|  |
| --- |
| Standards Division Document Development Tool (Year Long Course)Course : \_Click here to enter text.\_ |
| First Nine Weeks Standards:Click here to enter text. | Second Nine Weeks Standards:Click here to enter text. | Third Nine Weeks Standards:Click here to enter text. | Fourth Nine Weeks Standards:Click here to enter text. |
| First Semester Standards(Objectives that may take the full first semester to teach)Click here to enter text. | Second Semester Standards(Objectives that may take the full second semester to teach)Click here to enter text. |
| Year Long Standards(Objectives that may take the full year to teach)Click here to enter text. |

Proposed Benchmark Frequency: Choose an item. Comments (optional): Click here to enter text.

Name of Person/People Submitting this form: Click here to enter text.

|  |
| --- |
| Standards Division Document Development Tool (Semester Long Course)Course : \_Visual Arts Beginning\_ |
| First SIx Weeks Standards:**NC Essential Standards: Arts, NC: HS: Beginning, Visual Arts**Visual LiteracyB.V.1 Use the language of visual arts to communicate effectively.* B.V.1.1 Use art vocabulary when discussing art and artistic styles.
* B.V.1.2 Apply the Elements of Art and Principles of Design to create art.
* B.V.1.4 Recognize how Elements of Art and Principles of Design are used in art.

B.V.2 Apply creative and critical thinking skills to artistic expression.* B.V.2.1 Understand the role of planning in solving artistic problems.
* B.V.2.2 Understand the relationships between sensory awareness and artistic expression.

B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.* B.V.3.1 Understand the appropriate and safe use of tools, media, and equipment.

Contextual RelevancyB.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.* B.CX.1.3 Understand how art is used to document human experience.
* B.CX.1.5 Explain the effect of the geographic location and physical environment on the media and subject matter of art.

B.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.* B.CX.2.2 Recognize the interdisciplinary knowledge used in the creation of art.

Critical ResponseB.CR.1 Use critical analysis to generate responses to a variety of prompts.* B.CR.1.1 Understand the art criticism process.
* B.CR.1.2 Use teacher-generated criteria to evaluate personal art.
 | Second Six Weeks Standards:Visual LiteracyB.V.1 Use the language of visual arts to communicate effectively.* B.V.1.1 Use art vocabulary when discussing art and artistic styles.
* B.V.1.2 Apply the Elements of Art and Principles of Design to create art.
* B.V.1.3 Classify art according to specified styles.
* B.V.1.4 Recognize how Elements of Art and Principles of Design are used in art.

B.V.2 Apply creative and critical thinking skills to artistic expression.* B.V.2.1 Understand the role of planning in solving artistic problems.
* B.V.2.2 Understand the relationships between sensory awareness and artistic expression.

B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.* B.V.3.1 Understand the appropriate and safe use of tools, media, and equipment.
* B.V.3.2 Use a variety of media, including 2-D, 3-D, and digital, to produce art.

Contextual RelevancyB.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.* B.CX.1.1 Use visual arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.
* B.CX.1.2 Explain how art influences historical perspectives on society.
* B.CX.1.3 Understand how art is used to document human experience.
* B.CX.1.4 Interpret art in terms of cultural and ethnic context.

B.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.* B.CX.2.1 Analyze the contribution of art to the design of consumable goods, products, and services, both historical and contemporary.

Critical ResponseB.CR.1 Use critical analysis to generate responses to a variety of prompts.* B.CR.1.1 Understand the art criticism process.
* B.CR.1.2 Use teacher-generated criteria to evaluate personal art.
 | Third Six Weeks Standards:Visual LiteracyB.V.1 Use the language of visual arts to communicate effectively.* B.V.1.1 Use art vocabulary when discussing art and artistic styles.
* B.V.1.2 Apply the Elements of Art and Principles of Design to create art.
* B.V.1.3 Classify art according to specified styles.

B.V.2 Apply creative and critical thinking skills to artistic expression.* B.V.2.3 Create personal, symbolic expression as a means of communication (original, visual language).

B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.* B.V.3.3 Exemplify characteristics of different artistic processes.

Contextual RelevancyB.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.* B.CX.1.1 Use visual arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.
* B.CX.1.2 Explain how art influences historical perspectives on society.
* B.CX.1.4 Interpret art in terms of cultural and ethnic context.

B.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.* B.CX.2.1 Analyze the contribution of art to the design of consumable goods, products, and services, both historical and contemporary.
* B.CX.2.3 Analyze the collaborative process in the creation of art.
* B.CX.2.4 Analyze the role of art in creating digital images, technological products, and design.

Critical ResponseB.CR.1 Use critical analysis to generate responses to a variety of prompts.* B.CR.1.1 Understand the art criticism process.
* B.CR.1.2 Use teacher-generated criteria to evaluate personal art.
 |
| First Half-of-Course Standards(Objectives that take the first half of the course to teach)Click here to enter text. | Second Half-of-Course Standards(Objectives that take the second half of the course to teach)Click here to enter text. |
| Year Long Standards(Objectives that may take the full year to teach)Click here to enter text. |

Proposed Benchmark Frequency: Every 6 Weeks Comments (optional): We feel that two 6 week assessments and one final exam are adequate. Students will be required to keep a Portfolio with documentation of their work. We feel that at the end of each 6 weeks an assessment of the portfolio will occur and the third portfolio submission will count towards final assessment.

Name of Person/People Submitting this form: Matt Rogers, Sara M. Gant, Edith Graves, Eric White and Renee Otero