unit, students use specific media, tools, techniques and processes to complete the work.	Watercolor Unit.	Grade for project.	
b.	Demonstrate knowledge of visual art concepts.		
Students use knowledge of visual arts concepts to create a wide variety of products including paintings completed as part of the watercolor unit.	Watercolor Unit.	Grade for project.	
c.	Communicate a variety of ideas, feelings, and meanings.		
Students communicate a variety of ideas, feelings, and meanings during the year. For example, students develop a watercolor painting based on a specific theme or idea defined by the student.	Watercolor Unit.	Grade for project.	

**B4. Exhibition**

<b>Performance Indicators &amp; Descriptions</b>			
<b>Painting</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 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 and Painting Units.	Student self-evaluation. Teacher evaluation.	

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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>Painting</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 Painting students have the opportunity to create a variety of watercolor paintings. 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).**

**D1. Aesthetics and Criticism**

<b>Performance Indicators &amp; Descriptions</b>			
	<b>Painting</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> .		
	Painting students practice describing, analyzing, interpreting and making informed opinions about art throughout the year. Students are expected to complete a written critique of art work each quarter, and also do a gallery review each quarter.	Art Criticism Unit.	Oral and written critiques occur throughout the year.
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.
c.	Demonstrate an understanding of the difference between a personal opinion and an informed judgment.		
	Students demonstrate their understanding of the difference between personal opinion and informed judgment during oral and written critiques.	Art Criticism Unit.	Oral and written critiques occur throughout the year.
d.	Research and explain how art and artists reflect and shape their time and culture.		
	Through class discussion and research projects, students are exposed to artists who reflect and shape their time and culture.	Art History Unit.	Class discussion. Written work.

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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>Painting</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>			
Painting 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. Students are exposed to art and artists from different cultures and time periods.	Art History Unit.	Class discussion. Research project.	

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

<b>Performance Indicators &amp; Descriptions</b>			
<b>Painting</b>	<b>Units/ Lessons</b>	<b>Assessment</b>	
<b>Students analyze skills and concepts that are similar across disciplines.</b>			
Students will compare visual art and music skills and concepts. Other interdisciplinary connections can be found. Examples include; written English (constructed response, etc), math (measurement and estimating), science (paint characteristics), and history (art from the past and present from this and other cultures).	Various lessons.	Questioning. Worksheet.	

**E3. Goal Setting**

<b>Performance Indicators &amp; Descriptions</b>			
<b>Painting</b>	<b>Units/ Lessons</b>	<b>Assessment</b>	
<b>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.</b>			
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.	Artist statement.	

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

<b>Performance Indicators &amp; Descriptions</b>			
<b>Painting</b>	<b>Units/ Lessons</b>	<b>Assessment</b>	
<b>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.</b>			
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. Art school representatives present information to advanced art students. Visiting artists expose students to other career options.	Studio Units.	Artist statement.	

**E5. Interpersonal Skills**

<b>Performance Indicators &amp; Descriptions</b>			
<b>Painting</b>			
<b>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</b>			
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.			