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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 Proficient (Honors)\_ | | | |
| First SIx Weeks Standards:  **NC Essential Standards: Arts, NC: HS: Proficient, Visual Arts**  Visual Literacy P.V.1 Use the language of visual arts to communicate effectively.   * P.V.1.1 Use art vocabulary to analyze compositions. * P.V.1.2 Understand the relationship between personal expression and design. * P.V.1.3 Recognize contemporary styles, themes, and genres in art. * P.V.1.4 Evaluate the use of the Elements of Art and Principles of Design in art.   P.V.2 Apply creative and critical thinking skills to artistic expression.   * P.V.2.1 Implement planning to arrive at original solutions to artistic problems. * P.V.2.3 Understand the relationship of creative expression to the development of personal style.   P.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.   * P.V.3.2 Analyze the relationship between media, processes, and results. * P.V.3.3 Select appropriate processes and techniques to create art.   Contextual Relevancy P.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.   * P.CX.1.1 Understand the role of visual arts in United States history as a means of interpreting past eras within an historical context. * P.CX.1.2 Understand how personal perspective is influenced by temporal context. * P.CX.1.4 Understand how personal aesthetic responses to art are influenced by culture.   P.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.   * P.CX.2.2 Understand how knowledge learned in other disciplines is used to solve artistic problems. * P.CX.2.3 Understand the value of collaboration with peers to arrive at effective solutions to artistic problems.   Critical Response P.CR.1 Use critical analysis to generate responses to a variety of prompts.   * P.CR.1.1 Differentiate between personal aesthetic response and objective critical response to art. * P.CR.1.2 Critique personal art based on reflective inquiry. | Second Six Weeks Standards:  Visual Literacy P.V.1 Use the language of visual arts to communicate effectively.   * P.V.1.1 Use art vocabulary to analyze compositions. * P.V.1.2 Understand the relationship between personal expression and design. * P.V.1.3 Recognize contemporary styles, themes, and genres in art. * P.V.1.4 Evaluate the use of the Elements of Art and Principles of Design in art.   P.V.2 Apply creative and critical thinking skills to artistic expression.   * P.V.2.3 Understand the relationship of creative expression to the development of personal style.   P.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.   * P.V.3.1 Compare properties of tools in the creation of art. * P.V.3.2 Analyze the relationship between media, processes, and results. * P.V.3.3 Select appropriate processes and techniques to create art.   Contextual Relevancy P.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.   * P.CX.1.1 Understand the role of visual arts in United States history as a means of interpreting past eras within an historical context. * P.CX.1.2 Understand how personal perspective is influenced by temporal context. * P.CX.1.3 Exemplify contemporary art and artists. * P.CX.1.4 Understand how personal aesthetic responses to art are influenced by culture. * P.CX.1.5 Understand the relationship of the environment to art, including technology, preservation, and sustainability of resources.   P.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.   * P.CX.2.1 Understand the influence of commercial design on personal aesthetics. * P.CX.2.2 Understand how knowledge learned in other disciplines is used to solve artistic problems. * P.CX.2.3 Understand the value of collaboration with peers to arrive at effective solutions to artistic problems. * P.CX.2.4 Analyze how contextual relevance affects aesthetic responses to digital media.   Critical Response P.CR.1 Use critical analysis to generate responses to a variety of prompts.   * P.CR.1.1 Differentiate between personal aesthetic response and objective critical response to art. * P.CR.1.2 Critique personal art based on reflective inquiry. | | Third Six Weeks Standards:  Visual Literacy P.V.1 Use the language of visual arts to communicate effectively.   * P.V.1.1 Use art vocabulary to analyze compositions. * P.V.1.2 Understand the relationship between personal expression and design. * P.V.1.4 Evaluate the use of the Elements of Art and Principles of Design in art.   P.V.2 Apply creative and critical thinking skills to artistic expression.   * P.V.2.1 Implement planning to arrive at original solutions to artistic problems. * P.V.2.2 Recognize how personal experience influences the perception of the environment. * P.V.2.3 Understand the relationship of creative expression to the development of personal style.   P.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.   * P.V.3.3 Select appropriate processes and techniques to create art.   Contextual Relevancy P.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.   * P.CX.1.1 Understand the role of visual arts in United States history as a means of interpreting past eras within an historical context. * P.CX.1.2 Understand how personal perspective is influenced by temporal context. * P.CX.1.4 Understand how personal aesthetic responses to art are influenced by culture. * P.CX.1.5 Understand the relationship of the environment to art, including technology, preservation, and sustainability of resources.   P.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.   * P.CX.2.2 Understand how knowledge learned in other disciplines is used to solve artistic problems. * P.CX.2.3 Understand the value of collaboration with peers to arrive at effective solutions to artistic problems.   Critical Response P.CR.1 Use critical analysis to generate responses to a variety of prompts.   * P.CR.1.1 Differentiate between personal aesthetic response and objective critical response to art. * P.CR.1.2 Critique personal art based on reflective inquiry. |
| 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): Students will be required to keep an e-Portfolio with documentation of their work. We feel that at the end of each 6 weeks an assessment in the form of an e-portfolio will occur and the third e-portfolio submission will count as final assessment.

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