

**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>AP/ Advanced Studio Art</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>			
Students read several articles about art and artists to add to their understanding of how artists reflect and influence culture. They do an artist book project that involves reading and presenting information to the group. 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, and Jamie Wyeth, Picasso, and others.	Art History Unit.	Knowledge is assessed through oral discussion and written responses.	

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

<b>Performance Indicators &amp; Descriptions</b>			
<b>AP/ Advanced Studio Art</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.		
Students evaluate the formal qualities in visual arts products regularly. They practice evaluating their own work and work of others in oral and written form. Written work includes a quarterly gallery review.	Art Criticism Unit.	Students participate in oral critiques. Written work is graded.	

b.	Evaluate <i>Principles of Design</i> including balance, contrast, emphasis, movement, pattern, rhythm, and unity.		
Students evaluate the formal qualities in visual arts products regularly. They practice evaluating their own work and work of others in oral and written form. Written work includes a quarterly gallery review.	Art Criticism Unit.	Students participate in oral critiques. Written work is graded.	

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

<b>Performance Indicators &amp; Descriptions</b>			
<b>AP/ Advanced Studio Art</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 the 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, Painting, Printmaking, and Mixed-media work.	Student self-evaluation. Portfolio evaluation.	

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

***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>AP/ Advanced Studio Art</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 AP and Advanced Studio students complete a printmaking unit, practicing skills in a variety of media.	Homework assignments.  Drawing, Painting, Printmaking, and Mixed-media Units.	Homework graded by rubric. Student self-evaluation. Portfolio evaluation.  Student self-evaluation. Portfolio evaluation.	

***B2. Composition Skills***

<b>Performance Indicators &amp; Descriptions</b>			
<b>AP/ Advanced Studio Art</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 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 AP and Advanced Studio students complete a printmaking unit, practicing skills in a variety of media.	Homework assignments.  Drawing, Painting, Printmaking, and Mixed -media work.	Homework graded by rubric.  Student self-evaluation. Portfolio evaluation.	

**B3. Making Meaning**

<b>Performance Indicators &amp; Descriptions</b>			
<b>AP/ Advanced Studio Art</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.		
Advanced students are expected to demonstrate sophisticated use of media, tools, techniques and processes in all work. For example, during the printing unit, students use a wide variety of media, tools, techniques and processes to complete the work.	Printmaking Unit.	Student self-evaluation. Portfolio evaluation.	
b.	Demonstrate knowledge of visual art concepts.		
Advanced students use knowledge of visual arts concepts to create a large body of work that demonstrates their understanding of visual art concepts.	All studio work.	Student self-evaluation. Portfolio evaluation.	
c.	Communicate a variety of ideas, feelings, and meanings.		
Advanced students communicate a variety of feelings, ideas, and meanings in their work. They develop printed images based on a personal theme or idea and develop a body of work based on a unified theme for their AP Portfolio.	Printmaking Unit. All Studio work.	Student self-evaluation. Portfolio evaluation.	

**B4. Exhibition**

<b>Performance Indicators &amp; Descriptions</b>			
<b>AP/ Advanced Studio Art</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>			

	<p>Students will select work for an exhibit and justify their selections. Their 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.</p>	<p>All homework and in class work.</p>	<p>Portfolio review. On-going exhibits and end of year art exhibit.</p>	
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**Bangor School Department  
Grades 9-Diploma Visual Arts Standards**

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

***C1. Application of Creative Process***

<b>Performance Indicators &amp; Descriptions</b>			
<b>AP/ Advanced Studio Art</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. 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 homework and studio work.	Oral and written critiques. Student self-evaluation. Portfolio evaluation.	

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

**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>AP/ Advanced Studio Art</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, in both oral and written form.	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, books, articles, 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 understand the difference between personal opinion and informed judgment.	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 readings students are introduced to artists who reflect and shape their time and culture.	Art History Unit.	Class discussion.	

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

***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>AP/ Advanced Studio Art</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 a variety of 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.	Art History Unit.	Class discussion.	

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

<b>Performance Indicators &amp; Descriptions</b>			
<b>AP/ Advanced Studio Art</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 to written English (constructed response, etc), math (measurement and estimating), science (printmaking processes), and history (art from the past and present from this and other cultures).	Various lessons.	Class discussion.	



***E3. Goal Setting***

<b>Performance Indicators &amp; Descriptions</b>			
<b>AP/ Advanced Studio Art</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 and end of semester self-evaluation.	Studio Units.	Student self-evaluation. Artist statement.	

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

<b>Performance Indicators &amp; Descriptions</b>			
<b>AP/ Advanced Studio Art</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.	Studio Units.	Artist statement.	

***E5. Interpersonal Skills***

<b>Performance Indicators &amp; Descriptions</b>			
<b>AP/ Advanced Studio Art</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.			