

## 8.1 The skills, techniques, elements and principles of the arts can be learned, studied, refined, and practiced.

Standard(s) Objective(s)	Performance Task / Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standard: 9.1 A, B, C</p> <p>Objective: 1. Maintain a sketchbook and a working portfolio.  2. Refine skills relative to specific techniques in drawing, painting, sculpture and multimedia.</p>	<p>1. Produce a sketchbook that records their thoughts and ideas. Sketchbooks must include;</p> <ul style="list-style-type: none"> <li>• Preliminary drawings</li> <li>• Thoughts about how they may use their drawings</li> <li>• Excerpts from something they have read</li> </ul>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• Skills, techniques, elements and principles of art can be learned, studied, refined and practiced.</li> <li>• Artists record their ideas in a sketchbook or a visual journal to inspire their work.</li> <li>• Artists and designers use the elements and principles of design in strategic ways to convey meaning.</li> <li>• Artists refine skills and techniques to carry out their intention in their artworks.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Maintain a sketchbook and a working portfolio.</li> <li>• Refine skills relative to specific techniques in drawing, painting, sculpture and mixed media.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketchbook</li> <li>• Refine</li> <li>• Elements of Design</li> <li>• Mixed media</li> </ul>	<p>Learning Task: Look at examples from Da Vinci's sketchbook</p> <ul style="list-style-type: none"> <li>• What do you notice?</li> <li>• What do you think was the purpose?</li> <li>• Why do you believe that was the purpose?</li> <li>• What kind of things did Da Vinci record?</li> <li>• What kinds of things could you record in your sketchbook?</li> </ul> <p>Students will maintain sketchbooks that list their ideas, thoughts, preliminary sketches etc. throughout the course.</p> <p>Essential Questions: Why do artists maintain sketchbooks?</p> <p>How can reflecting on past work, influence future work?</p>

### Materials and Resources

A variety of both 2 and 3 dimensional tools and materials will be used, based on availability;  
Individual student sketchbooks

Computer/projector for examples, Da Vinci inventions, *Virgin of the Rocks* (both copies)

## 8.2 Artists use tools and resources, as well as their own experiences and skills, to create art.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1 A, B, D, E, J</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Select appropriate tools when creating a work of art.</li> <li>2. Identify resources appropriate to the assigned problem.</li> <li>3. Reflect on their skill development and communicate their challenges and progress.</li> <li>4. Experiment with traditional and nontraditional tools.</li> <li>5. Trace ways in which their compositions incorporate their experiences and/or interests.</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-evaluate their sketchbook using a rubric that is designed by the class.</li> <li>2. Create a final composition from their sketchbook using appropriate tools and resources.</li> </ol>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• Artists use tools and resources to create art.</li> <li>• Artists may use existing tools and resources or invent their own.</li> <li>• Artists use their own experiences to create art.</li> <li>• An artists' work reflects their interests, experiences and emotions.</li> <li>• Artists build on their skills when they are creating art.</li> <li>• Artists reflect on their skill development and experiment to improve their skill.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Apply a variety of tools and techniques in creating a work of art.</li> <li>• Experiment with traditional and nontraditional materials and tools.</li> <li>• Reflect on the art making process.</li> <li>• Incorporate their own experiences, interests, and emotions into works of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Nontraditional tools</li> </ul>	<p>Learning Task:</p> <p>Students will record personal experiences and images that reflect those experiences in their sketchbooks.</p> <p>Students will integrate 3 to 5 images and/or ideas from their sketchbook into a series of thumbnail sketches. One of the sketches will be selected for a final composition.</p> <p>During the final critique, students reflect on their artistic choices in regards to tools, materials, and inspiration throughout the process highlighting challenges and successes.</p> <p>Essential Questions:</p> <p>How do personal experiences and interests influence an artists' work?</p>

### Materials and Resources

Frida Kahlo, Andy Goldsworthy visuals and examples

## 8.3 The arts provide a medium to understand and exchange ideas.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3 B, D, F, G, 9.4 A, B</p> <p>Objectives: 1. Analyze a work of art to speculate the artist's intent.</p> <p>2. Compare and contrast different work of arts related to the same idea.</p> <p>3. Make artistic choices.</p>	<p>1. Compare and contrast works of art to determine the artists' intent and present in a list.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• A work of art can convey meaning and ideas.</li> <li>• Works of art can convey different meanings about the same idea.</li> <li>• Viewers can have different interpretations about the same work of art.</li> <li>• Art has been a vehicle to communicate ideas throughout history.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Speculate the meaning of a work of art based on the clues within a work of art <ul style="list-style-type: none"> <li>• Write, discuss, and/or create artworks in response to their speculation</li> </ul> </li> <li>• Make artistic choices to support intended meaning for a work of art</li> <li>• Make artistic choices in regards to: <ul style="list-style-type: none"> <li>• Medium</li> <li>• Subject</li> <li>• Style</li> <li>• Composition</li> <li>• Tools</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Convey meaning</li> <li>• Speculate</li> <li>• Interpret</li> <li>• Artistic choice</li> </ul>	<p>Learning Tasks: Students will compare and contrast two or more works of art of the same genre or subject and discuss how the meaning is different in each of the samples. For example;</p> <ul style="list-style-type: none"> <li>• Portraits or figures <ul style="list-style-type: none"> <li>○ Describe what you see</li> <li>○ Who are the people in these portraits?</li> <li>○ Why do you believe as you do?</li> <li>○ What does the artist want you to believe ?</li> </ul> </li> <li>• Flying machines</li> <li>• Interpretations of freedom</li> <li>• Sketchbooks of classmates</li> </ul> <p>Essential Questions: How does art communicate ideas?</p> <p>How do artistic choices influence the meaning of an artwork?</p>

### Materials and Resources

Picasso, Da Vinci sketchbooks

## 8.4 Humans have expressed experiences and ideas through the arts throughout time and across cultures.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.2 A, B, C, D, E, J</p> <p>Objectives: 1. Compare and contrast similar subject matter from different time periods and/or cultures</p> <p>2. Analyze how time and place influence a work of art.</p>	<p>1. When presented with two works of art, students will demonstrate similarities and differences using a Venn diagram.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• Humans express experiences.</li> <li>• Humans use the arts to express their ideas.</li> <li>• All humans throughout time and across cultures have created art.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Compare and contrast similar subject matter from different time periods and/or cultures.</li> <li>• Analyze how time and place influence a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Human experience</li> <li>• Venn Diagram</li> <li>• Culture</li> <li>• Influence</li> </ul>	<p>Learning Task: When presented with two works of art, students will demonstrate similarities and differences using a Venn diagram.</p> <p>Essential Question: How is art an expression of human experience?</p> <p>How do artists record human experience in different times and places?</p>

### Materials and Resources

Every effort will be made to collect a variety of works from different time periods and cultures

## 8.5 There are formal and informal processes used to assess the quality of works in the arts.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3 A, D, E, F, G</p> <p>Objectives: 1. Practice formal, intuitive and contextual criticism. 2. Use appropriate vocabulary when critiquing works of art. 3. Compare and contrast various works of art using formal, intuitive, and contextual criticism. 4. Form judgments about the quality of various works of art and support your rationale.</p>	<p>1. When presented with the opportunity to select a type of formal criticism, students will apply their understanding of that form. 2. Form an opinion about the quality of a work of art and state a rationale.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• People use specific vocabulary that references the elements and principles of art when articulating their thoughts and defending their position.</li> <li>• People can engage in formal criticism.</li> <li>• People can engage in intuitive criticism.</li> <li>• People can engage in contextual criticism.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Use formal, intuitive and contextual criticism to compare and contrast various works of art to judge quality.</li> <li>• Use appropriate language when critiquing a work of art.</li> <li>• Form judgments about the quality of various works of art and support your rationale.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal criticism</li> <li>• Intuitive criticism</li> <li>• Contextual criticism</li> <li>• Articulate</li> <li>• Rationale</li> <li>• Judgement</li> <li>• Critical analysis</li> </ul>	<p>Learning Task: When presented with two works of art, students will demonstrate similarities and differences using a Venn diagram. Students will select from among formal, intuitive, and contextual criticism and conduct their own critique using that form of criticism.</p> <p>Essential Question: How does quality vary across different works of art?  How does a vocabulary of critical analysis inform judgement about quality?</p>

### Materials and Resources

Steps of critical analysis; formal, intuitive, and contextual definitions

## 8.6 People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3 E, F, G 9.4 A, B, C, D</p> <p>Objectives: 1. Use visual clues to speculate the artist's intent.</p> <p>2. Conduct research to verify speculations regarding the artist's intent.</p> <p>3. Use appropriate language when critiquing a work of art.</p>	<p>1. When provided with a work of art, students will identify visual clues, speculate the meaning and verify their opinion through research.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• Critical analysis includes assessing quality, interpreting meaning and determining value.</li> <li>• Artistic choices often provide a window into discovering the meaning of a work of art.</li> <li>• People use specific vocabulary that references the elements and principles of art when engaged in critical analysis.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Use visual clues to speculate the artist's intended meaning of a work of art.</li> <li>• Use appropriate language when critiquing a work of art.</li> <li>• Form judgments about the quality of various works of art and support your rationale.</li> </ul>	<ul style="list-style-type: none"> <li>• Intent</li> <li>• Visual clue</li> <li>• Speculate</li> <li>• Critical analysis</li> <li>• Critique</li> </ul>	<p>Learning Task: Students will analyze a work of art and speculate regarding its meaning. Students will reference visual clues that influenced their speculation. They may conduct research to determine whether their speculation is accurate.</p> <p>Essential Question: What role does critical analysis play in assessing quality, interpreting meaning and determining value?</p>

### Materials and Resources

Visual examples; student access to technology