

Standard 1: Understanding and Applying Media Techniques and Processes

Advanced

Benchmark 1: The student analyzes different types of media, techniques, and processes used in different art forms.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. defends choices made in using different media, techniques, and processes.2. restates a message through different media, techniques, and processes.	<p>The student:</p> <ol style="list-style-type: none">1. compares and contrasts painting techniques and media used by different artists from different times and cultures, such as those by 15th century Florentine artists Filippo Lippi and 18th century American painter Mary Cassatt. Writes a defense on the artist's part for their use of that media or technique.2. discusses and analyzes the content of Pablo Picasso's two-dimensional works and how the message being communicated was impacted by his choice of medium or technique, such as painting versus printing versus drawing. Then, makes a visual statement using one type of media and restates it using a second type of media.
<p>Teacher Notes:</p>	

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Benchmark 2: The student analyzes how combined media, techniques, and processes result in different visual effects in works of art.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. examines and explains how media, techniques, and processes can be combined to produce various visual effects. 2. examines and explains how media, techniques, and processes can be altered to achieve various visual effects.	<p>The student:</p> <ol style="list-style-type: none">1. creates an abstract watercolor composition using calligraphic forms for the subject. Then, uses this piece as a <i>background</i> for calligraphy of a related verse, poem, or prose excerpt. Writes a synopsis of the process and presents to the class explaining choices.2. creates a watercolor painting of a scene or setting. Then, cuts it into strips of varied width. Weaves the papers together to create a new composition. Repaints selected areas of the new composition to enhance or modify. Writes a synopsis of the process and presents to the class, explaining choices.
<p>Teacher Notes:</p>	

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Benchmark 3: The student applies various media, techniques, and processes with skill, confidence, and sensitivity in creating art works.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. produces works of art that demonstrate control of a variety of media, techniques, and processes in traditional media and emerging technology. 2. analyzes the effective use of media, techniques, and processes in relationship to ideas communicated.	<p>The student:</p> <ol style="list-style-type: none">1. (a) sculpts a three-dimensional form with negative open spaces, which echoes the positive solid shapes to reflect unity and harmony. (b) creates a work of art applying and combining traditional media, such as a 35 mm camera and emerging technology, such as a digital camera or Photoshop applications.2. develops criteria for a rubric to use in evaluating the effectiveness of media and techniques used in communicating ideas in personal art works.
<p>Teacher Notes:</p>	

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Benchmark 4: The student synthesizes dissimilar ideas and/or concepts into unified compositions utilizing various media, techniques, and processes.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. debates/defends the personal use of specific media, techniques, and processes and how they contribute to the communication of ideas, feelings, and experiences.2. analyzes and critiques the art media, techniques, and processes used in communicating ideas.3. identifies challenges in media, techniques, and processes encountered while making art and develops possible solutions.	<p>The student:</p> <ol style="list-style-type: none">1. selects, organizes, and installs personal art works into an exhibition. Writes statement(s) explaining media, techniques, and processes used and why in relationship to the message being communicated. Then, writes an art critics article to comment on, defend, and announce the exhibition.2. writes an art critics article to comment on an art exhibition.3. during the creative process, writes journal entries or keeps a log that addresses the creative process, the problems that arise, and possible solutions to those problems.
<p>Teacher Notes:</p>	

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Benchmark 5: The student makes informed choices when using art materials, tools, equipment, and chemicals in a safe and responsible manner.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. takes responsibility for the safe use, control, and maintenance of art media, tools, equipment, and chemicals.2. identifies the safety labels on art chemicals and equipment.	<p>The student:</p> <ol style="list-style-type: none">1. keeps a file of safety manuals or information on the safe use of tools, chemicals, and materials used when creating art.2. works with a partner to identify labels for art materials, tools, equipment, and chemicals, determines safe use and storage for them, and presents to class through demonstration.
<p>Teacher Notes:</p>	

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Benchmark 6: The student consistently cleans up and organizes materials and equipment without prompting.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. follows established routines.2. shows respect for others' work and space.3. shows respect for the art studio environment.	<p>The student:</p> <ol style="list-style-type: none">1. contributes to the establishment of classroom daily routines and consistently abides by them.2. organizes and installs an aesthetically pleasing display of students' work.3. keeps personal art making materials and tools clean and properly stored.
<p>Teacher Notes:</p>	

Standard 2: Using Knowledge of the Elements of Art and the Principles of Design

Advanced

Benchmark 1: The student analyzes and interprets art works based on the use of the elements and principles.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. interprets how the selection and manipulation of elements and principles affects the visual impact of the art work. 2. analyzes the relationships among the elements and principles in works of art.	<p>The student:</p> <ol style="list-style-type: none">1. analyzes selected works of art, such as <u>Interior with Phonograph</u>, <u>Dahlias</u>, and <u>Purple Robe</u> by Henri Matisse and determines his use of art elements and principles. Then, creates a work of art altering the use of these elements and principles in an effort to change the mood and meaning of the art works. Writes an artist's statement explaining the relationship between the analyzed works, the one created, and the process used to alter it.2. analyzes and compares elements and principles of design generated by humankind and nature. Then, studies and sketches designs found in nature to use as sources of inspiration for jewelry, ceramics, and/or fabric designs. Finally combines various elements, principles, and designs to create a work of art that represents real and implied lines and patterns.
<p>Teacher Notes:</p>	

Standard 2: Using Knowledge of the Elements of Art and the Principles of Design

Advanced

Benchmark 2: The student analyzes and articulates responses based on the use of the elements and principles in art works.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. analyzes and articulates responses to the use of elements and principles in art work.2. analyzes how elements and principles impact the expressive qualities in works of art.3. distinguishes among major art trends, master artists, and works according to their unique application of elements and principles.	<p>The student:</p> <ol style="list-style-type: none">1. views original works of art at an art museum or gallery and reads through various artist statements to analyze ways these artists use a specific element(s).2. researches two artists or art movements that use the same element of art differently to communicate their message, such as Andre' Derain and Pablo Picasso.3. with no written aides, recognizes art works based on their application of elements and principles by associating the artists name and/or art movement.
<p>Teacher Notes:</p>	

Standard 2: Using Knowledge of the Elements of Art and the Principles of Design

Advanced

Benchmark 3: The student integrates selected elements and principles to communicate through art.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. creates solutions to specific visual art challenges which exhibit purposeful selection of elements and principles. 2. uses elements and principles in non-conventional ways to produce art.	<p>The student:</p> <ol style="list-style-type: none">1. determines how photographers, such as Ansel Adams and Walker Evans, communicated ideas through photographic imagery. Then, creates a work of art that alters one or more of the techniques and processes used by a chosen photographer to create an original work.2. uses color to create the illusion of rough texture in a work of art.
<p>Teacher Notes:</p>	

Standard 3: Creating Art Works Through Choice of Subjects, Symbols, and Ideas

Advanced

Benchmark 1: The student researches the meaning and values of images in art.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. examines and explains artistic meaning and symbolism in various works of art.2. researches the origins of specific symbols.3. explores images that give meaning and value to personal experiences.4. explores personal responses to visual images and evaluates the impact.	<p>The student:</p> <ol style="list-style-type: none">1. chooses an artist, such as Jaune Quick-to-See Smith* and analyzes her use of traditional symbols in contemporary art.2. researches commonly symbolic images, such as a dove and presents symbolic findings.3. creates a self-portrait based on personal, relevant symbols.4. views works of art, such as Wayne Thiebaud's <u>Betty Jean's Shoes</u>, Joel Turtle's <u>Film Star</u> and Robert Indiana's <u>Numbers 1-0</u>, to determine their message and writes personal reaction to the works.
<p>Teacher Notes:</p> <p>* Jaune Quick-To-See Smith is a Native American, an enrolled Flathead Salish of the Confederated Salish and Kootenai Nation, Montana and is a painter-printmaker who has exhibited her work on a broad international scale. She is an activist/spokesperson for contemporary Native American art.</p>	

Standard 3: Creating Artworks Through Choice of Subjects, Symbols, and Ideas

Advanced

Benchmark 2: The student selects, organizes, and employs images, subjects, and ideas in works of art to express meaning.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. independently organizes relevant subjects, symbols, and ideas to express personal meaning.2. intentionally manipulates images, subjects, and ideas to change the purpose or meaning.	<p>The student:</p> <ol style="list-style-type: none">1. explores an emotion, such as fear, isolation, paranoia, or depression in a personal work by creating a piece that incorporates images and subjects addressing that emotion.2. (a) examines works by artists, such as <u>Cottage Industry</u> by Jacqui Biggs Larsen* to become familiar with how she uses and manipulates images and ideas to change the purpose of them. Then, creates a work that communicates about self in a similar fashion. (b) reinvents an iconic art image, such as <u>George Washington at Valley Forge</u> to change the meaning of the image.
<p>Teacher Notes:</p> <p>*Jacqui Biggs Larsen is a Post-Modernist artist who's work is layered with meaning and association. In her work <u>Cottage Industry</u>, she is concerned with gender differences, looking at women's traditional feminine roles and is a protest against arbitrary categorization. <u>Cottage Industry</u> was purchased by the Spring Salon at the Springville Museum of Art in Springville, Utah. Learn more by going to the museum site at http://sma.nebo.edu/</p>	

Standard 3: Creating Artworks Through Choice of Subjects, Symbols, and Ideas

Advanced

Benchmark 3: The student explores a variety of ways to solve a visual problem and chooses and applies the most effective solution.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. identifies a problem and produces a visual solution. 2. designs multiple solutions to visual problems. 3. evaluates and applies successes and challenges to future art works.	<p>The student:</p> <ol style="list-style-type: none">1. (a) creates a work that reflects and communicates the artists reaction to and solution for a problem, such as the present human condition in a war torn, communist controlled nation. (b) explores the social problem communicated through Jacob Lawrence’s <u>Migrant of the Negro</u> series and the series of paintings he created in response to this American issue. Then, creates a series of art works based on an identified social problem.2. identifies problems encountered while creating art and explores a variety of solutions for resolving the problem, such as multiple solutions for creating a certain type of texture.3. maintains a portfolio/journal of visual solutions explored throughout the school year when creating art and resorts to them when creating future works.
<p>Teacher Notes:</p>	

Standard 4: Understanding the Visual Arts in Relation to History and Cultures

Advanced

Benchmark 1: The student differentiates among a variety of historical and cultural contexts that influence art works.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. analyzes and interprets how the visual arts reflect history, culture, and aesthetics.2. compares characteristics of art works within a particular historical period and across cultures.	<p>The student:</p> <ol style="list-style-type: none">1. produces a work of art that expresses an opinion about a social or political issue similar to Picasso's <u>Gernica</u> or Goya's <u>First of May</u> and writes an interpretation of the work.2. (a) develops a presentation on non-traditional forms of art, such as folk, rural, or tribal art addressing cultural works of art in relationship to their purpose. (b) identifies the media used and purpose for African art and relates this knowledge to the geographic location of the tribe. (c) studies the works of artists, such as Mondrian, Klandinsky, El Greco, Warhol, Seurat, Klee, O'Keeffe, Vasarely, and Albers, to identify their influence on specific movements in art.
<p>Teacher Notes:</p>	

Standard 4: Understanding the Visual Arts in Relation to History and Cultures

Advanced

Benchmark 2: The student analyzes the purpose or function of art works in terms of history, aesthetics, and culture.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. analyzes the characteristics and purpose of art in selected cultural and/or historical contexts.2. analyzes how art and artists influence each other.3. investigates the functions of art in society and the ways that art has social or political impact.	<p>The student:</p> <ol style="list-style-type: none">1. finds stylistic characteristics of architecture in the local community that can be found in ancient architectural style, such as Doric, Ionic, or Corinthian.2. studies renowned innovators, such as Frank Lloyd Wright and Marcel Duchamp to determine their influences in furniture designs. Presents findings to the class.3. researches the history of propaganda in art works.
<p>Teacher Notes:</p>	

Standard 4: Understanding the Visual Arts in Relation to History and Cultures

Advanced

Benchmark 3: The student creates art work in the context of cultures, times, and/or places.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. creates art works that blend cultural characteristics.2. creates art that reflects knowledge of other cultures, times, and places.3. plans and produces art that reflects knowledge of personal culture.	<p>The student:</p> <ol style="list-style-type: none">1. creates a self-portrait in an earlier style, such as a Renaissance lady or gentleman.2. creates a painting with contemporary subject matter in a style from an earlier time or period.3. researches personal culture or family heritage and creates a work of art that records/reflects that history.
<p>Teacher Notes:</p>	

Standard 5: Reflecting Upon and Assessing the Characteristics and Merits of Art

Advanced

Benchmark 1: The student establishes and evaluates criteria for interpreting art.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. assesses the merits of art work using established criteria.2. analyzes and explains criteria for evaluating works of art.3. designs a rubric to evaluate the characteristics and merits of art.	<p>The student:</p> <ol style="list-style-type: none">1. reads Wolfflin's* <u>Stylistic Analysis</u> and determines whether it is relevant today and explains why or why not.2. researches admission standards for the French Salon and writes a letter of admissions requesting admittance.3. researches and evaluates current trends in art criticism and designs a rubric reflecting those trends.
<p>Teacher Notes: *Heinrich Wolfflin: Swiss art historian whose system of analyzing art greatly influenced the development of art criticism.</p>	

Standard 5: Reflecting Upon and Assessing the Characteristics and Merits of Art

Advanced

Benchmark 2: The student implements criteria for assessing art.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. applies rubric to evaluate works of art.2. discusses interpretations of works of art and defends conclusions.3. considers opinions from different perspectives regarding the merits of art.4. assesses the merits of art work based on the use and function of images.	<p>The student:</p> <ol style="list-style-type: none">1. develops criteria and a rubric for evaluating art during a class critique of the works.2. defends personal opinions about a specific artist or art work.3. participates in a debate addressing censorship of art.4. debates the use of commercial application of classic images.
<p>Teacher Notes:</p>	

Standard 5: Reflecting Upon and Assessing the Characteristics and Merits of Art

Advanced

Benchmark 3: The student analyzes aesthetic issues.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. assesses the merits of art work using established criteria.2. debates the merits of art, addressing how and why it was created.3. explores aesthetic qualities embedded in personal art work.	<p>The student:</p> <ol style="list-style-type: none">1. creates a gray scale painting using black and white paint. Then, discusses and critiques the use of element and principles used in the work of art.2. (a) finds and discusses historic and contemporary examples of artist as workshop masters, such as Chihuly, Andy Warhol, Verocchio, or Thomas Kincaide. (b) researches the use of Early Medieval and Romanesque art as instruments for furthering moral, religious, social, and political points of view. Then, discusses findings and opinions with a partner.3. interprets personal, expressive works of art by writing poetry or music that exposes the aesthetic qualities revealed through the piece.
<p>Teacher Notes:</p>	

Standard 6: Making Connections Between the Visual Arts and Other Disciplines

Advanced

Benchmark 1: The student integrates unique qualities among different visual art forms.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. uses appropriate vocabulary to debate the merits of different visual art forms.2. creates art works that incorporate elements beyond the formal elements of art and principles of design.3. incorporates visual information from several works of art about the same subject matter to create personal art work.	<p>The student:</p> <ol style="list-style-type: none">1. (a) discusses the role of a costume designer in the art world. (b) compares and contrasts a visual art piece with a performance art piece of the same period.2. creates a three-dimensional art work that incorporates movement and sound.3. analyzes various forms of visual art that address the same theme, such as Deborah Butterfield’s horse sculptures and Japanese ink and <i>wash</i> paintings of horses. Creates an original work that incorporates ideas from each while communicating qualities of the horse.
<p>Teacher Notes:</p>	

Standard 6: Making Connections Between the Visual Arts and Other Disciplines

Advanced

Benchmark 2: The student synthesizes the concepts, media, technologies, and processes of the visual and performing arts*.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. compares and contrasts elements and principles of visual art with similar elements and principles used in music, drama, and/or dance.2. synthesizes knowledge of performing arts while creating visual art work.	<p>The student:</p> <ol style="list-style-type: none">1. creates a visual representation of a dance movement or sequence.2. creates a performance art piece that incorporates sound, visuals, and movement.
<p>Teacher Notes: * The four art disciplines are dance, music, theatre, and visual arts.</p>	

Standard 6: Making Connections Between the Visual Arts and Other Disciplines

Advanced

Benchmark 3: The student produces works of visual art that incorporate concepts from non-art disciplines.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. researches ways that the arts and non-art disciplines affect each other.2. produces works of visual art that incorporate non-art concepts.	<p>The student:</p> <ol style="list-style-type: none">1. (a) researches and analyzes ways art is connected to clothing style, computer design, architecture. (b) interprets expressive works of art by writing poetry or music that reveals the message communicated through the piece.2. selects a concept from another class, such as math or science, and creates a visual representation of the topic.
<p>Teacher Notes:</p>	

Standard 6: Making Connections Between the Visual Arts and Other Disciplines

Advanced

Benchmark 4: The student explains how arts learning helps develop skills, knowledge, and attitudes used in various careers and higher education.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. identifies the skills gained through the arts that are necessary for everyday life.2. makes informed artistic choices as consumers.3. articulates the value of artistic choices throughout life.	<p>The student:</p> <ol style="list-style-type: none">1. (a) researches 21st Century Skills needed in the work force and creates a report or presentation addressing how these skills are developed through the arts. (b) identifies how art is connected to clothing style, computer design, and/or architecture.2. records entries in a journal that addresses ways they have used knowledge gained in art class when making a decision outside of art making activities, such as shopping for an outfit or pair of shoes.3. analyzes and evaluates artistic choices made outside art classes, such as those addressed through instructional example number two.
<p>Teacher Notes:</p>	