

**Standard 1: Understanding and Applying Media Techniques and Processes**

**Exemplary**

**Benchmark 1: The student researches and applies media, techniques, and processes used across cultures, times, and places.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. chooses a medium, technique, or process, and researches its evolution.</li><li>2. applies a researched medium, technique, or process to art work.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. researches the revivals of egg tempera painting used throughout the ages by artists from the early Renaissance to present 21<sup>st</sup> Century where it continues it's revival.</li><li>2. researches and applies photographic darkroom processes to illustrate the history of photographic images.</li></ol>
<p><b>Teacher Notes:</b></p>	

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**Benchmark 2: The student synthesizes, researches, and demonstrates how a single medium, technique, or process can be manipulated to create varied effects in works of art.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. makes an informed selection of a medium, technique, and/or process to create an intended effect.</li><li>2. communicates and defends choices of medium, technique, and/or process used in creating an intended effect.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. examines, explains, and demonstrates the different effects obtained when applying wet-on-wet process verses wet-on-dry when applying watercolor paints.</li><li>2. demonstrates and explains how to create a solarized photo by experimenting with exposure during developing.</li></ol>
<p><b>Teacher Notes:</b></p>	

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**Benchmark 3: The student exhibits skills in the use of media, techniques, and processes to produce works of art.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. creates a body of work that reflects knowledge and skills in the use of media, techniques, and processes.</li><li>2. utilizes independent research and knowledge as a vehicle for continual growth in manipulating media, techniques, and processes.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. creates a series of works with the same or similar subject content, but with various media to illustrate degree of mastery of each.</li><li>2. designs an advertisement, then alters it to appeal to a different audience.</li></ol>
<p><b>Teacher Notes:</b></p>	

**Standard 1: Understanding and Applying Media Techniques and Processes**

**Exemplary**

**Benchmark 4: The student conceives, interprets, and justifies the relationship between ideas communicated and the media, techniques, and processes used in creating art.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. justifies personal choices in media, techniques, and processes used to communicate through art.</li> <li>2. identifies the conceptual basis for ideas in relationship to the media, techniques, and processes used in communicating through the art work.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. (a) researches a specific subject, such as propaganda and analyzes in writing the effectiveness of visually communicating it based on use of media, technique, or process. (b) writes/explains a defense of their choice of media and how it evokes the intended resulting emotion or idea.</li><li>2. transfers conceptual ideas into visual art forms.</li></ol>
<p><b>Teacher Notes:</b></p>	

**Standard 1: Understanding and Applying Media Techniques and Processes**

**Exemplary**

**Benchmark 5: The student chooses safe and responsible practices when using art materials, equipment, tools, and chemicals.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. consistently practices safe control and maintenance of art media, tools, equipment, and chemicals.</li><li>2. collaborates with the instructor to monitor the safety of the art classroom.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. leads a work group responsible for a safe raku firing.</li><li>2. takes responsibility for maintaining and storing glazes, clay, loading kiln, and firing of pottery.</li></ol>
<p><b>Teacher Notes:</b></p>	

**Standard 1: Understanding and Applying Media Techniques and Processes**

**Exemplary**

**Benchmark 6: The student consistently and independently takes responsibility for all materials and equipment used.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. internalizes respect for the art studio environment.</li><li>2. models responsibility in the art studio environment.</li><li>3. facilitates a safe and productive art studio environment.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. contributes to the establishment of classroom daily routines and consistently abides by them.</li><li>2. organizes and installs an aesthetically pleasing display of students' work.</li><li>3. keeps personal art making materials and tools clean and properly stored.</li></ol>
<p><b>Teacher Notes:</b></p>	

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

**Exemplary**

**Benchmark 1: The student synthesizes elements and principles in art works and defends personal choices.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. identifies and differentiates subtle changes that occur in various works of art based on how the elements and principles are applied.</li><li>2. defends personal opinions regarding the effectiveness of how the elements and principles were employed in art works.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. analyzes works by Giotto di Bondone* and Masaccio di S. Giovanni** and identifies the manner in which each artist conveyed the illusion of three-dimensionality in the figures they painted. Includes an analysis of the relationships between color, value, gradation, and the arrangement, overlapping, and placement of figures in space.</li><li>2. writes an essay that articulates the use of elements and principles in a work of art supporting the artist's conclusions.</li></ol>
<p><b>Teacher Notes:</b></p> <p>* Giotto di Bondone is whom art historians designate the first painter of the Italian Renaissance.</p> <p>** Masaccio di S. Giovanni was an Italian early Renaissance painter.</p>	

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

**Exemplary**

**Benchmark 2: The student proposes and defends responses to visual art challenges regarding the use of elements and principles.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. debates the appropriateness of elements and principles used in art works.</li><li>2. compares and contrasts major art trends, master artists, and works based on the characteristic use of elements and principles.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. composes a drawing that shows unity through repetition of textures and patterns and debates the outcomes with others.</li><li>2. critically examines videos or audio recordings of major art trends, master artists, and works. Then, creates a work of art by combining elements and principles in two of the ways featured in the video or recording.</li></ol>
<p><b>Teacher Notes:</b></p>	

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

**Exemplary**

**Benchmark 3: The student synthesizes and applies elements and principles in *non-conventional* ways to communicate meaning through art.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. synthesizes selected characteristics of the elements and principles to produce works of art.</li><li>2. applies elements and principles in non-conventional ways to a non-traditional art form.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. composes a drawing that shows unity through repetition of textures and patterns.</li><li>2. critically examines videos or audio recordings of major art trends, master artists, and works. Then, creates a visual work of art using the same principles used in the videos, but not in conventional ways.</li></ol>
<p><b>Teacher Notes:</b></p>	

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

**Exemplary**

**Benchmark 1: The student researches and synthesizes visual images, subjects, and ideas to create works of art that reflect intended meanings.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. evaluates a variety of subjects and symbols for communicating meanings and ideas.</li><li>2. examines visual images, subjects, and ideas that reflect personal experiences.</li><li>3. analyzes and describes the essence of subjects, symbols, and images used in works of art.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. (a) creates a non-objective work that incorporates standard symbols in new ways. (b) reviews established visual symbols from three or more sources, such as art works, astrological charts, directional road signs, computer icons, and others. Evaluates their effectiveness across all cultures and designs improved symbols that are universally useful.</li><li>2. (a) conveys a theme or message, such as conflict with consideration for all symbolic aspects of the work of art. (b) in creating a work of art, uses established symbols that depict a personal message. Then, analyzes their usefulness in conveying the intended message and alters or designs new symbols to communicate the same message in a more effective and individualized way.</li><li>3. organizes a source book that categorizes symbols from several cultures according to the ideas/concepts they convey. Then, lists similarities and differences among the symbols and records observations.</li></ol>
<p><b>Teacher Notes:</b></p>	

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

**Exemplary**

**Benchmark 2: The student creates art by synthesizing researched images, subjects, and ideas.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. creates a work of art that synthesizes images, subjects, and ideas and justifies the organizational process.</li><li>2. creates original art work based on researched images, subjects, and ideas.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. creates a composition based on symbols with specific personal meanings, such as Picasso's bull, or Dali's burning giraffe. Then, writes a review.</li><li>2. collects images from contemporary art works and news/magazine photos that illustrate a current social or political issue. Identifies the central conflict and researches images that depicted that conflict in the past. Then, creates an art work by combining selected clippings to reflect the changing and unchanging nature of the conflict over time. Writes a review of the finished piece.</li></ol>
<p><b>Teacher Notes:</b></p>	

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

**Exemplary**

**Benchmark 3: The student articulates particular challenges and successes encountered in visual problem-solving.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. identifies and evaluates successful aspects of the problem-solving process.</li><li>2. compares and contrasts the challenges and successes encountered in visual problem-solving.</li><li>3. recognizes challenges encountered during the problem-solving process and evaluates alternate resolutions.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. (a) creates an original painting of a modern woman, such as Oprah as a religious icon from the Middle Ages. Identifies and evaluates successful aspects of the problem-solving process used during the creative process. (b) keeps a journal while creating an assigned art work, identifying challenges encountered, describing solutions attempted, giving reasons for choices made, and listing lessons learned from choices during the creative process.</li><li>2. selects a personal art work and identifies a work by an established artist who had to solve a similar visual problem. Then, compares and contrasts the solutions demonstrated in the two works.</li><li>3. before beginning a complex assignment, makes a sequential list of steps to be taken. Records any deviation from the expected order and timeline and discusses the reasons.</li></ol>
<p><b>Teacher Notes:</b></p>	

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

**Exemplary**

**Benchmark 1: The student conceptualizes and documents the effects of history and culture on art.**

Exemplary Level Knowledge Base Indicators	Instructional Examples
<p><b>The student:</b></p> <ol style="list-style-type: none"> <li>1. makes parallel connections between <i>contextual</i> events and characteristics of the visual arts of specific time period.</li>   <li>2. investigates the relationships between art styles/movements and social influences.</li> </ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"> <li>1. (a) writes/explains a defense of their choice of media and how it evokes the intended resulting emotion or idea. (b) investigates the peace movement of the 1960's and 70's and describes the philosophy influencing it. Reviews art works of that same period, identifying three artists who's work effectively expresses the prevailing ideas. Discusses public perception of these artists then and now.</li> <li>2. reflects on an art movement, such as Expressionism and relates it to the philosophies and social conditions of that time period.</li> </ol>
<p><b>Teacher Notes:</b></p>	

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

**Exemplary**

**Benchmark 2: The student researches the function and value of art in society.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. analyzes how art functions differently in different societies.</li> <li>2. differentiates among a variety of historical and cultural contexts in relationship to functions of art works.</li><li>3. draws conclusions from research addressing the function and value of art in society.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. (a) studies architecture from international countries and relates it to American architectural designs. (b) explores the use of clay vessels in different cultures over time and discusses the reasons for the transition from utility to art object. Identifies the factors that influenced the likelihood of this transition.</li><li>2. creates an exhibit that shows how art depicting common recurring events has changed over time.</li><li>3. compares government posters of the 1940's from three different countries, such as the United States, Germany, and Russia and discusses the impact of each in terms of manipulation of elements and principles.</li></ol>
<p><b>Teacher Notes:</b></p>	

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

**Exemplary**

**Benchmark 3: The student creates art from conceptualized experiences with culture, time, and place.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. plans and produces art that reflects personal heritage and culture.</li> <li>2. transforms information from a culture, time, and place into personal art works.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. (a) documents thematic studies of relationships, such as a parent child relationship, or one between lovers as expressed by different artists over time, in varied media and techniques. (b) creates a family portrait that reflects physical features and contains clues about each family member's history and heritage.</li><li>2. produces a drawing, a painting, and a sculpture, each expressing the same message, but showing influences from different cultures, times, and places.</li></ol>
<p><b>Teacher Notes:</b></p>	

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

**Exemplary**

**Benchmark 1: The student researches opinions and evaluations of art works and artists.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. researches historic art criticism.</li><li>2. compares and contrasts historical and contemporary criticism about art and artists.</li><li>3. creates and uses a rubric to evaluate personal art, then writes a self-evaluation paper on critiqued work.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. researches an art critic, such as John Ruskin, and his influence on the development of art criticism.</li><li>2. analyzes the differences between an artist in the 1980's and one from the present working in an expressionistic style.</li><li>3. develops a rubric to critique a personal work of art, then writes or records a self evaluation paper on critiqued work.</li></ol>
<p><b>Teacher Notes:</b></p>	

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

**Exemplary**

**Benchmark 2: The student documents how research influences opinions of art works.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. invites and considers opinions of peers regarding personal art.</li><li>2. researches and analyzes critiques of art works.</li><li>3. responds to critiques on works of art.</li> <li>4. develops and justifies criteria using appropriate vocabulary to evaluate works of art.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. has peers critique their art during the creative process.</li><li>2. writes a rebuttal addressing an art critique.</li><li>3. identifies an artist who's work they do not admire and researches critic reviews addressing content and meaning to learn whether new insights changes one's opinion.</li><li>4. determines criteria for a rubric for evaluating a work of art they are planning to create. Then, uses it in evaluating their results.</li></ol>
<p><b>Teacher Notes:</b></p>	

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

**Exemplary**

**Benchmark 3: The student researches aesthetic issues and develops personal philosophy related to issues.**

Exemplary Level Knowledge Base Indicators	Instructional Examples
<p><b>The student:</b></p> <ol style="list-style-type: none"> <li>1. debates an aesthetic issue regarding art.</li> <li>2. assesses various aesthetic philosophies and applies one to personal art work.</li> <li>3. analyzes various aesthetic philosophies and synthesizes them to develop a personal philosophy.</li> </ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"> <li>1. researches an aesthetic issue, such as the Salon vs. Courbet and comments on the causative factors and its relevance today.</li> <li>2. analyzes two or more aesthetic philosophies, such as <i>expressionism, instrumentalism, formalism, and/or the mimetic theory</i> and applies one to a personal work of art.</li> <li>3. (a) debates process versus product regarding art. (b) analyzes two or more aesthetic philosophies, such as <i>expressionism, instrumentalism, formalism, and/or the mimetic theory</i> and writes a review of their opinions toward each.</li> </ol>
<p><b>Teacher Notes:</b></p>	

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

**Exemplary**

**Benchmark 1: The student applies, interprets, and evaluates the effective use of the creative process, media, and techniques of the visual arts.**

	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. synthesizes the creative processes, media, and techniques of the visual arts.</li><li>2. analyzes the appropriateness of processes, media, and techniques of the visual arts.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. combines two- and three-dimensional processes by creating a handmade book utilizing two or more media.</li><li>2. evaluates and suggests two possible alternative media solutions to the same visual problem.</li></ol>
<p><b>Teacher Notes:</b></p>	

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

**Exemplary**

**Benchmark 2: The student synthesizes qualities of the visual and performing arts\* to create art.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. interprets and evaluates the effective use of the creative processes, principles, and techniques of the visual and performing arts.</li><li>2. investigates and evaluates various characteristics of the visual and performing arts in the process of creating.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. designs a stage set and a maquette** for a contemporary play.</li><li>2. (a) chooses a problem and solves it both visually as a product and through a performance. (b) presents the concept of harmony vs. dissonance and creates an art work that synthesizes these musical oppositions in a unified composition. Defends the manner of expression by addressing chosen techniques, media, and processes</li></ol>
<p><b>Teacher Notes:</b> *The four art disciplines are Dance, Music, Theatre, and Visual arts. **A maquette is a term used in the arts that refers to a preliminary sketch or model in clay or wax.</p>	

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

**Exemplary**

**Benchmark 3: The student translates concepts used in non-art disciplines into visual art forms.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. researches ways social issues have influenced the visual arts and applies conclusions to production.</li><li>2. analyzes and describes how non-art disciplines and the visual and performing arts can influence each other.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. discusses the role of artists in chair design and creates innovative designs for chairs with consideration for function and contextual influences.</li><li>2. chooses a computer animated film and dissects the various aspects of production.</li></ol>
<p><b>Teacher Notes:</b></p>	

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

**Exemplary**

**Benchmark 4: The student evaluates skills and attitudes gained from the visual arts that enhance the quality of life.**

<b>Exemplary Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. evaluates the role and value of art in every day life.</li><li>2. evaluates the skills gained through the arts that contribute to success in the work force.</li><li>3. researches and makes informed artistic choices as producers and consumers.</li><li>4. sets goals for life-long involvement in the arts.</li></ol>	<p><b>The student:</b></p> <ol style="list-style-type: none"><li>1. (a) studies an environmental issue, such as effects of plastics and Styrofoam on the environment and determines the responsibility of artists regarding the matter. (b) researches the parallels between the Plague of the Middle Ages and the AIDs epidemic of modern times and compares the residual effects on arts and humanity.</li><li>2. researches 21<sup>st</sup> Century Workforce Skills and prepares/presents a persuasive speech addressing the role of the visual arts in achieving these skills.</li><li>3. designs the interior of a room making informed choices regarding the colors, patterns, textures, styles, and other visual considerations.</li><li>4. writes a journal entry addressing personal involvement in the arts in 5, 10, 15, and 20 years from present.</li></ol>
<p><b>Teacher Notes:</b></p>	