



CCSU

K-12

**VISUAL ARTS
CURRICULUM**

Visual Arts Mission Statement

As Chittenden Central Supervisory Union Art Educators, we take a holistic approach towards learning, including the student, their community, and the world at large. A complete art education program focuses on nurturing the whole child. Our program promotes self esteem and well-being through encouraging students to express themselves. It fosters higher order thinking skills through creative problem solving and reflection. Our program also gives purpose and meaning to learning through creative cultural connections, linking to other subject matter, and exhibitions within the community. We encourage life long learners through building meaningful relationships, differentiated instruction, and guided exploration.

“Pyramids, cathedrals, and rockets exist not because of geometry, theories of structures, or thermodynamics, but because they were first a picture--literally a vision--in the minds of those who built them.” (Eugene Ferguson)

Our students will not all be professional artists. However, they will be citizens of a world which will reward them for their creativity.

Some thoughts from Elliot Eisner, leading art education theorist:

Art promotes the development of self directed learning and gives a unique contribution by encouraging certain forms of thinking:

1. It encourages interaction and relationships through dialogue and collaboration.
2. Students must problem solve and use creative thinking skills to work within the constraints of a given medium and assignment.
3. The importance of details affecting the whole, encouraging one to slow down and pay attention.
4. Form can express feeling—articulation of thought in a visual way.
5. Flexibility when working towards solutions.
6. Art uses metaphor and simile, a language of communication that is non-literal.
7. The element of surprise—creativity and open-mindedness versus the assembly line.
8. The reward is in the journey—a fun process of learning.

Visual Art Power Standards

Power Standard One, Skill Development: Students understand, select, and implement various techniques and processes.

- K-3 Indicator:
 - a. Begin to identify and use different media, techniques and processes to communicate ideas, intent and personal experiences.
 - b. Use and name art tools and materials safely.

- 4-5 Indicator:
 - a. Identify and use different media, techniques and processes to communicate ideas, intent and personal experiences.
 - b. Identify and describe differences between media and the visual characteristics of each medium (i.e. drawing, painting, printmaking, ceramics, sculpture, mixed media).
 - c. Demonstrate proper use and storage of materials, media and equipment.

- 6-8 Indicator:
 - a. Demonstrate appropriate selection and application of different media, techniques and processes to communicate ideas, intent and personal experiences in their work.
 - b. Differentiate between the visual characteristics and expressive qualities of a specific medium to convey the meaning of their work.
 - c. Demonstrate proper use and storage of materials, media and equipment.

- High School Indicator:
 - a. Communicate visual ideas through deliberate selection of media, techniques and processes with sufficient skill and competence that their intentions are clearly observed in the artwork.

 - b. Demonstrate skillful and safe application of various media, materials and equipment.

- Advance High School Indicator:

- a. Demonstrate mastery of at least one visual arts medium through effective use of techniques and processes in communication of intent.
- b. Independently identify, define and solve challenging visual problems with skillful application and understanding of different media and techniques

Power Standard Two, Skill Development: Students understand and apply elements and principles of art.

- K-3 Indicator:
 - a. Begin to identify the elements and principles of design in art and use them to communicate ideas in their artwork

- 4-5 Indicator:
 - a. Identify and use the elements and principles of design to communicate ideas and intent in their artwork.

- 6-8 Indicator:
 - a. Analyze the use of elements and principles of design in the composition of their work using art vocabulary.

 - b. Make compositional decisions guided by skillful understanding and discrimination of the elements and principles of design.

- High School Indicator:
 - c. Implement knowledge of art elements and principles of design as tools to communicate specific ideas and intentions.
 - d. Evaluate the structural organization of artwork in relation to elements and principles of design and use this evaluation to inform the creation their own work

- Advance High School Indicator:
 - a. Create and evaluate works of art that use specific elements, principles and functions to solve visual problems and communicate intentions.
 - b. Use multiple solutions to visual problems with competent understanding of the relationships between structural choices and artistic functions.

Power Standard Three, Reflection and Critique: Students reflect, describe, analyze and interpret their own and others' artwork.

- K-3 Indicator:
 - a. Identify appropriate art vocabulary to share the art elements in works of art.
 - b. Question and make affirming statements about various artworks.

- 4-5 Indicator:
 - a. Use appropriate art vocabulary to describe the art elements and artist's intent in works of art that may include students' own work.
 - b. Compare and contrast various artworks by questioning and making affirming statements.

- 6-8 Indicator:
 - a. Discuss and reflect upon qualities and intentions of art using appropriate art vocabulary.
 - b. Compare and contrast various artworks by questioning and analyzing with specific evidence.

- High School Indicator:
 - a. Articulate ideas and knowledge with appropriate art vocabulary, questioning and making statements to reflect and critique their artwork and that of others.
 - b. Analyze the intention of artwork with descriptive, interpretive, aesthetic and evaluative judgments.

- Advance High School Indicator:
 - a. Analyze the visual organization of works of art in relation to the effective use of symbols, elements, principles, media and techniques.
 - b. Use complex descriptors and analogies to interpret and evaluate the aesthetic qualities of their work and the work of others.

Power Standard Four, Making Connections: Students make connections to history and culture, and/or personal life and other disciplines.

- K-3 Indicator:
 - a. Identify how the arts have a relationship to family and/or community events and celebrations.
 - b. Communicate ideas from other disciplines.
 - c. Describe what an artist does

- 4-5 Indicator:
 - a. Identify how the arts have a relationship to family and/or community events and other cultures.
 - b. Make connections between students' work and disciplines outside the arts.

- 6-8 Indicator:
 - a. Create art from different cultures, identifying common subjects, themes and techniques.
 - b. Identify significant artists and their works from various times and places.
 - c. Apply and integrate learning from other disciplines into personal work of art.

- High School Indicator:
 - a. Use knowledge of art history and arts in various cultures to create and interpret artwork.
 - b. Explore the implications of various purposes for making artwork.
 - c. Compare and contrast the concepts and techniques of the visual arts with other disciplines.

- Advance High School Indicator:
 - a. Recognize works of art and identify them by artist, period, style and/or cultural origin.
 - b. Compare works of art for function and intent, and identify relationships in terms of history, aesthetics and culture.
 - c. Synthesize concepts and subject matter of other disciplines with those of the visual arts.
 - d. Identify and explore specific art careers and the knowledge and skills required for art related careers.

- e. Develop and refine an art portfolio through classroom work, internships/job shadowing and outside classes and workshops.

Power Standard Five, Approaches to Work: Students approach a range of art explorations with artistic problem solving, creative thinking, and responsible work habits.

- K-3 Indicator:
 - a. Demonstrate creative thinking and problem solving skills.
 - b. Use materials responsibly, follow class procedures, and make productive use of time.

- 4-5 Indicator:
 - a. Generate a variety of creative ideas and solutions to visual problems
 - b. Demonstrate willingness to participate in individual and group activities.

- 6-8 Indicator:
 - a. Identify challenges and/or problems and implement changes to their artwork.
 - b. Take responsibilities for setting and adjusting goals.

- High School Indicator:
 - a. Incorporate previous knowledge into the development of their artwork.
 - b. Develop critical criteria to create artwork with commitment and sense of purpose.
 - c. Demonstrate refinement and revision based on self-reflection and teacher/peer critique.
 - d. Demonstrate respect for their work and the work of others

- Advance High School Indicator:
 - a. Research, define and originate multiple solutions to complex visual problems by means of reflection, analysis, synthesis, and evaluation.
 - b. Demonstrate refinement and revision based on self-reflection and teacher/peer critique.
 - c. Demonstrate respect for their work and the work of others

CCSU ARTS CURRICULUM

Grade Level: Pre K - K

Art Domain: Skill Development Vermont Standard: Stem: A10 Students show skill development when creating art by...		
Skill	Learning Opportunities	Assessment Tools
Identifying shapes and/or using shapes to build images <ul style="list-style-type: none"> • Handling of art tools and materials • Identifying line and the use of line in images 	<ul style="list-style-type: none"> • Cut outs • Animal collages 	<ul style="list-style-type: none"> • Observation • Discussion

Art Domain: Skill Development Vermont Standard: Stem: A11 Students perform/communicate through art by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Using media and materials to convey ideas specific to the project 	<ul style="list-style-type: none"> • Portraits • Artwork from Stories <ul style="list-style-type: none"> - Red Clover series 	<ul style="list-style-type: none"> • Observation • Discussion

CCSU VISUAL ART CURRICULUM

Grade Level: Pre K - K

Art Domain: Skill Development

Vermont Standard:

Stem: A12 Students show understanding of art concepts and vocabulary by

Skill	Learning Opportunities	Assessment Tools

Key Concepts to Emphasize:

- Introducing shapes**
- Utilizing shapes to create a more complex form**
- Introduction to proper and safe handling of art materials/tools**
- Introducing lines**

CCSU ART CURRICULUM

Grade Level: Pre K - K

Art Domain: Reflection and Critique Vermont Standard: Stem: A13 Students describe art using appropriate vocabulary, for example:		
Skills	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Subject matter – person, animal, trees Begin to indentify elements of art (ie. Line, shape, color, form, texture) 	Viewing reproductions and student work	<ul style="list-style-type: none"> • Observation • Discussion

Art Domain: Reflection and Critique Vermont Standard: Stem: A14 Students analyze, interpret, and respond to art by...		
Skill	Learning Opportunities	Assessment Tools

CCSU VISUAL ART CURRICULUM

Grade Level: Pre K - K

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A15 Students critique and revise art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none">• Making affirming statements (i.e., I notice...I see...)	Viewing the work of self and others	<ul style="list-style-type: none">• Observation• Discussion

Key Concepts to Emphasize:

Focus
Vocabulary, including the elements of art
Elaborating upon “I like” sentences. “What do you see?”

CCSU ART CURRICULUM

Grade Level: Pre K - K

Art Domain: Making Connections

Vermont Standard:

Stem: A16 Students make connections between/among the arts and disciplines outside the arts by...

Skill	Learning Opportunities	Assessment Tools

Art Domain: Making Connections

Vermont Standard:

Stem: A17 Students show understanding of how the arts impact lifelong choices by...

Skill	Learning Opportunities	Assessment Tools

CCSU ART CURRICULUM

Grade Level: Pre K - K

Art Domain: Making Connections

Vermont Standard:

Stem: A19 Students show understanding of how the arts shape and reflect various cultures and times by...

Skill	Learning Opportunities	Assessment Tools

Key Concepts to Emphasize:



CCSU ART CURRICULUM

Grade Level: Pre K - K

Art Domain: Approaches to Work Vermont Standard: Stem: A19 Students approach artistic problem solving with an open mind and creative thinking by...		
Skill	Learning Opportunities	Assessment Tools

Art Domain: Approaches to Work Vermont Standard: Stem: A20 Students develop effective, personal work habits by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Demonstrating willingness to take part in the activity • Using materials and work space safely 		<ul style="list-style-type: none"> • Observation

CCSU ART CURRICULUM

Grade Level: Pre K - K

Art Domain: Approaches to Work

Vermont Standard:

Stem: A21 Students demonstrate appropriate interactions by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none">• Participating in individual and/or group work willingly and appropriately• Responding constructively as members of an audience/group (i.e., taking good care of you own and others' work, waiting your turn)		<ul style="list-style-type: none">• Observation

Key Concepts to Emphasize:

CCSU ARTS CURRICULUM

Grade Level: First and Second Grade

Art Domain: Skill Development Vermont Standard: Stem: A10 Students show skill development when creating art by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Using qualities of line in different media (straight, wavy, curved, zigzag) • Mixing primary colors to create other colors • Using clay, plaster, paper mache, and/or paper, etc. to develop form (i.e., 3D design) • Using texture in 2 and 3-d design • Handling and naming of art tools and materials 	<ul style="list-style-type: none"> • Line composition drawings • Color wheel studies • Mask making/ sculpture • Landscape painting • printmaking 	<ul style="list-style-type: none"> • Discussion • Observation during process • Rubric • Student product

Art Domain: Skill Development Vermont Standard: Stem: A11 Students perform/communicate through art by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Using media and materials to convey ideas specific to the project 	<ul style="list-style-type: none"> • Portraits • Artwork from stories - Red Clover series 	<ul style="list-style-type: none"> • Discussion • Observation during process

CCSU VISUAL ART CURRICULUM

Grade Level: First and Second Grade

Art Domain: Skill Development

Vermont Standard:

Stem: A12 Students show understanding of art concepts and vocabulary by

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Identifying primary and secondary colors on the color wheel • Utilizes characteristics of line, shape, color and texture • Naming and using different media, genre and techniques 	<ul style="list-style-type: none"> • Collage • Printmaking • Portraits • Landscape • Still life • sculpture 	<ul style="list-style-type: none"> • Discussion • Observation during process • Rubric/Reflection Sheet • Student product

Key Concepts to Emphasize:

Primary and secondary colors

Pattern

Application of elements of art in both 2 and 3 dimension

Naming and utilizing art materials and tools

CCSU ART CURRICULUM

Grade Level: First and Second Grade

Art Domain: Reflection and Critique		
Vermont Standard:		
Stem: A13 Students describe art using appropriate vocabulary, for example:		
Skills	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Colors, basic shapes • Zigzag, curvy, wavy, straight, thick/thin line • Landscape, portrait • Texture – smooth, fuzzy, bumpy 	<p>Class sharing and critique</p>	<ul style="list-style-type: none"> • Discussion • Observation during process • checklists

Art Domain: Reflection and Critique		
Vermont Standard:		
Stem: A14 Students analyze, interpret, and respond to art by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Sharing their thoughts on their own or others' artwork 	<p>Class sharing and critique Art games</p>	<ul style="list-style-type: none"> • Journals • Reflection writing • Discussion

CCSU VISUAL ART CURRICULUM

Grade Level: First and Second Grade

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A15 Students critique and revise art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none">• Making affirming statements (i.e., I notice...I see....)• Asking questions about your own work (i.e., How do I...?)• Asking questions of the artist (i.e., I notice your blue, how did you make it?)	Critique and revise	<ul style="list-style-type: none">• Discussion• Student and/or teacher led conferencing

Key Concepts to Emphasize:

Using art vocabulary

Asking questions

Discussion of work individually or in a group setting

Beginning to analyze information

CCSU ART CURRICULUM

Grade Level: First and Second Grade

Art Domain: Making Connections Vermont Standard: Stem: A16 Students make connections between/among the arts and disciplines outside the arts by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Identify and recognize art outside the art room • Communicating ideas from other disciplines 	<ul style="list-style-type: none"> • Walks through your community • Museum visits 	<ul style="list-style-type: none"> • Discussion

Art Domain: Making Connections Vermont Standard: Stem: A17 Students show understanding of how the arts impact lifelong choices by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Describing what an artist does (i.e., paint, sculpt, draw) • Recognizing art in the environment 	<p>Guest artists Art from different cultures and traditions</p>	<p>Discussion Observation</p>

CCSU ART CURRICULUM

Grade Level: First and Second Grade

Art Domain: Making Connections

Vermont Standard:

Stem: A19 Students show understanding of how the arts shape and reflect various cultures and times by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none">• Identifying how the arts have a relationship to family and/or community events and celebrations	<ul style="list-style-type: none">• Community projects• Self-portraits• Interdisciplinary themed projects	<ul style="list-style-type: none">• Student product• Discussion• Rubric/Reflection sheet

Key Concepts to Emphasize:

Making connections to other curricular areas (subjects)

CCSU ART CURRICULUM

Grade Level: First and Second Grade

Art Domain: Approaches to Work

Vermont Standard:

Stem: A19 Students approach artistic problem solving with an open mind and creative thinking by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Responding to teacher suggested solutions (i.e., How can you make the building look like it's on the ground?) 	<ul style="list-style-type: none"> • Conferencing with teacher • Group critiques 	<ul style="list-style-type: none"> • Student product • Group critiques

Art Domain: Approaches to Work

Vermont Standard:

Stem: A20 Students develop effective, personal work habits by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Demonstrating willingness to take part in the activity. • Using materials and work space safely • Making good use of class time 	<p>Demonstrating Modeling</p>	<ul style="list-style-type: none"> • Observation • Discussion • Student product

CCSU ART CURRICULUM

Grade Level: First and Second Grade

Art Domain: Approaches to Work

Vermont Standard:

Stem: A21 Students demonstrate appropriate interactions by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none">• Participating in individual and/or group work willingly and appropriately• Responding constructively as members of an audience/group (i.e. taking good care of you own and others' work, waiting your turn)	Modeling	<ul style="list-style-type: none">• Observation• Discussion• Student product

Key Concepts to Emphasize:

Respect for self, work, space, and others

CCSU ARTS CURRICULUM

Grade Level: Third and Fourth Grade

Art Domain: Skill Development

Vermont Standard:

Stem: A10 Students show skill development when creating art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Identifying elements of art and introducing the principles of design • Identifying and utilizing primary, secondary, and tertiary colors, and value • Utilizing the color wheel to identify colors schemes • Using clay, plaster, paper mache and/or paper to develop form • Introducing horizon line • Overlapping to create a sense of depth (i.e., foreground, middle ground, background) • Using various art tools and materials for specific purposes 	<ul style="list-style-type: none"> • 3D Design • Landscapes • Painting study 	<ul style="list-style-type: none"> • Rubrics • Anecdotal Assessment • Student Product

Art Domain: Skill Development

Vermont Standard:

Stem: A11 Students perform/communicate through art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Using elements, media or materials to convey or identify feelings, ideas or thoughts 	<ul style="list-style-type: none"> • Color thematic projects • Story illustrations • Art appreciation 	<ul style="list-style-type: none"> • Sharing • Student product

CCSU VISUAL ART CURRICULUM

Grade Level: Third and Fourth Grade

Art Domain: Skill Development

Vermont Standard:

Stem: A12 Students show understanding of art concepts and vocabulary by

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Identifying and utilizing warm and cool color schemes and value • Naming characteristics of shape texture, form (i.e., geometric, organic, implied, conical) • Identifying and using different media, genre, and techniques (i.e., watercolors, resist paper mache) 	<ul style="list-style-type: none"> • 2D - 3D projects • Color exploration 	<ul style="list-style-type: none"> • Rubrics • Anecdotal Assessment • Student Product

Key Concepts to Emphasize:

Using and demonstrating knowledge of the elements of art.

Introducing the principles of design

CCSU ART CURRICULUM

Grade Level: Third and Fourth Grade

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A13 Students describe art using appropriate vocabulary, for example:

Skills	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Warm and Cool colors • Vertical, horizontal, diagonal • Geometric and Organic shapes • Rough, soft, shiny, silky, dull • Symmetrical • Dark and light • Overlapping • Middle ground, background, foreground 		<ul style="list-style-type: none"> • Observation • Discussion • Journaling • Reflection Sheet

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A14 Students analyze, interpret, and respond to art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Comparing/contrasting the elements of art, which may include a students' own work (i.e., Joe used warm colors in the foreground, I used cool colors.) 	<ul style="list-style-type: none"> • Critique • Art Auction • Reflective writing 	<ul style="list-style-type: none"> • Student reflection • Observation • Discussion

CCSU VISUAL ART CURRICULUM

Grade Level: Third and Fourth Grade

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A15 Students critique and revise art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Making affirming statements (i.e., I notice your horizon line brings the picture forward.) • Asking questions about your own work (i.e., How can I make this look real?) • Asking questions of the artist (i.e., What are you trying to show in your artwork?) • Suggesting Changes (i.e., Use the side of your chalk to make it look rough.) 		<ul style="list-style-type: none"> • Discussion • Response to teacher feedback

Key Concepts to Emphasize:

Introduce the terms “Compare and Contrast”

Introduce analyzing and processing

Making choices

Revision

CCSU ART CURRICULUM

Grade Level: Third and Fourth Grade

Art Domain: Making Connections Vermont Standard: Stem: A16 Students make connections between/among the arts and disciplines outside the arts by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Demonstrating the relationships between similar elements (i.e., pattern and nature) • Communicating ideas from other disciplines 	<ul style="list-style-type: none"> • Portrait of a historical figure or event • Interdisciplinary Projects • Connecting curriculum with other subject areas 	<ul style="list-style-type: none"> • Rubrics • Anecdotal Assessment • Student Product

Art Domain: Making Connections Vermont Standard: Stem: A17 Students show understanding of how the arts impact lifelong choices by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Demonstrating how the arts contribute to the development of creative life and problem solving skills 	<p>Field trips Class speakers about professions in art</p>	

CCSU ART CURRICULUM

Grade Level: Third and Fourth Grade

Art Domain: Making Connections

Vermont Standard:

Stem: A19 Students show understanding of how the arts shape and reflect various cultures and times by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none">Identifying how the arts have a relationship to family and/or community events and celebrations	<ul style="list-style-type: none">Self-portraitCommunity projects2-D and/or 3-D projects	<ul style="list-style-type: none">RubricsAnecdotal AssessmentStudent Product

Key Concepts to Emphasize:

Art is global

Art is historical

Art is traditional

Art connect to other disciplines

CCSU ART CURRICULUM

Grade Level: Third and Fourth Grade

Art Domain: Approaches to Work

Vermont Standard:

Stem: A19 Students approach artistic problem solving with an open mind and creative thinking by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Responding to teacher suggested solutions (i.e., How can you make the building look like it's on the ground?) 		<ul style="list-style-type: none"> • Student product • Conversations

Art Domain: Approaches to Work

Vermont Standard:

Stem: A20 Students develop effective, personal work habits by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Demonstrating willingness to take part in the activity • Using materials and work space safely • Making good use of class time 		<ul style="list-style-type: none"> • Observation • Behavior grades

CCSU ART CURRICULUM

Grade Level: Third and Fourth Grade

Art Domain: Approaches to Work

Vermont Standard:

Stem: A21 Students demonstrate appropriate interactions by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none">• Participating in individual and/or group work willingly and appropriately• Responding constructively as members of an audience/group (i.e. taking good care of your own and other's work, waiting your turn)	<ul style="list-style-type: none">• Critiques• Community Projects	<ul style="list-style-type: none">• Observation• Self-reflection

Key Concepts to Emphasize:

Students demonstrate sharing of work space and materials
Demonstrating respect for self, work, and others
Demonstrating safety in the classroom

CCSU ARTS CURRICULUM

Grade Level: Fifth and Sixth Grade

Art Domain: Skill Development

Vermont Standard:

Stem: A10 Students show skill development when creating art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Using drawing techniques, including shading, value, and/or texture • Identifying and using shapes to form more complex images • Purposeful use of color • Applying color theory through the use of the color wheel, including shades and tints • Using form within the specific theme • Developing the illusion of depth/form • Using various art tools and materials for specific purposes 	<ul style="list-style-type: none"> • Drawing using texture • Mask making • 2-D and 3-D projects • Interdisciplinary projects • Portraits 	<ul style="list-style-type: none"> • Product • Reflection/ Rubric • Critique

Art Domain: Skill Development

Vermont Standard:

Stem: A11 Students perform/communicate through art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Demonstrating individual point of view in their own work 	<ul style="list-style-type: none"> • Portraits • 2-D and 3-D projects 	<ul style="list-style-type: none"> • Product • Reflection/ Rubric • Discussion • Journaling

CCSU VISUAL ART CURRICULUM

Grade Level: Fifth and Sixth Grade

Art Domain: Skill Development

Vermont Standard:

Stem: A12 Students show understanding of art concepts and vocabulary by

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Identifying color schemes and the use of contrasting and complimentary colors. • Using the gray/value scale • Explaining and using different media, genre, and techniques (i.e. charcoal, pastel, and perspective) • Identifying form as having height, width, and depth (i.e., cylinder, sphere, cube) 	<ul style="list-style-type: none"> • Portraits • 2-D and 3-D projects 	<ul style="list-style-type: none"> • Product • Reflection/ Rubric • Discussion • Journaling • Critique

<p>Key Concepts to Emphasize:</p> <p>Using the elements and principles of design in their work</p> <p>Exploring techniques and media to convey a personal style</p>
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CCSU ART CURRICULUM

Grade Level: Fifth and Sixth Grade

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A13 Students describe art using appropriate vocabulary, for example:

Skills	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Complimentary an/opposite colors, analogous, intermediate, warm/cool colors • Value, shading, tinting, contrast • Height, width, and depth • Still life • 2-Dimensional and 3-Dimensional • Sculpture • Contour drawing • Craftsmanship • 	<ul style="list-style-type: none"> • Portraits • 2-D and 3-D projects • Discussion 	<ul style="list-style-type: none"> • Reflection/ Rubric • Discussion • Journaling • Critique • Teacher Conferences

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A14 Students analyze, interpret, and respond to art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Discussing qualities (elements, expression and/or principals of design) that may evoke emotion and meaning • Comparing/contrasting the element of works of art, which may include a student's own work 	<ul style="list-style-type: none"> • Discussion • Art appreciation 	<ul style="list-style-type: none"> • Reflection/ Rubric • Discussion • Critique • Teacher Conferences

CCSU VISUAL ART CURRICULUM

Grade Level: Fifth and Sixth Grade

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A15 Students critique and revise art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Making affirming statements with specific evidence, (i.e. Your color choices make your painting look 3-D.) • Asking questions about your own work (i.e. Are these complimentary colors) • Asking questions of the artist (i.e., What part of this painting is successful?) • Suggesting the changes (i.e., You might create a number of color combinations to see what works best.) • Discerning and responding to those suggestions that are effective (i.e., I wanted to use only cool colors.) 	<ul style="list-style-type: none"> • Discussion • Art appreciation • Critique 	<ul style="list-style-type: none"> • Product • Reflection/ Rubric • Discussion • Journaling • Critique

Key Concepts to Emphasize:

Using art vocabulary to compare and contrast the work of others as well as themselves

Receiving critique information constructively and making thoughtful decisions

CCSU ART CURRICULUM

Grade Level: Fifth and Sixth Grade

Art Domain: Making Connections

Vermont Standard:

Stem: A16 Students make connections between/among the arts and disciplines outside the arts by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Apply and integrate learning from other disciplines into personal works of art • Communicating ideas from other disciplines 	<ul style="list-style-type: none"> • Community projects • Interdisciplinary projects 	<ul style="list-style-type: none"> • Reflection/ Rubric • Anecdotal Assessment • Student product

Art Domain: Making Connections

Vermont Standard:

Stem: A17 Students show understanding of how the arts impact lifelong choices by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Describing the special training needed to become an artist (i.e., attention to detail) • Demonstrating how the arts contribute to physical and mental health (i.e., relaxation, mental stimulation, motor coordination) 	<ul style="list-style-type: none"> • Career Day • Diversity Day • Wellness Day 	

CCSU ART CURRICULUM

Grade Level: Fifth and Sixth Grade

Art Domain: Making Connections

Vermont Standard:

Stem: A19 Students show understanding of how the arts shape and reflect various cultures and times by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none">• Creating art from two or more cultures, identifying common subjects and themes• Demonstrating how the arts have a relationship to time and place• Discussing the use of arts within societies	<ul style="list-style-type: none">• Community projects• Interdisciplinary projects	<ul style="list-style-type: none">• Student Product• Teacher/Student Conferences

Key Concepts to Emphasize:

Art is integral to ones physical and mental health

Art has been used as a form of communication, cultural beliefs and traditions

CCSU ART CURRICULUM

Grade Level: Fifth and Sixth Grade

Art Domain: Approaches to Work Vermont Standard: Stem: A19 Students approach artistic problem solving with an open mind and creative thinking by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Identifying challenges inherent in the work • Generating a variety of strategies/techniques to address those challenges • Considering and trying those diverse solutions, and employing one appropriate to the work 	<ul style="list-style-type: none"> • Portraits • 2-D and 3-D projects 	<ul style="list-style-type: none"> • Reflection/ Rubric • Discussion • Journaling • Critique • Teacher Conferences

Art Domain: Approaches to Work Vermont Standard: Stem: A20 Students develop effective, personal work habits by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Demonstrating understanding of health and safety issues related to the arts • Taking responsibility for setting and adjusting goals for self (i.e., prioritizing responsibilities, managing time, and meeting completion deadlines) 	<ul style="list-style-type: none"> • Class Participation 	<ul style="list-style-type: none"> • Observation • Behavior/Effort Grade

CCSU ART CURRICULUM

Grade Level: Fifth and Sixth Grade

Art Domain: Approaches to Work

Vermont Standard:

Stem: A21 Students demonstrate appropriate interactions by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Cooperating as an individual and/or group to maintain an environment of safety, confidence, mutual esteem, and support • Responding constructively as members of an audience/group (i.e. being sensitive to the feeling of the artist) 	<ul style="list-style-type: none"> • Class Participation • Critiques • Collaborative Projects 	<ul style="list-style-type: none"> • Observation • Behavior/Effort Grade • Self-reflection

Key Concepts to Emphasize:

Utilizing sharing of workspace and materials

Respect

Safety

CCSU ARTS CURRICULUM

Grade Level: Seventh and Eighth Grade

Art Domain: Skill Development

Vermont Standard:

Stem: A10 Students show skill development when creating art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Using drawing techniques • Using personal observation to establish, intent and/or mood using: color, form, shape, texture, etc. • Applying color theory through the use of the color wheel, including shapes and tints, analogous and complementary colors, monochromatic, and intermediate • Rendering form on a 2D or 3D surface • Making compositional decisions guided by specific principles, such as balance, movement, emphasis, etc. • Selecting art tools and materials for specific purposes 	<ul style="list-style-type: none"> • Portraits • Interdisciplinary projects • Line and texture drawings • Value studies 	<ul style="list-style-type: none"> • Observation • Critique • Rubric/Reflection • Product

Art Domain: Skill Development

Vermont Standard:

Stem: A11 Students perform/communicate through art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Demonstrating individual point of view to create meaning in their work of art 	<ul style="list-style-type: none"> • Critique • Discussion 	<ul style="list-style-type: none"> • Critique • Discussion • Product

CCSU VISUAL ART CURRICULUM

Grade Level: Seventh and Eighth Grade

Art Domain: Skill Development

Vermont Standard:

Stem: A12 Students show understanding of art concepts and vocabulary by

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Selecting color schemes and the use of contrasting, complementary, monochromatic, and intermediate colors • Using shading and tinting • Creating texture • Identifying and defining differences between subject matter, media, genres, and/or techniques • Showing form through use of contour, highlight, and shadow • Defining and understanding use of the design elements: line, form, value, space, shape, texture, and color 	<ul style="list-style-type: none"> • Printmaking • Portraits • 2-D and 3-D projects • Interdisciplinary projects 	<ul style="list-style-type: none"> • Observation • Critique • Rubric/Reflection • Product • Teacher/Student Conferencing

Key Concepts to Emphasize:

Refining the use of the elements and principles of art

CCSU ART CURRICULUM

Grade Level: Seventh and Eighth Grade

Art Domain: Reflection and Critique Vermont Standard: Stem: A13 Students describe art using appropriate vocabulary, for example:		
Skills	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Cube, sphere, or cylinder • Monochromatic • Balance, swirling, flat, shadow • Technique, medium • Contour • Thumbnail sketch, finished drawing • Genre, abstract, non-objective • Elements: line, form, value, space, shape, texture, color • Perspective • Value scale, contour line 	<ul style="list-style-type: none"> • Critique • Discussion • Teacher/Student Conferencing 	<ul style="list-style-type: none"> • Critique • Rubrics

Art Domain: Reflection and Critique Vermont Standard: Stem: A14 Students analyze, interpret, and respond to art by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Discussing qualities (elements, expression, and/or principles of design) and how they evoke emotion and meaning (i.e., “The swirling lines in your piece make it look wild.”) • Comparing/contrasting works of art, which may include a student’s own work (i.e., “My perspective piece shows bigger shapes in the foreground – just like The Last Supper.”) 	<ul style="list-style-type: none"> • Reflecting • Discussion • Journaling 	<ul style="list-style-type: none"> • Critique • Rubrics

CCSU VISUAL ART CURRICULUM

Grade Level: Seventh and Eighth Grade

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A15 Students critique and revise art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Making affirming statements with specific evidence (i.e., Your perspective makes me feel like I can walk into the picture.) • Asking questions about your own work (i.e., Am I using the right technique on this watercolor painting?) • Asking questions of the artist (i.e., What part of this painting is successful? What part could you improve upon?) • Suggesting changes (i.e., Can you put more shadow in it to make it look like a sphere?) • Discerning and responding to those suggestions that are effective, and justifying aesthetic decisions (i.e., I'll use the value scale.) • Developing and applying specific criteria, individually or in groups 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Critique

Key Concepts to Emphasize:

Refining decision making: Pose questions about their own work

Refining comparing and contrasting, analyzing and processing

Receiving critique information constructively and making thoughtful decisions

CCSU ART CURRICULUM

Grade Level: Seventh and Eighth Grade

Art Domain: Making Connections

Vermont Standard:

Stem: A16 Students make connections between/among the arts and disciplines outside the arts by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Apply and integrate learning from other disciplines into personal works of art • Communicating ideas and concepts from other disciplines 	<ul style="list-style-type: none"> • Wire sculpted studies • Portraits • 2-D and 3-D projects • Interdisciplinary projects 	<ul style="list-style-type: none"> • Discussion • Rubric/Reflection • Product

Art Domain: Making Connections

Vermont Standard:

Stem: A17 Students show understanding of how the arts impact lifelong choices by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Modeling artist skills through classroom work or community experiences • Demonstrating how the arts contribute to physical and mental health (i.e., self-expression, such as anger, joy, confusion, frustration) 	<ul style="list-style-type: none"> • Artists-in-residences • Trips to museums • Community projects 	<ul style="list-style-type: none"> • Product

CCSU ART CURRICULUM

Grade Level: Seventh and Eighth Grade

Art Domain: Making Connections

Vermont Standard:

Stem: A19 Students show understanding of how the arts shape and reflect various cultures and times by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Creating art from different cultures, identifying common subjects, themes and techniques/styles • Identifying significant artists and their works from various times and places (i.e., Van Gogh, Rembrandt, Egyptian) • Researching and describing how the arts reflect cultural values in various traditions throughout the world (i.e., folk art). 	<ul style="list-style-type: none"> • Cultural murals • Portraits • 2-D and 3-D projects • Interdisciplinary projects 	<ul style="list-style-type: none"> • Observation • Critique • Rubric/Reflection • Product • Teacher/Student Conferencing

Key Concepts to Emphasize:

Art is integral to ones physical and mental health

Art has been used as a form of communication in cultural beliefs and traditions

Art is interwoven within the community

CCSU ART CURRICULUM

Grade Level: Seventh and Eighth Grade

Art Domain: Approaches to Work Vermont Standard: Stem: A19 Students approach artistic problem solving with an open mind and creative thinking by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Identifying challenges inherent in the work (i.e., My print is blurred.) • Generating a variety of strategies/techniques to address those challenges (i.e., Should I add more ink? or Should I press harder with my baren?) • Considering and trying out these diverse solutions, and employing one appropriate to the work (i.e., I'll add more ink.) 	<ul style="list-style-type: none"> • Independent Study Projects • Portraits • 2-D and 3-D projects 	<ul style="list-style-type: none"> • Critique • Rubric/Reflection • Product • Presentat Observation • Critique • Rubric/Reflection • Product • Teacher/Student Conferencing ions

Art Domain: Approaches to Work Vermont Standard: Stem: A20 Students develop effective, personal work habits by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Demonstrating commitment and a sense of purpose (i.e., persevering to complete quality work, working to personal best) • Demonstrating understanding of health and safety issues related to the arts (i.e., using safe work habits and techniques) • Developing rigorous criteria and setting goals for themselves (i.e., prioritizing responsibilities, managing 	<ul style="list-style-type: none"> • Class Participation 	<ul style="list-style-type: none"> • Observation • Teacher/Student Conferencing • Behavior/Effort grades

time/materials, and meeting completion deadlines) <ul style="list-style-type: none"> Using a variety of learning strategies (i.e., different practice techniques). 		
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CCSU ART CURRICULUM

Grade Level: Seventh and Eighth Grade

Art Domain: Approaches to Work

Vermont Standard:

Stem: A21 Students demonstrate appropriate interactions by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Cooperating as an individual and/or group to maintain an environment of safety, confidence, mutual esteem, and support Responding constructively as members of an audience/group (i.e., using supportive, non-inflammatory language) 	<ul style="list-style-type: none"> Class Participation Group Discussions Collaborative Projects 	<ul style="list-style-type: none"> Observation Behavior/Effort grades

Key Concepts to Emphasize:

Owning and demonstrating safe and respectful practice in the work environment

Students use problem solving strategies in their approach to work

CCSU ARTS CURRICULUM

Grade Level: ART 1/ART 2

Art Domain: Skill Development Vermont Standard: Stem: A10 Students show skill development when creating art by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Mastering various art tools and materials for specific purposes and artistic intentions • Introduction to basic Vocabulary and processes (see vocabulary list) 	<ul style="list-style-type: none"> • Self Portraits • <i>Figure Drawing</i> • <i>1 and 2 point Perspective</i> • Color Theory • Line and Value studies • Sketch/Journal Assignments 	<ul style="list-style-type: none"> • Critique • Self Reflection • Rubric • Quizzes

Art Domain: Skill Development Vermont Standard: Stem: A11 Students perform/communicate through art by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Use knowledge of art elements and principles of design as tools to communicate what they are expressing visually 	<ul style="list-style-type: none"> • Self Portraits • <i>Figure drawings</i> • <i>1 and 2 point perspective</i> • Color Theory • Line and Value studies • Sketch /Journal Assignments • Full class Critiques and Self Evaluation using Artspeak and Vocabulary List words 	<ul style="list-style-type: none"> • Self evaluation • Rubrics • Critique • Presentation of artwork

CCSU VISUAL ART CURRICULUM

Grade Level: ART 1/ART2

Art Domain: Skill Development		
Vermont Standard:		
Stem: A12 Students show understanding of art concepts and vocabulary by		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Implementing knowledge of art elements and principles of design as tools to communicate 	<ul style="list-style-type: none"> Self Portraits Figure drawings 1 and 2 point perspective Color Theory Line and Value studies Sketch /Journal Assignments Full class Critiques and Self Evaluation using Artspeak and Vocabulary List words 	<ul style="list-style-type: none"> Self evaluation Rubrics Critique Quizzes and Tests

Key Concepts to Emphasize:
 Elements and Principles of Art
 Color Theory
 Composition—Rule of Thirds
 Various Media Techniques—drawing, painting, other basic forms of media

Grade Level: ART 1/ART 2

Art Domain: Reflection and Critique		
Vermont Standard:		
Stem: A13 Students describe art using appropriate vocabulary, for example:		
Skills	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Evaluate artwork in terms of organizational structures and functions, composition, emphasis, creativity, craftsmanship, elements and principles Critique their artwork and the work of others in written and oral format. 	<ul style="list-style-type: none"> Students introduce their large projects and solicit feedback from other students using Artspeak. Students Self Reflect on all their artwork 	<ul style="list-style-type: none"> Self Reflection Critique Participation Points Written reflections

Art Domain: Reflection and Critique		
Vermont Standard:		
Stem: A14 Students analyze, interpret, and respond to art by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Articulate ideas and knowledge learned previously with art vocabulary questioning and making statements to reflect and critique their artwork and that of others. Identify intentions of those creating artworks in terms of: Formal qualities Analysis of Principles Interpretation of Meaning Aesthetic Judgment 	<ul style="list-style-type: none"> How to Interpret an Artwork Sketchbook/Journal Assignments Fieldtrips/Museum visits In class critiques and self evaluation of Artspeak 	<ul style="list-style-type: none"> Self Evaluation Rubrics Critique Participation Points

Grade Level: ART 1/ART 2

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A15 Students critique and revise art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none">• Discuss and elaborate their visual ideas and images with teacher/peer• Assessing their progress• Discerning and responding to those suggestions that are effective and justifying aesthetic decisions	<ul style="list-style-type: none">• Thumbnails sketches• Students introduce their large projects and solicit feedback from other students using Artspeak• During informal conferences and in-progress critiques• Peer critiques	<ul style="list-style-type: none">• Oral Feedback• Critique• Participation Points• Classroom discussions

Key Concepts to Emphasize:

Process of Critiquing: Describe, Analyze, Evaluate, Interpret

Verbal and Written Articulation: Use of Artspeak

Team Building

Self and Peer Reflection

Grade Level: ART 1 /ART2

Art Domain: Making Connections

Vermont Standard:

Stem: A16 Students make connections between/among the arts and disciplines outside the arts by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Discuss how artwork differs visually, spatially, temporally, and functionally 	<ul style="list-style-type: none"> Studying various artists and their biographies Self Reflection on their own artwork and its impact on their life within journal and/or self evaluation of projects In class discussion on what is art, its purpose, and how/where it ties into other disciplines 	<ul style="list-style-type: none"> Informal-class participation points Written reflections

Art Domain: Making Connections

Vermont Standard:

Stem: A17 Students show understanding of how the arts impact lifelong choices by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Explore the implications of various purposes for making artwork 	<ul style="list-style-type: none"> Studying various artists and their biographies Self Reflection on their own artwork and its impact on their life within journal and/or self evaluation of projects In class discussion on what is art and its purpose.... 	<ul style="list-style-type: none"> Informal- Class Participation Points

Grade Level: ART 1/ART 2

Art Domain: Making Connections

Vermont Standard:

Stem: A19 Students show understanding of how the arts shape and reflect various cultures and times by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none">• Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art• Analyze of knowledge of art history and arts in various cultures to create and interpret artwork	<ul style="list-style-type: none">• Introductory power points for projects that highlight various artists, time periods and/or cultures• Discussion surrounding power points and integration of these ideas as into their own artwork.	<ul style="list-style-type: none">• Informal---Class Participation Points• Self Evaluation• Rubrics• Written reflection

Key Concepts to Emphasize:

Connecting to history. differing cultures, and self

Use of Artspeak

Personal self-expression

Understanding what is art, why it's important, its societal purpose, and the reason for creation

Grade Level: ART 1/ART 2

Art Domain: Approaches to Work

Vermont Standard:

Stem: A19 Students approach artistic problem solving with an open mind and creative thinking by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Combine observational ideas with imaginary solutions • Generating a variety of strategies/techniques • Incorporate previous knowledge into the development of their artwork 	<ul style="list-style-type: none"> • Project Assignments • Sketch/Journal Assignments • Research and use books, images, and magazines as resources • Thumbnail and brainstorming sketching 	<ul style="list-style-type: none"> • Teacher student discussions • Self Evaluation • Rubrics • Critique

Art Domain: Approaches to Work

Vermont Standard:

Stem: A20 Students develop effective, personal work habits by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Create artwork with commitment and sense of purpose • Understanding of health and safety issues related to the arts • Developing rigorous criteria and setting goals for themselves 	<ul style="list-style-type: none"> • Goal setting and personal expression exercises • Health, safety and clean-up orientation 	<ul style="list-style-type: none"> • Written self evaluations and reflections • Clean-up charts

CCSU ART CURRICULUM

Grade Level: ART 1/ART2

Art Domain: Approaches to Work

Vermont Standard:

<p>Vermont Standard:</p>

Stem: A21 Students demonstrate appropriate interactions by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Cooperating in an group or partnership to maintain an environment of safety, confidence, respect and support Being and active and productive member of a group 	<ul style="list-style-type: none"> Group project such as murals and mobiles Critiques Discussions Group Presentations 	<ul style="list-style-type: none"> Rubrics Teacher observation Written feedback

Key Concepts to Emphasize:

Understanding and use of art tools
 Best practices
 Health and safety
 Studio operation and up keep

CCSU ARTS CURRICULUM

Grade Level: Art 3/ Advanced Placement in Art

Art Domain: Skill Development		
Vermont Standard:		
Stem: A10 Students show skill development when creating art by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Mastering and personalizing various art tools and materials for specific purposes and artistic intentions • Using advanced Vocabulary and processes (see vocabulary list) • Producing visual representations that demonstrate innovative relationships between elements and principles of design 	<ul style="list-style-type: none"> • Journal Covers and Altered Book designs • Observational Drawing • Advanced color theory • Imaginative Transformations • Figure Drawing • Sketch/Journal Assignments • Concentration proposals/ artwork 	<ul style="list-style-type: none"> • Critique • Self Reflection Rubric • Concentration proposals • Portfolios

Art Domain: Skill Development		
Vermont Standard:		
Stem: A11 Students perform/communicate through art by...		
Skill	Learning Opportunities	Assessment Tools
<p>Demonstrating a personal style and advanced proficiency in communicating an idea or emotion.</p>	<ul style="list-style-type: none"> • In-class projects • Concentration proposals and portfolio work 	<ul style="list-style-type: none"> • Self evaluation • Rubrics • Critique • Presentation of artwork

CCSU VISUAL ART CURRICULUM

Grade Level: Art 3/ Advanced Placement in Art

Art Domain: Skill Development

Vermont Standard:

Stem: A12 Students show understanding of art concepts and vocabulary by

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Implementing knowledge of art elements and principles of design as tools to communicate • Sophisticated articulation and manipulation of formal and expressive qualities of a variety of media, techniques and complex processes with appropriate vocabulary • Analyzing purposes and functions of art and artists in the context of history and culture 	<ul style="list-style-type: none"> • In-class project • Fieldtrip and Museum visits • Sketch /Journal Assignments • Written analysis of their work and the work of others PowerPoint presentations • Full class Critiques and Self Evaluation using Artspeak and Vocabulary List words 	<ul style="list-style-type: none"> • Self evaluation • Rubrics • Critiques • Written Assessments

<p>Key Concepts to Emphasize: Elements and Principles of design Art Vocabulary Advanced media Student portfolio preparation</p>
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CCSU VISUAL ART CURRICULUM

Grade Level: Art 3/ Advanced Placement in Art

Art Domain: Reflection and Critique Vermont Standard: Stem: A13 Students describe art using appropriate vocabulary, for example:		
Skills	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Evaluate artwork in terms of organizational structures and functions, composition, emphasis, creativity, craftsmanship, elements and principles Critique their artwork and the work of others in written and oral format. 	<ul style="list-style-type: none"> Students introduce their large projects and solicit feedback from other students using Artspeak. Museum/ Gallery visits Artists Research projects Self-reflections Peer critiques 	<ul style="list-style-type: none"> Self Reflections Critique Participation Points Written reflections

Art Domain: Reflection and Critique Vermont Standard: Stem: A14 Students analyze, interpret, and respond to art by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Articulate ideas and knowledge learned previously with art vocabulary questioning and making statements to reflect and critique their artwork and that of others. Identify intentions of those creating artworks in terms of: <ul style="list-style-type: none"> Formal qualities Analysis of Principles Interpretation of Meaning Aesthetic Judgment Comparing/contrasting works of art 	<ul style="list-style-type: none"> Researching and analyzing famous works of art Sketchbook/Journal Assignments Fieldtrips/Museum visits In class critiques and self evaluation of Artspeak 	<ul style="list-style-type: none"> Self Evaluation Rubrics Critique Written Analyses

CCSU VISUAL ART CURRICULUM

Grade Level: Art 3/ Advanced Placement in Art

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A15 Students critique and revise art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Discuss and elaborate their visual ideas and images with teacher/peer • Assessing their progress • Discerning and responding to those suggestions that are effective and justifying aesthetic decisions • Developing and applying specific criteria, individually or in groups 	<ul style="list-style-type: none"> • Thumbnails sketches • Students introduce their large projects and solicit feedback from other students using Artspeak • Museum and Gallery visits • During informal conferences and in-progress critiques • Peer critiques 	<ul style="list-style-type: none"> • Oral Feedback • Critique • Participation Points • Classroom discussions

Key Concepts to Emphasize:

**Discuss, reflect, interpret and evaluate
Artist's Statements
Self and peer assesment
Artspeak**

CCSU ART CURRICULUM

Grade Level: Art 3/ Advanced Placement in Art

Art Domain: Making Connections Vermont Standard: Stem: A16 Students make connections between/among the arts and disciplines outside the arts by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Discuss how artwork differs visually, spatially, temporally, and functionally 	<ul style="list-style-type: none"> Studying various artists and their biographies Self Reflection on their own artwork and its impact on their life within journal and/or self evaluation of projects In class discussion on what is art, its purpose, and how/where it ties into other disciplines 	<ul style="list-style-type: none"> Informal-class participation points Written reflections Class discussions and presentations

Art Domain: Making Connections Vermont Standard: Stem: A17 Students show understanding of how the arts impact lifelong choices by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Explore the implications of various purposes for making artwork Assembling and refining the artist portfolio/AP Exam 	<ul style="list-style-type: none"> Researching and presenting various artists and their biographies Self Reflection on their own artwork and its impact on their life within journal and/or self evaluation of projects Portfolio reviews and presentations to colleges Slide Documentation 	<ul style="list-style-type: none"> Concentration presentations Portfolios presentations Artist's PowerPoint presentations Written Assignments

CCSU ART CURRICULUM

Grade Level: Art 3/ Advanced Placement in Art

Art Domain: Making Connections

Vermont Standard:

Stem: A19 Students show understanding of how the arts shape and reflect various cultures and times by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art • Analyze of knowledge of art history and arts in various cultures to create and interpret artwork 	<ul style="list-style-type: none"> • Introductory power points for projects that highlight various artists, time periods and/or cultures • Discussion surrounding power points and integration of these ideas as into their own artwork. 	<ul style="list-style-type: none"> • Informal---Class Participation Points • Self Evaluation • Rubrics • Written reflection

Key Concepts to Emphasize:

Historical, Cultural and Contemporary Artists
 Careers in Art
 Portfolio Preparation for College

Grade Level: Art 3/ Advanced Placement in Art

Art Domain: Approaches to Work

Vermont Standard:

Stem: A19 Students approach artistic problem solving with an open mind and creative thinking by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none">• Combine observational ideas with imaginary solutions• Generating a variety of strategies/techniques to address those challenges• Incorporate previous knowledge into the development of their artwork	<ul style="list-style-type: none">• Project Assignments• Sketch/Journal Assignments• Research and use books, images, and magazines as resources• Thumbnail and brainstorming sketching	<ul style="list-style-type: none">• Teacher student discussions• Self Evaluations• Rubrics• Critiques

Art Domain: Approaches to Work

Vermont Standard:

Stem: A20 Students develop effective, personal work habits by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none">• Create artwork with commitment and sense of purpose• Understanding of health and safety issues related to the arts• Developing rigorous criteria and setting goals for themselves	<ul style="list-style-type: none">• Goal setting and personal expression exercises• Health, safety and clean-up orientation	<ul style="list-style-type: none">• Written self evaluations and reflections• Clean-up charts

CCSU ART CURRICULUM

Grade Level: Art 3/ Advanced Placement in Art

Art Domain: Approaches to Work

Vermont Standard:

Stem: A21 Students demonstrate appropriate interactions by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none">• Cooperating in an group or partnership to maintain an environment of safety, confidence, respect and support• Being and active and productive member of a group	<ul style="list-style-type: none">• Group projects such as murals• Community service projects• Critiques• Discussions• Group Presentations	<ul style="list-style-type: none">• Rubrics• Teacher observation• Written feedback

Key Concepts to Emphasize:

Classroom safety
Material safety
Team work
Community service

Cultural Exploration: Global History Through the Arts

Grade Level: 9-12, Introductory Course (Equal to Art 1 plus elective)

Art Domain: Skill Development		
Vermont Standard:		
Stem: A10 Students show skill development when creating art by...		
Skill	Learning Opportunities	Assessment Tools
--Experiment and learn how to apply a variety of media, techniques, and processes with sufficient skill, confidence and sensitivity that their intentions are carried out in the artwork. --Introduction to basic Vocabulary and processes (see vocabulary list) -- Mastering various art tools and materials for specific purposes and artistic intentions	--Self Portraits --Color Theory Artwork --Sketch journal Assignments --Introduction to Drawing and Painting through various studies and projects	--Critique --Self Reflection --Rubric

Art Domain: Skill Development		
Vermont Standard:		
Stem: A11 Students perform/communicate through art by...		
Skill	Learning Opportunities	Assessment Tools
--Use knowledge of art elements and principles of design as tools to communicate what they are expressing visually -- Implementing Knowledge of art elements and principles of design as tools to communicate.	--Self Portraits --Color Theory Artwork --Sketch journal Assignments --Introduction to Drawing and Painting through various studies and projects --Full class Critiques and Self Evaluation using Artspeak and Vocabulary List words	--Critique --Self Reflection --Rubric

Grade Level: 9-12, Introductory Course (Equal to Art 1 plus elective)

Art Domain: Skill Development		
Vermont Standard:		
Stem: A12 Students show understanding of art concepts and vocabulary by		
Skill	Learning Opportunities	Assessment Tools
--Create artworks that use organizational principles and functions to solve specific visual problems: The Elements and Principles and Color Theory	--Self Portraits --Color Theory Artwork --Sketch journal Assignments --Introduction to Drawing and Painting through various studies and projects	--Self Evaluation --Rubrics --Critique --Quizzes and Tests

--Create Art rooted in History and culture

Key Concepts to Emphasize: Elements and Principles of Art
 Color Theory
 Composition—Rule of Thirds
 Various Media Techniques—drawing, painting, other basic forms of media

Grade Level: 9-12, Introductory

Art Domain: Reflection and Critique Vermont Standard: Stem: A13 Students describe art using appropriate vocabulary, for example:		
Skills	Learning Opportunities	Assessment Tools
--Evaluate artwork in terms of organizational structures and functions, composition, emphasis, creativity, craftsmanship, elements and principles --critique their artwork and the work of others in written and oral format	--Students introduce their large projects and solicit feedback from other students using Artspeak. --Students Self Reflect on all of their artwork --Students critique other students artwork in small or large groupings.	-Self Reflection --Critique Participation Points

Art Domain: Reflection and Critique Vermont Standard: Stem: A14 Students analyze, interpret, and respond to art by...		
Skill	Learning Opportunities	Assessment Tools

<p>--Articulate ideas and knowledge leaned previously with art vocabulary questioning and making statements to reflect and critique their artwork and that of others.</p> <p>--Identify intentions of those creating artworks in terms of :</p> <p>Formal qualities Analysis of Principles Interpretation of Meaning Aesthetic Judgment</p>	<p>--How to Interpret an Artwork Journal Assignment (possibly in conjunction with a field trip, movie, or book)</p> <p>--In class critiques and self evaluation of Artspeak</p> <p>--In class discussions surrounding art historical and cultural powerpoints</p> <p>--field trip to local museum or gallery</p>	<p>--Self Evaluation</p> <p>--Rubrics</p> <p>--Critique Participation Points</p>
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CCSU VISUAL ART CURRICULUM

Grade Level: 9-12, Introductory

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A15 Students critique and revise art by...

Skill	Learning Opportunities	Assessment Tools
<p>--Discuss and elaborate their visual ideas and images with teacher/peer</p> <p>--Assess their progress and completed projects in terms of self evaluations with specific criteria rubric, and also set self standards based on these criteria, and receive feedback from these criteria</p>	<p>--Students introduce their large projects and solicit feedback from other students using Artspeak</p> <p>--During informal conferences and in-progress critiques</p>	<p>--Oral Feedback</p> <p>--Critique Participation Points</p>

Key Concepts to Emphasize:

Process of Critiquing: Describe, Analyze, Evaluate, Interpret

Verbal and Written Articulation: Use of Artspeak

Team Building

Self and Peer Reflection

Grade Level: 9-12, Introductory

Art Domain: Making Connections

Vermont Standard:

Stem: A16 Students make connections between/among the arts and disciplines outside the arts by...

Skill	Learning Opportunities	Assessment Tools
--Explore the implications of various purposes for making artwork --Discuss how artwork differs visually, spatially, temporally, and functionally	--Studying various artists and their biographies --Self Reflection on their own artwork and its impact on their life within journal and/or self evaluation of projects --All art projects linked to the history and/or cultures being studied in the history component of the class.	--Informal-class participation points

Art Domain: Making Connections

Vermont Standard:

Stem: A17 Students show understanding of how the arts impact lifelong choices by...

Skill	Learning Opportunities	Assessment Tools
--Explore the implications of various purposes for making artwork. --Explore the implications of various purposes for making artwork.	--Studying various art historical time periods and culture, in the context of the thoughts of that time and place --Self Reflection on their own artwork and its impact on their life within journal and/or self evaluation of projects --In class discussion on what is art and its purpose... --Discussion connecting to outside world of careers and jobs	--Informal-class participation points

Grade Level: 9-12, Introductory

Art Domain: Making Connections

Vermont Standard:

Stem: A19 Students show understanding of how the arts shape and reflect various cultures and times by...

Skill	Learning Opportunities	Assessment Tools
--Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art --Analysis of knowledge of art history and arts in various cultures to create and interpret artwork.	--Introductory powerpoints for projects that highlight various artists, time periods and/or cultures, building off of the historical component --Discussion surrounding powerpoints and integration of these ideas into their own artwork --Field trips --Homework assignments and readings on art and the times	--Informal—Class Participation points --Self Evaluation --Rubrics

Key Concepts to Emphasize:

Explore ideas surrounding art and cultures. What is art? Why is it important? How does it reflect culture? How does it change cultures? What role has it played in history and in society?

Personal Expression

Grade Level: 9-12, Introductory

Art Domain: Approaches to Work Vermont Standard: Stem: A19 Students approach artistic problem solving with an open mind and creative thinking by...		
Skill	Learning Opportunities	Assessment Tools
--Combine observational Ideas with imaginary solutions --Research and use books, images, and magazines as resources --Create artworks that use organizational principles and functions to solve specific visual problems: The Elements and Principles and Color Theory --Experiment and learn how to apply a variety of media, techniques, and processes with sufficient skill, confidence and sensitivity that their intentions are carried out in the artwork. -- Incorporate previous knowledge into the development of their artwork.	--Self Portraits --Color Theory Artwork --Sketch journal Assignments --Introduction to Drawing and Painting through various studies and projects --Create Artwork rooted in History and/or other cultures	--Self Evaluation --Rubrics --Critique --Quizzes and Tests

Art Domain: Approaches to Work Vermont Standard: Stem: A20 Students develop effective, personal work habits by...		
Skill	Learning Opportunities	Assessment Tools
--Sketch out ideas and work through several drafts before executing final project --Experiment and learn how to apply a variety of media, techniques, and processes with sufficient skill, confidence and sensitivity that their intentions are carried out in the artwork. -- Create artwork with commitment and sense of purpose.	--Thumbnail and Practice Drawings in Sketch journal prior to completing final projects--Self Portraits --Create Artwork rooted in History and/or other cultures --Encourage use of planner for assignment keeping	--Self Evaluation --Rubrics --Critique --Quizzes and Tests

Grade Level: 9-12, Introductory

Art Domain: Approaches to Work

Vermont Standard:

Stem: A21 Students demonstrate appropriate interactions by...

Skill	Learning Opportunities	Assessment Tools
<p>--Discuss and elaborate their visual ideas and images with teacher/peer during conferences and in-progress critiques</p> <p>--Assess their progress and completed projects in terms of self evaluations with specific criteria rubric, and also set self standards based on these criteria, and receive feedback from these criteria</p> <p>--Experiment and learn how to apply a variety of media, techniques, and processes with sufficient skill, confidence and sensitivity that their intentions are carried out in the artwork.</p>	<p>--Use studio time to develop and create meaningful artwork</p> <p>--Students introduce their large projects and solicit feedback from other students using Artspeak</p> <p>--During informal conferences and in-progress critiques</p>	<p>--Informal—class participation points</p> <p>--Rubric</p> <p>--Critique</p>

Key Concepts to Emphasize:

Art process—ideation, thumbnails, drafts, final, critique, risk taking

Self Expression of an idea

Response to Feedback

Experimentation with media

CCSU VISUAL ARTS CURRICULUM

Grade Level: CLAY 1 / CLAY 2

Art Domain: Skill Development

Vermont Standard:

Stem: A10 Students show skill development when creating art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Mastering various art tools and materials for specific purposes and artistic intentions • Introduction to basic Vocabulary and processes (see vocabulary list) 	<ul style="list-style-type: none"> • Self Portraits • Hand building projects • Wheel throwing • Glazing • Brainstorming/ Thumbnail sketching 	<ul style="list-style-type: none"> • Critique • Self Reflection • Rubric • Quizzes

Art Domain: Skill Development

Vermont Standard:

Stem: A11 Students perform/communicate through art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Using knowledge of art elements and principles of design as tools to communicate what students are expressing visually 	<ul style="list-style-type: none"> • Full class Critiques and Self Evaluation using Artspeak • In-Class projects 	<ul style="list-style-type: none"> • Self evaluation • Rubrics • Critique • Presentation of artwork

CCSU VISUAL ART CURRICULUM

Grade Level: CLAY 1 / CLAY 2

Art Domain: Skill Development

Vermont Standard:

Stem: A12 Students show understanding of art concepts and vocabulary by

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Implementing knowledge of art elements and principles of design as tools to communicate 	<ul style="list-style-type: none"> • In-class exercises and projects • Full class Critiques and Self Evaluation using Artspeak and Vocabulary List words 	<ul style="list-style-type: none"> • Self evaluation • Rubrics • Critique • Quizzes and Tests

Key Concepts to Emphasize:

4 Handbuilding Skills – pinch pots, coil building, slab, sculpting

Wheel throwing introduction (Clay 2)

Glazing familiarity and techniques

Explore surface finish

CCSU VISUAL ART CURRICULUM

Grade Level: CLAY 1 / CLAY 2

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A13 Students describe art using appropriate vocabulary, for example:

Skills	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Evaluate artwork in terms of organizational structures and functions, composition, emphasis, creativity, craftsmanship, elements and principles • Critique their artwork and the work of others in written and oral format. 	<ul style="list-style-type: none"> • Students introduce their large projects and solicit feedback from other students using Artspeak. • Peer Conferencing/ critiques • <i>PowerPoint presentations</i> • Students Self Reflect on all their artwork 	<ul style="list-style-type: none"> • Self Reflection • Critique • Participation Points • Written reflections

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A14 Students analyze, interpret, and respond to art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Articulate ideas and knowledge learned previously with art vocabulary questioning and making statements to reflect and critique their artwork and that of others. • Identify intentions of those creating artworks in terms of: <ul style="list-style-type: none"> Formal qualities Analysis of Principles Interpretation of Meaning Aesthetic Judgment 	<ul style="list-style-type: none"> • How to Interpret an Artwork • In class critiques and self evaluation of Artspeak • <i>Work in progress critiques</i> 	<ul style="list-style-type: none"> • Self Evaluation • Rubrics • Critique • Participation Points

CCSU VISUAL ART CURRICULUM

Grade Level: CLAY 1 / CLAY 2

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A15 Students critique and revise art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Discuss and elaborate their visual ideas and images with teacher/peer • Assessing their progress • Discerning and responding to those suggestions that are effective and justifying aesthetic decisions 	<ul style="list-style-type: none"> • Ideas worksheet • Students introduce their large projects and solicit feedback from other students using Artspeak • During informal conferences and in-progress critiques • Peer critiques 	<ul style="list-style-type: none"> • Oral Feedback • Critique • Participation Points • Classroom discussions

Key Concepts to Emphasize:

Critique, describe, analyze, evaluate, interpret their own work and that of others
 Use Artspeak – content specific vocabulary

CCSU VISUAL ART CURRICULUM

Grade Level: CLAY 1 / CLAY 2

Art Domain: Making Connections

Vermont Standard:

Stem: A16 Students make connections between/among the arts and disciplines outside the arts by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Discuss how artwork differs visually, spatially, temporally, and functionally 	<ul style="list-style-type: none"> Studying various artists and their biographies Self Reflection on their own artwork and its impact on their life with self evaluation of projects In class discussion on what is art, its purpose, and how/where it ties into other disciplines 	<ul style="list-style-type: none"> Informal-class participation points Written reflections

Art Domain: Making Connections

Vermont Standard:

Stem: A17 Students show understanding of how the arts impact lifelong choices by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Explore the implications of various purposes for making artwork 	<ul style="list-style-type: none"> Visiting artists Self Reflection on their own artwork and its impact on their life with self evaluation of projects In class discussion on what is art and its purpose.... 	<ul style="list-style-type: none"> Informal- Class Participation Points

CCSU VISUAL ART CURRICULUM

Grade Level: CLAY 1 / CLAY 2

Art Domain: Making Connections

Vermont Standard:

Stem: A19 Students show understanding of how the arts shape and reflect various cultures and times by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art • Analyze of knowledge of art history and arts in various cultures to create and interpret artwork 	<ul style="list-style-type: none"> • Introductory power points for projects that highlight various artists, time periods and/or cultures • <i>Discussion surrounding power points and integration of these ideas as into their own artwork.</i> 	<ul style="list-style-type: none"> • Informal---Class Participation Points • Self Evaluation • Rubrics • Written reflection

Key Concepts to Emphasize:

Making connections to history, and cultures
 Understanding form and function
 Developing personal connections
Expressing personal preference and style

CCSU VISUAL ART CURRICULUM

Grade Level: CLAY 1 / CLAY 2

Art Domain: Approaches to Work

Vermont Standard:

Stem: A19 Students approach artistic problem solving with an open mind and creative thinking by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Combine observational ideas with imaginary solutions • Generating a variety of strategies/techniques • Incorporate previous knowledge into the development of their artwork 	<ul style="list-style-type: none"> • In-Class projects • Research and use books, images, and magazines as resources • Thumbnail sketches 	<ul style="list-style-type: none"> • Teacher student discussions • Self Evaluation • Rubrics • Critique

Art Domain: Approaches to Work

Vermont Standard:

Stem: A20 Students develop effective, personal work habits by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Create artwork with commitment and sense of purpose • Understanding of health and safety issues related to the arts • Developing rigorous criteria and setting goals for themselves 	<ul style="list-style-type: none"> • Goal setting and personal expression exercises • Health, safety and clean-up orientation 	<ul style="list-style-type: none"> • Written self evaluations and reflections • Clean-up charts • Teacher observations

CCSU VISUAL ART CURRICULUM

Grade Level: CLAY 1 / CLAY 2

Art Domain: Approaches to Work

Vermont Standard:

Stem: A21 Students demonstrate appropriate interactions by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Cooperating in an group or partnership to maintain an environment of safety, confidence, respect and support • Being and active and productive member of a group 	<ul style="list-style-type: none"> • Group projects • Critiques • Discussions • <i>Group Presentations</i> 	<ul style="list-style-type: none"> • Rubrics • Teacher observation • Written feedback

Key Concepts to Emphasize:

Generating sketches

Studio upkeep, cooperation, health and safety

Best practice approaches to building and glazing

CCSU VISUAL ARTS CURRICULUM

Grade Level: PHOTO 1/ PHOTO 2

Art Domain: Skill Development Vermont Standard: Stem: A10 Students show skill development when creating art by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Mastering various art tools and materials for specific purposes and artistic intentions • Introduction to basic Vocabulary and processes (see vocabulary list) 	<ul style="list-style-type: none"> • Self Portraits • Operating a 35mm SLR and digital cameras, process black and white film, import images into the camera, enlarge prints in the darkroom, use photoshop to manipulate images, use a digital printer 	<ul style="list-style-type: none"> • Critique • Self Reflection • Rubric • Quizzes

Art Domain: Skill Development Vermont Standard: Stem: A11 Students perform/communicate through art by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Using knowledge of art elements and principles of design as tools to communicate what they are expressing visually 	<ul style="list-style-type: none"> • Self Portraits • Decision to make tools • Full class Critiques and Self Evaluation using Artspeak 	<ul style="list-style-type: none"> • Self evaluation • Rubrics • Critique • Presentation of artwork

CCSU VISUAL ART CURRICULUM

Grade Level: PHOTO 1/ PHOTO 2

Art Domain: Skill Development

Vermont Standard:

Stem: A12 Students show understanding of art concepts and vocabulary by

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Implementing knowledge of art elements and principles of design as tools to communicate 	<ul style="list-style-type: none"> • Self Portraits • Decision to Make Tools • Home Assignments • In-class exercises • Full class Critiques and Self Evaluation using Artspeak and Vocabulary List words 	<ul style="list-style-type: none"> • Self evaluation • Rubrics • Critique • Quizzes and Tests

Key Concepts to Emphasize:
 Knowledge of cameras
 Photography vocabulary
 Composition
 Manipulating images with Photoshop
 Film and darkroom Processes
 Proper use of media

Grade Level: PHOTO 1/ PHOTO 2

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A13 Students describe art using appropriate vocabulary, for example:

Skills	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Evaluate artwork in terms of organizational structures and functions, composition, emphasis, creativity, craftsmanship, elements and principles Critique their artwork and the work of others in written and oral format. 	<ul style="list-style-type: none"> Students introduce their large projects and solicit feedback from other students using Artspeak. Peer Conferencing/ critiques PowerPoint presentations Students Self Reflect on all their artwork 	<ul style="list-style-type: none"> Self Reflection Critique Participation Points Written reflections

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A14 Students analyze, interpret, and respond to art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Articulate ideas and knowledge learned previously with art vocabulary questioning and making statements to reflect and critique their artwork and that of others. Identify intentions of those creating artworks in terms of: <ul style="list-style-type: none"> Formal qualities Analysis of Principles Interpretation of Meaning Aesthetic Judgment 	<ul style="list-style-type: none"> How to Interpret an Artwork In class critiques and self evaluation of Artspeak <i>Work in progress critiques</i> 	<ul style="list-style-type: none"> Self Evaluation Rubrics Critique Participation Points

CCSU VISUAL ART CURRICULUM

Grade Level: PHOTO 1/ PHOTO 2

Art Domain: Reflection and Critique Vermont Standard: Stem: A15 Students critique and revise art by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Discuss and elaborate their visual ideas and images with teacher/peer • Assessing their progress • Discerning and responding to those suggestions that are effective and justifying aesthetic decisions 	<ul style="list-style-type: none"> • Ideas worksheet • Students introduce their large projects and solicit feedback from other students using Artspeak • During informal conferences and in-progress critiques • Peer critiques 	<ul style="list-style-type: none"> • Oral Feedback • Critique • Participation Points • Classroom discussions

Key Concepts to Emphasize:
 Discuss, reflect, interpret, and evaluate
 Self and peer reflection
 Artspeak

CCSU VISUAL ART CURRICULUM

Grade Level: PHOTO 1/ PHOTO 2

Art Domain: Making Connections

Vermont Standard:

Stem: A16 Students make connections between/among the arts and disciplines outside the arts by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Discuss how artwork differs visually, spatially, temporally, and functionally 	<ul style="list-style-type: none"> Studying various artists and their biographies Self Reflection on their own artwork and its impact on their life within journal and/or self evaluation of projects In class discussion on what is art, its purpose, and how/where it ties into other disciplines 	<ul style="list-style-type: none"> Informal-class participation points Written reflections

Art Domain: Making Connections

Vermont Standard:

Stem: A17 Students show understanding of how the arts impact lifelong choices by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Explore the implications of various purposes for making artwork 	<ul style="list-style-type: none"> Studying various artists and their biographies Visiting artist Self Reflection on their own artwork and its impact on their life without journal and/or self evaluation of projects In class discussion on what is art and its purpose.... 	<ul style="list-style-type: none"> Informal- Class Participation Points

CCSU VISUAL ART CURRICULUM

Grade Level: PHOTO 1/ PHOTO 2

Art Domain: Making Connections

Vermont Standard:

Stem: A19 Students show understanding of how the arts shape and reflect various cultures and times by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art • Analyze of knowledge of art history and arts in various cultures to create and interpret artwork 	<ul style="list-style-type: none"> • Introductory power points for projects that highlight various artists, time periods and/or cultures • Discussion surrounding power points and integration of these ideas as into their own artwork. 	<ul style="list-style-type: none"> • Informal---Class Participation Points • Self Evaluation • Rubrics • Written reflection

Key Concepts to Emphasize:

- Connecting to different cultures and self
- Personal expression
- Making Artspeak
- Connecting historical techniques/theories to present time

CCSU VISUAL ART CURRICULUM

Grade Level: PHOTO 1/ PHOTO 2

Art Domain: Approaches to Work

Vermont Standard:

Stem: A19 Students approach artistic problem solving with an open mind and creative thinking by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Combine observational ideas with imaginary solutions • Generating a variety of strategies/techniques • Incorporate previous knowledge into the development of their artwork 	<ul style="list-style-type: none"> • In-Class Assignments • Project Assignments • Research and use books, images, and magazines as resources • Ideas worksheet 	<ul style="list-style-type: none"> • Teacher student discussions • Self Evaluation • Rubrics • Critique

Art Domain: Approaches to Work

Vermont Standard:

Stem: A20 Students develop effective, personal work habits by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Create artwork with commitment and sense of purpose • Understanding of health and safety issues related to the arts • Developing rigorous criteria and setting goals for themselves 	<ul style="list-style-type: none"> • Goal setting and personal expression exercises • Health, safety and clean-up orientation • Introduce proper use of the computer, software programs, and printing equipment. 	<ul style="list-style-type: none"> • Written self evaluations and reflections • Clean-up charts

CCSU VISUAL ART CURRICULUM

Grade Level: PHOTO 1/ PHOTO 2

Art Domain: Approaches to Work
Vermont Standard:
Stem: A21 Students demonstrate appropriate interactions by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Cooperating in an group or partnership to maintain an environment of safety, confidence, respect and support • Being and active and productive member of a group 	<ul style="list-style-type: none"> • Group project • Critiques • Discussions • Group Presentations 	<ul style="list-style-type: none"> • Rubrics • Teacher observation • Written feedback

Key Concepts to Emphasize:
 Team work
 Classroom safety
 Tool Maintance

CCSU VISUAL ARTS CURRICULUM

Grade Level: Digital Art/Graphic Design

Art Domain: Skill Development		
Vermont Standard:		
Stem: A10 Students show skill development when creating art by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Mastering various art tools and materials for specific purposes and artistic intentions • Introduction to basic Vocabulary and processes (see vocabulary list) 	<ul style="list-style-type: none"> • Self Portraits • Introducing Software programs such as: Illustrator Photoshop • Advance Color Theory • Sketch/Journal Assignments 	<ul style="list-style-type: none"> • Critique • Self Reflection • Rubric • Quizzes

Art Domain: Skill Development		
Vermont Standard:		
Stem: A11 Students perform/communicate through art by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Using knowledge of art elements and principles of design as tools to communicate what they are expressing visually 	<ul style="list-style-type: none"> • Self Portraits • In Class computer exercises • Sketch /Journal Assignments • Full class Critiques and Self Evaluation using Artspeak and Vocabulary List words 	<ul style="list-style-type: none"> • Self evaluation • Rubrics • Critique • Presentation of artwork

CCSU VISUAL ART CURRICULUM

Grade Level: Digital Art/Graphic Design

Art Domain: Skill Development

Vermont Standard:

Stem: A12 Students show understanding of art concepts and vocabulary by

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Implementing knowledge of art elements and principles of design as tools to communicate 	<ul style="list-style-type: none"> • Self Portraits • Typography • Advance color theory • Research • Visual Culture • Logo designs • Graphic design principles • Sketch /Journal Assignments • Full class Critiques and Self Evaluation using Artspeak and Vocabulary List words 	<ul style="list-style-type: none"> • Self evaluation • Rubrics • Critique • Quizzes and Tests

Key Concepts to Emphasize:

Art elements and principles of design

Art vocabulary

Composition

Manipulating images with software programs

CCSU VISUAL ART CURRICULUM

Grade Level: Digital Art/Graphic Design

Art Domain: Reflection and Critique Vermont Standard: Stem: A13 Students describe art using appropriate vocabulary, for example:		
Skills	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Evaluate artwork in terms of organizational structures and functions, composition, emphasis, creativity, craftsmanship, elements and principles • Critique their artwork and the work of others in written and oral format. 	<ul style="list-style-type: none"> • Students introduce their large projects and solicit feedback from other students using Artspeak. • Peer Conferencing/ critiques • Students Self Reflect on all their artwork 	<ul style="list-style-type: none"> • Self Reflection • Critique • Participation Points • Written reflections

Art Domain: Reflection and Critique Vermont Standard: Stem: A14 Students analyze, interpret, and respond to art by...		
Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Articulate ideas and knowledge learned previously with art vocabulary questioning and making statements to reflect and critique their artwork and that of others. • Identify intentions of those creating artworks in terms of: <ul style="list-style-type: none"> Formal qualities Analysis of Principles Interpretation of Meaning Aesthetic Judgment 	<ul style="list-style-type: none"> • How to Interpret an Artwork • Sketchbook/Journal Assignments • Visiting Artist • In class critiques and self evaluation of Artspeak 	<ul style="list-style-type: none"> • Self Evaluation • Rubrics • Critique • Participation Points

CCSU VISUAL ART CURRICULUM

Grade Level: Digital Art/Graphic Design

Art Domain: Reflection and Critique

Vermont Standard:

Stem: A15 Students critique and revise art by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none">• Discuss and elaborate their visual ideas and images with teacher/peer• Assessing their progress• Discerning and responding to those suggestions that are effective and justifying aesthetic decisions	<ul style="list-style-type: none">• Thumbnails sketches• Students introduce their large projects and solicit feedback from other students using Artspeak• During informal conferences and in-progress critiques• Peer critiques	<ul style="list-style-type: none">• Oral Feedback• Critique• Participation Points• Classroom discussions

Key Concepts to Emphasize:

Discuss, reflect, interpret, and evaluate
Self and peer reflection
Artspeak

CCSU VISUAL ART CURRICULUM

Grade Level: Digital Art/Graphic Design

Art Domain: Making Connections
Vermont Standard:
Stem: A16 Students make connections between/among the arts and disciplines outside the arts by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Discuss how artwork differs visually, spatially, temporally, and functionally 	<ul style="list-style-type: none"> • Studying various artists and their biographies • Visual culture and media influence • Self Reflection on their own artwork and its impact on their life within journal and/or self evaluation of projects • In class discussion on what is art, its purpose, and how/where it ties into other disciplines 	<ul style="list-style-type: none"> • Informal-class participation points • Written reflections

Art Domain: Making Connections
Vermont Standard:
Stem: A17 Students show understanding of how the arts impact lifelong choices by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Explore the implications of various purposes for making artwork 	<ul style="list-style-type: none"> • Studying various artists and their biographies • Visiting artist • Self Reflection on their own artwork and its impact on their life within journal and/or self evaluation of projects • In class discussion on what is art and its purpose.... 	<ul style="list-style-type: none"> • Informal- Class Participation Points

CCSU VISUAL ART CURRICULUM

Grade Level: Digital Art/Graphic Design

Art Domain: Making Connections

Vermont Standard:

Stem: A19 Students show understanding of how the arts shape and reflect various cultures and times by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art • Analyze of knowledge of art history and arts in various cultures to create and interpret artwork 	<ul style="list-style-type: none"> • Introductory power points for projects that highlight various artists, time periods and/or cultures • Discussion surrounding power points and integration of these ideas as into their own artwork. 	<ul style="list-style-type: none"> • Informal---Class Participation Points • Self Evaluation • Rubrics • Written reflection

Key Concepts to Emphasize:
 Connecting to different cultures and self
 Personal expression
 Making Artspeak
 Connecting historical techniques/theories to present time

CCSU VISUAL ART CURRICULUM

Grade Level: Digital Art/Graphic Design

Art Domain: Approaches to Work

Vermont Standard:

Stem: A19 Students approach artistic problem solving with an open mind and creative thinking by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Combine observational ideas with imaginary solutions • Generating a variety of strategies/techniques • Incorporate previous knowledge into the development of their artwork 	<ul style="list-style-type: none"> • Project Assignments • Sketch/Journal Assignments • Research and use books, images, and magazines as resources • Thumbnail and brainstorming sketching 	<ul style="list-style-type: none"> • Teacher student discussions • Self Evaluation • Rubrics • Critique

Art Domain: Approaches to Work

Vermont Standard:

Stem: A20 Students develop effective, personal work habits by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> • Create artwork with commitment and sense of purpose • Understanding of health and safety issues related to the arts • Developing rigorous criteria and setting goals for themselves 	<ul style="list-style-type: none"> • Goal setting and personal expression exercises • Health, safety and clean-up orientation • Introduce proper use of the computer, software programs, and printing equipment. 	<ul style="list-style-type: none"> • Written self evaluations and reflections • Clean-up charts

CCSU VISUAL ART CURRICULUM

Grade Level: Digital Art/Graphic Design

Art Domain: Approaches to Work
Vermont Standard:
Stem: A21 Students demonstrate appropriate interactions by...

Skill	Learning Opportunities	Assessment Tools
<ul style="list-style-type: none"> Cooperating in an group or partnership to maintain an environment of safety, confidence, respect and support Being and active and productive member of a group 	<ul style="list-style-type: none"> Group project Critiques Discussions Group Presentations 	<ul style="list-style-type: none"> Rubrics Teacher observation Written feedback

Key Concepts to Emphasize:
 Team work
 Classroom safety
 Studio operation and up keep

CCSU : Common Assessment K-12 Art

Unit: Self-Portrait

Power Standards:

- 1) **Skill Development:** Students understand, select, and implement various techniques and process.
- 2) **Skill Development:** Students understand and apply elements and principles of art.
- 3) **Reflection and Critique:** Students reflect, describe, analyze and interpret their own and other's artwork.
- 4) **Making Connections:** Students make connections to history and culture and/or personal life and other disciplines.
- 5) **Approaches to Work**
 - a. Students approach work with creative thinking and artistic problem solving.
 - b. Students approach work with responsible work habits.

Essential Questions:

1. What is a self-portrait?
2. How do artists express cultures, traditions, and personal styles in their self-portraits?
3. How can you express your own uniqueness in creating a self-portrait?

Basic Concepts:

1. Throughout history and cultures, artists have created self-portraits as a form of expression.
2. Self portraits can be expressed in many forms, media and styles.

Assessment:

1. Self Portrait rubric.
2. Student Observation.
3. Students' product.
4. Sharing/critique

Procedure:

1. Compare and contrast self-portraits from contemporary artist and historical examples from various cultures.
2. Identify and describe media, style characteristics and design elements.
3. Use art vocabulary.
4. Students explore their own personality characteristics, appearance and/or inner self to express in their self-portrait.
5. Students create their own self portraits with ongoing guidance and dialog about process and product.
6. Students reflect, discuss self-portraits of peers during the process and upon completion.

Materials:

1. Visual examples.
2. Art vocabulary.
3. Art materials.
4. Self-portrait rubrics.

Common Assessment

Unit: Self Portrait

Course: Third Grade

	1. Does not meet standard	2. Almost meets standard	3. Meets standard	4. Exceeds standard
<p>1. Skill Development Students understand, select, and implement various techniques and process.</p>	Student manipulates art tools and applies techniques without purpose.	Student uses art tools and applies techniques inconsistently.	Student manipulates art tools and applies techniques to self-portrait.	Student consistently manipulates art tools and applies techniques with planning.
<p>2. Skill Development Students understand and apply elements and principles of art.</p>	Student does not identify elements addressed in self-portrait.	Student identifies elements and attempts to use them in self-portrait.	Student identifies and utilizes elements in self-portrait.	Student consistently identifies and utilizes elements in self-portrait and explains the impact on their portrait.
<p>3. Reflection and Critique Students reflect, describe, analyze and interpret their own and other's artwork.</p>	Student does not use art vocabulary to question, and/or affirm what is observed in portraits.	Student attempts to use art vocabulary to question, and/or affirm what is observed in portraits.	Student uses art vocabulary to question, and/or affirms what is observed in portraits.	Student consistently uses art vocabulary to question, and affirms what is observed in portraits.
<p>4. Making Connections Students make connections to history and culture, and/or personal life and other disciplines.</p>	Student does not make connections to personal life, family, community events and/or other cultures.	Student attempts to make connections to personal life, family, community events and/or other cultures.	Student makes connections to personal life, family, community events and/or other cultures.	Student consistently makes connections to personal life, family, community events and/or other cultures and explains the impact on their portrait.
<p>5a. Approaches to Work Students approach work with creative thinking and artistic problem solving.</p>	Student does not demonstrate creative thinking and/or problem solving skills in self-portrait.	Student attempts to use creative thinking and/or problem solving skills in self-portrait.	Student demonstrates creative thinking and problem solving skills in self-portrait.	Student consistently demonstrates creative thinking and advanced problem solving skills in self-portrait.
<p>5b. Approaches to Work Students approach work with responsible work habits.</p>	Student does not use materials responsibly, follows class procedures, and/or make good use of time.	Student attempts to use materials responsibly, follows class procedures, and/or is productive most of the time.	Student uses materials responsibly, follows class procedures, and makes productive use of time.	Student consistently uses materials responsibly, follows class procedures, and manages time efficiently.

	1. Does not meet standard	2. Almost meets standard	3. Meets standard	4. Exceeds standard
1. Skill Development Students understand, select, and implement various techniques and process.	Student manipulates art tools and applies techniques without purpose.	Student uses art tools and tries techniques inconsistently.	Student manipulates art tools and applies techniques to self-portrait.	Student consistently manipulates art tools and applies techniques with planning.
2. Skill Development Students understand and apply elements and principles of art.	Student does not identify elements addressed in self-portrait.	Student identifies elements and attempts to use them in self-portrait.	Student identifies and utilizes elements in self-portrait.	Student consistently identifies and utilizes elements in self-portrait and explains the impact on their portrait.
3. Reflection and Critique Students reflect, describe, analyze and interpret their own and other's artwork.	Student does not use art vocabulary to compare/contrast, question, and/or affirm what is observed in portraits.	Student attempts to use art vocabulary to compare/contrast, question, and/or affirm what is observed in portraits.	Student uses art vocabulary to compare/contrast, question, and/or affirm what is observed in portraits.	Student consistently uses art vocabulary to compare/contrast, question, and affirm what is observed in portraits.
4. Making Connections Students make connections to history and culture, and/or personal life and other disciplines.	Student does not make connections to personal life, family, community events and/or other cultures.	Student attempts to make connections to personal life, family, community events and/or other cultures.	Student makes connections to personal life, family, community events and/or other cultures.	Student consistently makes connections to personal life, family, community events and/or other cultures and explains the impact on their portrait.
5a. Approaches to Work Students approach work with creative thinking and artistic problem solving.	Student does not demonstrate creative thinking and/or problem solving skills in self-portrait.	Student attempts to use creative thinking and/or problem solving skills in self-portrait.	Student demonstrates creative thinking and problem solving skills in self-portrait.	Student consistently demonstrates creative thinking and advanced problem solving skills in self-portrait.
5b. Approaches to Work Students approach work with responsible work habits.	Student does not use materials responsibly, follows class procedures, and/or make good use of time.	Student attempts to uses materials responsibly, follows class procedures, and/or is productive most of the time.	Student uses materials responsibly, follows class procedures, and makes productive use of time.	Student consistently uses materials responsibly, follows class procedures, and manages time efficiently.

Common Assessment

Unit: Self Portrait

Course: Eighth Grade

	1. Does not meet standard	2. Almost meets standard	3. Meets standard	4. Exceeds standard
<p>1. Skill Development Students understand, select, and implement various techniques and process.</p>	Student manipulates art tools and applies techniques without purpose.	Student uses art tools and tries techniques inconsistently.	Student refines the use of art tools and applies techniques to self-portrait.	Student consistently manipulates art tools in a refined way and applies techniques with thoughtful planning.
<p>2. Skill Development Students understand and apply elements and principles of art.</p>	Student does not identify elements addressed in self-portrait.	Student identifies elements and attempts to use them in self-portrait.	Student identifies and utilizes elements in self-portrait, such as shading, value, texture and color.	Student consistently identifies and utilizes elements in self-portrait in a purposeful manner and explains the impact on their portrait.
<p>3. Reflection and Critique Students reflect, describe, analyze and interpret their own and other's artwork.</p>	Student does not use art vocabulary to compare/contrast, question, and/or affirm what is observed in portraits.	Student attempts to use art vocabulary to compare/contrast, question, and/or affirm what is observed in portraits.	Student uses art vocabulary to compare/contrast, question, and/or affirm what is observed in portraits.	Student consistently uses art vocabulary to compare/contrast, question, and affirm what is observed in portraits at a higher level.
<p>4. Making Connections Students make connections to history and culture, and/or personal life and other disciplines.</p>	Student does not make connections to personal life, family, community events and/or other cultures.	Student attempts to make connections to personal life, family, community events and/or other cultures.	Student makes connections to personal life, family, community events and/or other cultures.	Student consistently makes connections to personal life, family, community events and/or other cultures and explains the impact on their portrait.
<p>5a. Approaches to Work Students approach work with creative thinking and artistic problem solving.</p>	Student does not demonstrate creative thinking and/or problem solving skills in self-portrait.	Student attempts to use creative thinking and/or problem solving skills in self-portrait.	Student demonstrates creative thinking and problem solving skills in self-portrait.	Student consistently demonstrates creative thinking and advanced problem solving skills in self-portrait.
<p>5b. Approaches to Work Students approach work with responsible work habits.</p>	Student does not use materials responsibly, follows class procedures, and/or make good use of time.	Student attempts to uses materials responsibly, follows class procedures, and/or is productive most of the time.	Student uses materials responsibly, follows class procedures, and makes productive use of time.	Student consistently uses materials responsibly, follows class procedures, and manages time efficiently.

Common Assessment

Unit: Self Portrait

Course: High School

	1. Does not meet standard	2. Almost meets standard	3. Meets standard	4. Exceeds standard
<p>1. Skill Development Students understand, select, and implement various techniques and process.</p>	Student manipulates art tools and applies techniques without purpose.	Student uses art tools and tries techniques inconsistently.	Student refines the use of art tools and applies techniques to self-portrait.	Student consistently manipulates art tools in a refined way and applies techniques with thoughtful planning.
<p>2. Skill Development Students understand and apply elements and principles of art.</p>	Student does not identify elements/principles and composition addressed in self-portrait.	Student identifies elements/principles attempts and composition to use them in self-portrait.	Student identifies and utilizes elements and principles in self-portrait, such as shading, value, texture and color.	Student consistently identifies and utilizes elements/principles and composition in self-portrait in a purposeful expressive manner.
<p>3. Reflection and Critique Students reflect, describe, analyze and interpret their own and other's artwork.</p>	Student is not an active participant and/or has difficulty with the critique process.	Student has limited involvement in the critique process. Students begin to use art vocabulary.	Student is an active, responsible participant in the critique process and uses art vocabulary.	Student is an active, responsible participant in the critique process and uses art vocabulary to achieve a higher level of understanding.
<p>4. Making Connections Students make connections to history and culture, and/or personal life and other disciplines.</p>	Student does not make connections to personal life, family, community events and/or other cultures.	Student makes limited connections to personal life, family, community events and/or other cultures.	Student makes connections to personal life, family, community events and/or other cultures.	Student consistently makes connections to personal life, family, community events and/or other cultures and explains the impact on their portrait.
<p>5a. Approaches to Work Students approach work with creative thinking and artistic problem solving.</p>	Student does not demonstrate creative thinking and/or problem solving skills in self-portrait.	Student attempts to use creative thinking and/or problem solving skills in self-portrait.	Student demonstrates creative thinking and problem solving skills in self-portrait.	Student consistently demonstrates creative thinking and advanced problem solving skills in self-portrait.
<p>5b. Approaches to Work Students approach work with responsible work habits.</p>	Student does not use materials responsibly, follow class procedures, and/or make good use of time.	Student is inconsistent in using materials responsibly, following class procedures, and/or is productive most of the time.	Student uses materials responsibly, follows class procedures, and makes productive use of time.	Student take a leadership role in working and maintaining the classroom.

CCSU K-12 Arts Content Glossary

abstract	Artwork in which the subject matter is stated in a brief, simplified manner. Little or no attempt is made to represent images realistically, and objects are often simplified or distorted.
additive	Refers to the process of joining a series of parts together to create a sculpture.
aerial perspective	Aerial or atmospheric perspective achieved by using bluer, lighter, and duller hues for distant objects in a two-dimensional work of art.
aesthetics	A branch of philosophy; the study of art and theories about the nature and components of aesthetic experience.
analogous	Refers to closely related colors; a color scheme that combines several hues next to each other on the color wheel.
art criticism	An organized system for looking at the visual arts; a process of appraising what students should know and be able to do.
art elements	See <i>elements of art</i> .
assemblage	A three-dimensional composition in which a collection of objects is unified in a sculptural work.
asymmetry	A balance of parts on opposite sides of a perceived midline, giving the appearance of equal visual weight.
atmospheric perspective	See <i>aerial perspective</i> .
background	The part of the picture plane that seems to be farthest from the viewer.
balance	The way in which the elements in visual arts are arranged to create a feeling of equilibrium in a work of art. The three types of balance are symmetry, asymmetry, and radial.
collage	An artistic composition made of various materials (e.g., paper, cloth, or wood) glued on a surface.
color	The visual sensation dependent on the reflection or absorption of light from a given surface. The three characteristics of color are hue, value, and intensity.
color relationships	Also called color <i>schemes</i> or <i>harmonies</i> . They refer to the relationships of colors on the color wheel. Basic color schemes include monochromatic, analogous, and complementary.
color theory	An element of art. Color has three properties: hue, value, and intensity.

color wheel	A circular diagram of the spectrum used to show the relationships between the colors
complementary colors	Colors opposite one another on the color wheel. Red/green, blue/orange, and yellow/violet are examples of complementary colors.
composition	The organization of elements in a work of art.
contemporary art	Art created in the present day.
contour drawings	The drawing of an object as though the drawing tool is moving along all the edges and ridges of the form.
contrast	Difference between two or more elements (e.g., value, color, texture) in a composition; juxtaposition of dissimilar elements in a work of art; also, the degree of difference between the lightest and darkest parts of a picture.
cool colors	Colors suggesting coolness: blue, green, and violet.
design	The plan, conception, or organization of a work of art; the arrangement of independent parts (the elements of art) to form a coordinated whole.
distortion	Condition of being twisted or bent out of shape. In art, distortion is often used as an expressive technique.
dominance	The importance of the emphasis of one aspect in relation to all other aspects of a design.
elements of art	Sensory components used to create works of art: line, color, shape/form, texture, value, space.
emphasis	Special stress given to an element to make it stand out.
expressionistic	Ideas that express ideas and moods.
figurative	Pertaining to representation of form or figure in art.
foreground	Part of a two-dimensional artwork that appears to be nearer the viewer or in the front. <i>Middle ground</i> and <i>background</i> are the parts of the picture that appear to be farther and farthest away.
focal point	The place in a work of art on which attention becomes centered because of an element emphasized in some way.
form	A three-dimensional volume or the illusion of three dimensions (related to shape, which is two-dimensional); the particular characteristics of the visual elements of a work of art (as distinguished from its subject matter or content).
function	The purpose and use of a work of art.

genre	The representation of people, subjects, and scenes from everyday life.
geometric	Refers to shapes that are based on geometric figures (e.g. square, circle, triangle).
gesture drawing	The drawing of lines quickly and loosely to show movement in a subject.
harmony	The principle of design that combines elements in a work of art to emphasize the similarities of separate but related parts.
horizon line	The "line" at which the sky and earth appear to meet.
hue	Refers to the name of a color (e.g., red, blue, yellow, orange).
installation art	The hanging of ordinary objects on museum walls or the combining of found objects to create something completely new. Later, installation art was extended to include art as a concept.
intensity	Also called <i>chroma</i> or <i>saturation</i> . It refers to the brightness of a color (a color is full in intensity only when pure and unmixed). Color intensity can be changed by adding black, white, gray, or an opposite color on the color wheel.
line	A point moving in space. Line can vary in width, length, curvature, color, or direction.
linear perspective	A graphic system used by artists to create the illusion of depth and volume on a flat surface. The lines of buildings and other objects in a picture are slanted, making them appear to extend back into space.
line direction	Line direction may be horizontal, vertical, or diagonal.
line quality	The unique character of a drawn line as it changes lightness/darkness, direction, curvature, or width.
logo	A symbolic form that identifies organizations, products, etc.
maquette	A small preliminary model (as of a sculpture or a building).
media	Plural of <i>medium</i> , referring to materials used to make art; categories of art (e.g., painting, sculpture, film).
middle ground	Area of a two-dimensional work of art between foreground and background.
mixed media	A work of art for which more than one type of art material is used to create the finished piece.
monochromatic	A color scheme involving the use of only one hue that can vary in value or intensity.
mood	The state of mind or feeling communicated in a work of art, frequently through color.

movement	The principle of design dealing with the creation of action.
multimedia	Computer programs that involve users in the design and organization of text, graphics, video, and sound in one presentation.
negative space	Refers to shapes or spaces that are or represent areas unoccupied by objects.
neutral colors	The colors black, white, gray, and variations of brown. They are included in the color family called <i>earth colors</i> .
nonobjective	Having no recognizable object as an image. Also called <i>nonrepresentational</i> .
observational	Skills learned while observing firsthand the object, figure, or place.
one-point perspective	A way to show three-dimensional objects on a two-dimensional surface. Lines appear to go away from the viewer and meet at a single point on the horizon known as the <i>vanishing point</i> .
organic	Refers to shapes or forms having irregular edges or to surfaces or objects resembling things existing in nature.
pattern	Anything repeated in a predictable combination.
performance art	A type of art in which events are planned and enacted before an audience for aesthetic reasons.
perspective	A system for representing three-dimensional objects viewed in spatial recession on a two-dimensional surface.
portfolio	A systematic, organized collection of student work.
positive space	Shapes or spaces that are or represent solid objects.
primary colors	Refers to the colors red, yellow, and blue. From these all other colors are created.
printmaking	The transferring of an inked image from one surface (from the plate or block) to another (usually paper).
principles of design	The organization of works of art. They involve the ways in which the elements of art are arranged (balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation, unity).
properties of color	Characteristics of colors: hue, value, intensity.
proportion	The size relationships of one part to the whole and of one part to another.
reflection	Personal and thoughtful consideration of an artwork, an aesthetic experience, or the creative process.

representational art	Art whose subject matter contains recognizable images from real life.
rhythm	Intentional, regular repetition of lines or shapes to achieve a specific repetitive effect or pattern.
rubric	A guide for judgment or scoring; a description of expectations.
scale	Relative size, proportion. Used to determine measurements or dimensions within a design or work of art.
sculpture	A three-dimensional work of art either in the round (to be viewed from all sides) or in bas relief (low relief in which figures protrude slightly from the background).
secondary colors	Colors that are mixtures of two primaries. Red and yellow make orange, yellow and blue make green, and blue and red make violet.
shade	Color with black added to it.
shape	A two-dimensional area or plane that may be open or closed, free-form or geometric. It can be found in nature or is made by humans.
style	The artist's way of representing something. The choice and use of materials, methods of work, subject matter, etc., reflect the style of an individual, a culture, or a historical period.
symbol	Images in which characteristics of objects are likened to one another and represented as that other.
space	The emptiness or area between, around, above, below, or contained within objects. Shapes and forms are defined by the space around and within them, just as spaces are defined by the shapes and forms around and within them.
still life	Arrangement or work of art showing a collection of inanimate objects.
structure	The way in which parts are arranged or put together to form a whole.
style	A set of characteristics of the art of a culture, a period, or school of art. It is the characteristic expression of an individual artist.
stylized	Simplified; exaggerated.
subtractive	Refers to sculpting method produced by removing or taking away from the original material (the opposite of <i>additive</i>).
technique	A method or procedure used in producing a work of art.
texture	The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art.

theme	An idea based on a particular subject.
three-dimensional	Having height, width, and depth. Also referred to as 3-D.
tint	Color lightened with white added to it.
tone	Color shaded or darkened with gray (black plus white).
two-dimensional	Having height and width but not depth. Also referred to as 2-D.
two-point perspective	A system to show three-dimensional objects on a two-dimensional surface. The illusion of space and volume utilizes two vanishing points on the horizon line.
unity	Total visual effect in a composition achieved by the careful blending of the elements of art and the principles of design.
value	Lightness or darkness of a hue or neutral color. A <i>value scale</i> shows the range of values from black to white.
value scale	Scale showing the range of values from black to white and light to dark.
vanishing point	In perspective drawing, a point at which receding lines seem to converge.
variety	A principle of art concerned with combining one or more elements of art in different ways to create interest.
viewpoint	The angle from which the viewer sees the objects or scene.
virtual	Refers to an image produced by the imagination and not existing in reality.
visual literacy	Includes thinking and <i>communication</i> . Visual thinking is the ability to transform thoughts and information into images; visual communication takes place when people are able to construct meaning from the visual image.
visual metaphor	Images in which characteristics of objects are likened to one another and represented as that other. They are closely related to concepts about symbolism.
volume	The space within a form (e.g., in architecture, volume refers to the space within a building).
warm colors	Colors suggesting warmth: red, yellow, and orange.