

HS Visual Arts – Drawing & Painting IV

Unit/Topic:	Quarter:	Time Frame:
Visual Arts – Drawing & Painting IV	Full Year	Full Year
Essential Questions:		
AASA Enduring Understandings and Essential Questions: How can we know that your current knowledge is an improvement upon past knowledge (as evident in your work)? When is the process more valuable than the product? Who holds the value? How does the way an artist organize or classify knowledge affect their work? What role does the media and technical in the content and meaning of your work? What is the relationship between personal experience and knowledge?		
Key Concepts:	Key Vocabulary:	
- Independent Student focused emphasis on Media and Technique - In-Depth Historical and cultural inquiry driven by Art movements - Honing use of Critique (self and peer) to elevate work and student growth	Critique-Analyze, Describe, Interpret, Judge, Elements: Line, Shape, Form, Color, Value, Texture, Space. Principles: Movement, Contrast, Emphasis, Balance, Rhythm, Unity. Media, medium, Artist Specific to Movements and cultural interpretations, artist statement, portfolio (AP-	

● Reinforce and Refinement of Elements and Principles: Breadth, Quality and Concentration ● AP: student driven aesthetical-based discussions with a focus on Theme ● AP: Works that investigate an idea, theme, or question	Investigative Question), (AP)specific artistic language pertaining to individual quest, (AP) Selected Works, Sustained Investigation. Practice, Experimentation, Revision, Process. 2D Design, Drawing, Mark Making, Investigates, Portfolio, Culture, Synthesis, Intention, Observe, Artmaking forms, Composition.
Priority Standards:	Supporting Standards:
Anchor Standard 1 - Generate and conceptualize artistic ideas and work Anchor Standard 2 - Organize and develop artistic ideas and work Anchor Standard 3 - Refine and complete artistic work Anchor Standard 4 - Select, analyze, and interpret artistic work for performance Anchor Standard 5 - Develop and refine artistic work for presentation Anchor Standard 6 - Convey meaning through the presentation of artistic work Anchor Standard 7 - Perceive and analyze artistic work Anchor Standard 8 - Interpret intent and meaning in artistic work Anchor Standard 9 - Apply criteria to evaluate artistic work Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art Anchor Standard 11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	VA.CR.1.HS3a - Visualize and hypothesize to generate plans for creating art or design that explores social issues. VA.CR.1.HS3b - Follow or break established conventions in the making of multiple works of art or design based on a theme, idea, or concept. VA.CR.2.HS3a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. VA.CR.2.HS3b - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. VA.CR.2.HS3c - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. VA.CR.3.HS3 - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. VA.PR.4.HS3 - Analyze, select, curate, and present artwork for a specific exhibit or event. VA.PR.5.HS3 - Investigate and compare methods for preserving and protecting art (such as conserving/stabilizing, restoring/repairing, repatriating, addressing security concerns, etc.). VA.PR.6.HS3 - Curate a collection of objects, artifacts, or artwork to

	impact the viewer's understanding of social, cultural, and/or political experiences. VA.RE.7.HS3a - Reflect upon how responses to art develop over time based on knowledge of and experience with art and life. VA.RE.7.HS3b - Identify commonalities in visual images made in the same era or culture (such as fashion, automotive design, furniture, buildings, etc.). VA.RE.8.HS3 - Defend a plausible interpretation of an artwork in comparison to the artist's stated intention for that artwork. VA.RE.9.HS3 - Construct evaluations of a work of art or collection of works based on differing sets of criteria. VA.CN.10.HS3 - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. VA.CN.11.HS3 - Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society (such as Chinese propaganda art, James Montgomery Flagg's Uncle Sam army recruitment poster, Kathe Kollwitz woodcuts, Cesar Chavez's eagle symbol for the United Farm Workers, Elizabeth Catlett's "Sharecropper," etc.).
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