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| 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.

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| 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 Literacy B.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 Relevancy B.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 Response B.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 Literacy B.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 Relevancy B.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 Response B.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 Literacy B.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 Relevancy B.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 Response B.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