

## **Scope and Sequence**

## SCOPE AND SEQUENCE

Standard 1: Understanding and Applying Media, Techniques, and Processes				
BASIC	INTERMEDIATE	PROFICIENT	ADVANCED	EXEMPLARY
<p><b>Benchmark:</b>  <b>1. Explores a variety of art media, techniques, and processes.</b></p> <p>Indicators:            1. manipulates a variety of media, such as paint, dough, clay, crayons, paper, and fibers.            2. uses a variety of techniques, such as modeling, painting, drawing, coloring, cutting, gluing, printing.            3. applies a variety of processes, such as painting, clay building, collage, mixed media, print making.</p> <p><b>Benchmark:</b>  <b>2. Describes different visual effects produced by a variety of materials, techniques, and processes in works of art.</b></p> <p>Indicators:            1. develops vocabulary</p>	<p><b>Benchmark:</b>  <b>1. Differentiates between materials, techniques, and processes.</b></p> <p>Indicators:            1. demonstrates the differences between various media.            2. explains the differences between various techniques.            3. describes the differences between various processes.</p> <p><b>Benchmark:</b>  <b>2. Explains how the visual effects resulting from media, techniques, and processes differ from one another.</b></p> <p>Indicators:            1. after being exposed to a variety of works of art,</p>	<p><b>Benchmark:</b>  <b>1. Compares and contrasts different types of materials, techniques, and processes.</b></p> <p>Indicators:            1. given assigned media, determines techniques and processes.            2. intentionally takes advantage of a given media, technique, and/or process.            3. selects and uses effective media, techniques, and processes to enhance personal communication.</p> <p><b>Benchmark:</b>  <b>2. Compares and contrasts visual effects of various materials, techniques, and processes.</b></p> <p>Indicators:            1. explains the differences in the</p>	<p><b>Benchmark:</b>  <b>1. Analyzes different types of media, techniques, and processes used in different art forms.</b></p> <p>Indicators:            1. defends choices made in using different media, techniques, and processes.            2. restates a message through different media, techniques, and processes.</p> <p><b>Benchmark:</b>  <b>2. Analyzes how combined media, techniques, and processes result in different visual effects in works of art.</b></p> <p>Indicators:            1. examines and explains</p>	<p><b>Benchmark:</b>  <b>1. Researches and applies media, techniques, and processes used across cultures, times, and places.</b></p> <p>Indicators:            1. chooses a medium, technique, or process, and researches its evolution.            2. applies a researched medium, technique, or process to art work.</p> <p><b>Benchmarks:</b>  <b>2. Synthesizes, researches, and demonstrates how a single medium, technique, or process can be manipulated to create varied effects in works of art.</b></p> <p>Indicators:</p>

<p>and uses it to describe a work of art.</p> <ol style="list-style-type: none"> <li>correctly identifies different media, techniques, and processes.</li> </ol>	<p>categorizes different media, techniques, and processes used to create each piece.</p> <ol style="list-style-type: none"> <li>uses art vocabulary to describe the effects produced by specific media, techniques, and processes.</li> </ol>	<p>visual effects of different materials used to create a two-dimensional work.</p> <ol style="list-style-type: none"> <li>explains the differences in the visual effects of different materials used to create a three-dimensional work.</li> </ol>	<p>how media, techniques, and processes can be combined to produce various visual effects.</p> <ol style="list-style-type: none"> <li>examines and explains how media, techniques, and processes can be altered to achieve various visual effects.</li> </ol>	<ol style="list-style-type: none"> <li>makes an informed selection of a medium, technique, and/or process to create an intended effect.</li> <li>communicates and defends choices of a medium, technique, and/or process used in creating an intended effect.</li> </ol>
<p><b>Benchmark:</b></p> <ol style="list-style-type: none"> <li><b>Experiments with various media, techniques, and processes to develop manipulative skills.</b></li> </ol> <p>Indicators:</p> <ol style="list-style-type: none"> <li>uses tools and materials to strengthen fine and gross motor skills.</li> <li>uses tools and materials correctly with confidence.</li> <li>correctly follows the steps of a process.</li> </ol>	<p><b>Benchmark:</b></p> <ol style="list-style-type: none"> <li><b>Applies the characteristics of a variety of media, techniques, and processes to develop manipulative skills in two- and three-dimensional work.</b></li> </ol> <p>Indicators:</p> <ol style="list-style-type: none"> <li>practices to understand qualities and characteristics of various media, techniques, and processes.</li> <li>creates two- and three-dimensional representations of similar subjects.</li> </ol>	<p><b>Benchmark:</b></p> <ol style="list-style-type: none"> <li><b>Demonstrates advanced control with media, techniques, and processes when creating two- and three-dimensional works of art.</b></li> </ol> <p>Indicators:</p> <ol style="list-style-type: none"> <li>practices to fine-tune manipulative skills.</li> <li>creates two- and three-dimensional works of art that show competency and craftsmanship.</li> </ol>	<p><b>Benchmark:</b></p> <ol style="list-style-type: none"> <li><b>Applies various media, techniques, and processes with skill, confidence, and sensitivity in creating art works.</b></li> </ol> <p>Indicators:</p> <ol style="list-style-type: none"> <li>produces works of art that demonstrate control of a variety of media, techniques, and processes in traditional media and emerging technology.</li> <li>analyzes the effective use of media, techniques, and processes in relationship to ideas communicated.</li> </ol>	<p><b>Benchmark:</b></p> <ol style="list-style-type: none"> <li><b>Exhibits skills in the use of media, techniques, and processes to produce works of art.</b></li> </ol> <p>Indicators:</p> <ol style="list-style-type: none"> <li>creates a body of work that reflects knowledge and skills in the use of media, techniques, and processes.</li> <li>utilizes independent research and knowledge as a vehicle for continual growth in manipulating media, techniques, and processes.</li> </ol>
<p><b>Benchmark:</b></p> <ol style="list-style-type: none"> <li><b>Employs media, techniques, and processes to communicate through works of</b></li> </ol>	<p><b>Benchmark:</b></p> <ol style="list-style-type: none"> <li><b>Selects and applies different media, techniques, and processes to communicate through</b></li> </ol>	<p><b>Benchmark:</b></p> <ol style="list-style-type: none"> <li><b>Analyzes media, techniques, and processes to create specific effects that intentionally</b></li> </ol>	<p><b>Benchmark:</b></p> <ol style="list-style-type: none"> <li><b>Synthesizes dissimilar ideas and/or concepts into unified compositions utilizing various</b></li> </ol>	<p><b>Benchmarks:</b></p> <ol style="list-style-type: none"> <li><b>Conceives, interprets, and justifies the relationship between ideas communicated</b></li> </ol>

<p><b>art.</b> Indicators:</p> <ol style="list-style-type: none"> <li>views originals and reproductions of art and discusses how and why they differ.</li> <li>presents art work and explains how and why it was created.</li> <li>explains or teaches a technique to another student.</li> </ol> <p><b>Benchmark:</b> <b>5. Demonstrates the safe and correct use of simple materials and tools.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>correctly uses art materials, such as paint, glue, markers, crayons, clay, pencils.</li> <li>safely uses art tools, such as paint brushes and scissors.</li> </ol>	<p><b>works of art.</b> Indicators:</p> <ol style="list-style-type: none"> <li>evaluates the selection and use of media, techniques, and/or processes for communicating.</li> <li>communicates personal ideas and feelings through the choice of media, techniques, and/or processes.</li> </ol> <p><b>Benchmark:</b> <b>5. Uses control in handling art materials and tools in a safe and responsible manner.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>demonstrates appropriate use of art tools and materials.</li> <li>shows concern for the safety of others.</li> </ol>	<p><b>communicate through works of art.</b> Indicators:</p> <ol style="list-style-type: none"> <li>documents personal responses to works of art and explains how the media, techniques, and processes contribute to responses.</li> <li>intentionally takes advantage of the qualities and characteristics of art media, techniques and processes for enhancing communication of experiences and ideas.</li> <li>employs the most effective media and technology for communicating ideas.</li> </ol> <p><b>Benchmark:</b> <b>5. Uses art materials, tools, and protective equipment safely in the appropriate time, place, and manner.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>explains the safe use, control, and maintenance of art tools, media, and equipment.</li> <li>demonstrates and applies the safe use, control, and</li> </ol>	<p><b>media, techniques, and processes.</b> Indicators:</p> <ol style="list-style-type: none"> <li>debates/defends the personal use of specific media, techniques, and processes and how they contribute to the communication of ideas, feelings, and experiences.</li> <li>analyzes and critiques the art media, techniques, and processes used in communicating ideas.</li> <li>identifies challenges in media, techniques, and processes encountered while making art and develops possible solutions.</li> </ol> <p><b>Benchmark:</b> <b>5. Makes informed choices when using art materials, tools, equipment, and chemicals in a safe and responsible manner.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>takes responsibility for the safe use, control, and maintenance of art media, tools, equipment, and chemicals.</li> </ol>	<p><b>and the media, techniques, and processes used in creating art.</b> Indicators:</p> <ol style="list-style-type: none"> <li>justifies personal choices in media, techniques, and processes used to communicate through art.</li> <li>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>Benchmark:</b> <b>3. Chooses safe and responsible practices when using art materials, equipment, tools, and chemicals.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>consistently practices safe control and maintenance of art media, tools, equipment, and chemicals.</li> <li>collaborates with the instructor to monitor</li> </ol>
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<p><b>Benchmark:</b>  <b>6. Demonstrates that clean-up and organization of materials are a part of the artistic process.</b></p> <p>Indicators:  1. follows established routines.  2. shows respect for others' work and space.</p>	<p><b>Benchmark:</b>  <b>6. Shows responsibility in organization and clean-up of materials.</b></p> <p>Indicators:  1. follows established routines.  2. shows respect for others' work and space.  3. maintains a positive attitude toward the art room environment.</p>	<p>maintenance of art tools, protective equipment, and media.</p> <p><b>Benchmark:</b>  <b>6. Consistently cleans up and organizes materials and equipment with minimal prompting.</b></p> <p>Indicators:  1. follows established routines.  2. shows respect for others' work and space.  3. maintains a positive attitude toward the art room environment.</p>	<p>2. identifies the safety labels on art chemicals and equipment.</p> <p><b>Benchmark:</b>  <b>6. Consistently cleans up and organizes materials and equipment without prompting.</b></p> <p>Indicators:  1. follows established routines.  2. shows respect for others' work and space.  3. shows respect for the art studio environment.</p>	<p>the safety of the art classroom.</p> <p><b>Benchmark:</b>  <b>4. Consistently and independently takes responsibility for all materials and equipment used.</b></p> <p>Indicators:  1. internalizes respect for the art studio environment.  2. models responsibility in the art studio environment.  3. facilitates a safe and productive art studio environment.</p>
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**SCOPE AND SEQUENCE**

<b>Standard 2: Using Knowledge of the Elements of Art and the Principles of Design</b>				
<b>BASIC</b>	<b>INTERMEDIATE</b>	<b>PROFICIENT</b>	<b>ADVANCED</b>	<b>EXEMPLARY</b>
<p><b>Benchmark:</b>  <b>1. Recognizes key elements and key principles used in works of art.</b></p> <p>Indicators:            1. identifies key elements in works of art.            2. identifies key principles in works of art.            3. compares and contrasts key elements and key principles in works of art.</p>	<p><b>Benchmark:</b>  <b>1. Recognizes and identifies the elements and key principles used in works of art.</b></p> <p>Indicators:            1. identifies the elements in works of art.            2. identifies key principles in works of art.            3. compares and contrasts elements and key principles in works of art.</p>	<p><b>Benchmark:</b>  <b>1. Identifies and interprets art works based on the use of elements and principles.</b></p> <p>Indicators:            1. discusses <i>implicit and explicit</i> evidence of elements and principles found in art works.            2. compares and contrasts visual qualities of elements and principles in works of art.</p>	<p><b>Benchmark:</b>  <b>1. Analyzes and interprets art works based on the use of the elements and principles.</b></p> <p>Indicators:            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>	<p><b>Benchmark:</b>  <b>1. Synthesizes elements and principles in art works and defends personal choices.</b></p> <p>Indicators:            1. identifies and differentiates subtle changes that occur in various works of art based on how the elements and principles are applied.            2. defends personal opinions regarding the effectiveness of how the elements and principles were employed in art works.</p>
<p><b>Benchmark:</b>  <b>2. Responds to art works based on the use of key elements and key principles.</b></p> <p>Indicators:            1. lists ways artists use key elements and key principles to convey ideas.            2. identifies key elements and key principles used to express feelings, ideas, and messages.</p>	<p><b>Benchmark:</b>  <b>2. Interprets the use of elements and key principles in works of art.</b></p> <p>Indicators:            1. identifies an idea, feeling, or message communicated by incorporating elements and key principles in art work.            2. compares and contrasts how artists use the same elements and key principles to communicate different</p>	<p><b>Benchmark:</b>  <b>2. Critiques art works based on the use of the elements and principles.</b></p> <p>Indicators:            1. analyzes how elements and principles affect the expressive qualities in works of art.            2. explains and discusses how the qualities of elements and principles are used for communication.</p>	<p><b>Benchmark:</b>  <b>2. Analyzes and articulates responses based on the use of the elements and principles in art works.</b></p> <p>Indicators:            1. analyzes and articulates responses to the use of elements and principles in art work.            2. analyzes how elements and principles impact the</p>	<p><b>Benchmark:</b>  <b>2. Proposes and defends responses to visual art challenges regarding the use of elements and principles.</b></p> <p>Indicators:            1. debates the appropriateness of elements and principles used in art works.            2. compares and contrasts major art trends, master artists, and works based on</p>

<p><b>Benchmark:</b>  <b>3. Applies key elements and key principles in creating works of art.</b>  Indicators:  1. practices using key elements.  2. practices using key principles.  3. creates works of art that incorporate key elements and key principles.</p>	<p>messages.</p> <p><b>Benchmark:</b>  <b>1. Visually communicates by incorporating the elements and key principles in works of art.</b>  Indicators:  1. produces art works that focus on communicating through the use of elements of art.  2. produces art works that communicate through manipulation of elements and key principles.</p>	<p><b>Benchmark:</b>  <b>3. Employs and defends the use of elements and principles in art works.</b>  Indicators:  1. uses the elements and principles to produce art work with a message.  2. analyzes effectiveness of the use of elements and principles in communicating a message through art.</p>	<p>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> <p><b>Benchmark:</b>  <b>3. Integrates selected elements and principles to communicate through art.</b>  Indicators:  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>	<p>the characteristic use of elements and principles.</p> <p><b>Benchmark:</b>  <b>3. Synthesizes and applies elements and principles in <i>non-conventional</i> ways to communicate meaning through art.</b>  Indicators:  1. synthesizes selected characteristics of the elements and principles to produce works of art.  2. applies elements and principles in non-conventional ways to a non-traditional art form.</p>
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**SCOPE AND SEQUENCE**

<b>Standard 3: Creating Art Works Through Choice of Subjects, Symbols, and Ideas</b>				
<b>BASIC</b>	<b>INTERMEDIATE</b>	<b>PROFICIENT</b>	<b>ADVANCED</b>	<b>EXEMPLARY</b>
<p><b>Benchmark:</b>  <b>1. Identifies visual images, subjects, and symbols in works of art.</b>                      Indicators:                      1. describes images and symbols in art works.                      2. identifies types of art works, such as portrait, still life, landscape, and sculpture.                      3. identifies and describes symbols in everyday life.</p>	<p><b>Benchmark:</b>  <b>1. Differentiates among ideas, subjects, styles, and symbols used to communicate in art.</b>                      Indicators:                      1. categorizes works based on the use of subjects, symbols, and ideas.                      2. speculates as to the purpose of subjects and styles within works of art.                      3. examines the ways human experiences influence development of specific art works.</p>	<p><b>Benchmark:</b>  <b>1. Identifies and discusses the ways in which symbols and styles communicate meaning in art.</b>                      Indicators:                      1. compares and contrasts art works based on common themes and/or functions.                      2. interprets art works based on common themes and/or functions.                      3. identifies the ways personal experiences influence development of specific art works.</p>	<p><b>Benchmark:</b>  <b>1. Researches the meaning and values of images in art.</b>                      Indicators:                      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>	<p><b>Benchmark:</b>  <b>1. Researches and synthesizes visual images, subjects, and ideas to create works of art that reflect intended meanings.</b>                      Indicators:                      1. evaluates a variety of subjects and symbols for communicating meanings and ideas.                      2. examines visual images, subjects, and ideas that reflect personal experiences.                      3. analyzes and describes the essence of subjects, symbols, and images used in works of art.</p>
<p><b>Benchmark:</b>  <b>2. Incorporates images, subjects, and symbols into art works.</b>                      Indicators:                      1. develops and uses personally developed sign/symbol schema.                      2. creates art works based on images, subjects, and symbols.</p>	<p><b>Benchmark:</b>  <b>2. Selects and uses images, subjects, and ideas to express meaning through art.</b>                      Indicators:                      1. develops and communicates intended ideas through use of personal sign/symbol schema.                      2. creates art work that reflects images,</p>	<p><b>Benchmark:</b>  <b>2. Interprets and represents images, symbols, and ideas in art works.</b>                      Indicators:                      1. applies images, symbols, and ideas to produce works of art that communicate specific messages.                      2. creates art work that assigns new meaning</p>	<p><b>Benchmark:</b>  <b>2. Selects, organizes, and employs images, subjects, and ideas in works of art to express meaning.</b>                      Indicators:                      1. independently organizes relevant subjects, symbols, and ideas to express personal meaning.                      2. intentionally</p>	<p><b>Benchmark:</b>  <b>2. Creates art by synthesizing researched images, subjects, and ideas.</b>                      Indicators:                      1. creates a work of art that synthesizes images, subjects, and ideas and justifies the organizational process.                      2. creates original art work based on</p>

<p><b>Benchmark:</b>  <b>3. Examines the problem-solving process and how it relates to creating art.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. identifies a problem.</li> <li>2. differentiates between a general problem and a visual problem.</li> </ol>	<p>symbols, and ideas from other sources.</p> <p><b>Benchmark:</b>  <b>3. Applies the problem-solving steps to the creative process.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. proposes a problem to be solved visually.</li> <li>2. proposes a visual solution to a problem.</li> </ol>	<p>to images, symbols, and ideas from other sources.</p> <p><b>Benchmark:</b>  <b>3. Analyzes and applies the effectiveness of the problem-solving process in creating art.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. proposes a visual problem to be solved.</li> <li>2. proposes a solution to a visual problem.</li> <li>3. compares and contrasts possible solutions to visual problems.</li> </ol>	<p>manipulates images, subjects, and ideas to change the purpose or meaning.</p> <p><b>Benchmark:</b>  <b>3. Explores a variety of ways to solve a visual problem and chooses and applies the most effective solution.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. identifies a problem and produces a visual solution.</li> <li>2. designs multiple solutions to visual problems.</li> <li>3. evaluates and applies successes and challenges to future art works.</li> </ol>	<p>researched images, subjects, and ideas.</p> <p><b>Benchmark:</b>  <b>3. Articulates particular challenges and successes encountered in visual problem-solving.</b></p> <p>Indicators:</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>
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**SCOPE AND SEQUENCE**

<b>Standard 4: Understanding the Visual Arts in Relation to History and Cultures</b>				
<b>BASIC</b>	<b>INTERMEDIATE</b>	<b>PROFICIENT</b>	<b>ADVANCED</b>	<b>EXEMPLARY</b>
<p><b>Benchmark:</b>  <b>1. Discusses how the visual arts have a history evident throughout the world in every culture.</b></p> <p>Indicators:            1. compares and contrasts art forms from past and present cultures.            2. discusses how the visual arts have changed over the years and continue to change.</p>	<p><b>Benchmark:</b>  <b>1. Describes how history and culture influence creation and study of art.</b></p> <p>Indicators:            1. recognizes the relationships between history, culture, and the visual arts.            2. categorizes selected art works according to historical/cultural contexts.            3. compares and contrasts the characteristics of art works in various eras and cultures.</p>	<p><b>Benchmark:</b>  <b>1. Explains how factors of time and place influence visual characteristics that give meaning and value to works of art.</b></p> <p>Indicators:            1. categorizes art works into the appropriate movement, era, or culture based on physical and visual characteristics.            2. analyzes and describes how the meanings of specific art works are influenced by factors of time and place.</p>	<p><b>Benchmark:</b>  <b>1. Differentiates among a variety of historical and cultural contexts that influence art works.</b></p> <p>Indicators:            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>	<p><b>Benchmark:</b>  <b>1. Conceptualizes and documents the effects of history and culture on art.</b></p> <p>Indicators:            1. makes parallel connections between contextual events and characteristics of the visual arts of specific time period.            2. investigates the relationships between art styles/movements and social influences.</p>
<p><b>Benchmark:</b>  <b>2. Discusses different purposes for which art is created.</b></p> <p>Indicators:            1. talks about “what is art”.            2. identifies various functions of art.            3. identifies how art and society influence each other.</p>	<p><b>Benchmark:</b>  <b>2. Classifies works of art based on purpose and/or function.</b></p> <p>Indicators:            1. recognizes that works of art develop at different times, places, and in different cultures.            2. discusses how art develops to serve different purposes.            3. recognizes how art is used as a part of</p>	<p><b>Benchmark:</b>  <b>2. Explains functions of art in various cultures, times, and places.</b></p> <p>Indicators:            1. explains how art evolves within selected cultures over time.            2. describes how art is similar and different from one geographical location to</p>	<p><b>Benchmark:</b>  <b>2. Analyzes the purpose or function of art works in terms of history, aesthetics, and culture.</b></p> <p>Indicators:            1. analyzes the characteristics and purpose of art in selected cultural and/or historical contexts.            2. analyzes how art and artists influence each</p>	<p><b>Benchmark:</b>  <b>2. Researches the function and value of art in society.</b></p> <p>Indicators:            1. analyzes how art functions differently in different societies.            2. differentiates among a variety of historical and cultural contexts in relationship to functions of art works.            3. draws conclusions from research</p>

<p><b>Benchmark:</b>  <b>3. Creates art based on historical and cultural ideas of diverse people.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. creates art that uses art techniques from other cultures.</li> <li>2. manipulates images to resemble the art of particular cultures, times, and places.</li> <li>3. creates art with a purpose.</li> </ol>	<p>daily life.</p> <p><b>Benchmark:</b>  <b>3. Identifies and applies characteristics of art works from a movement or culture.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. recognizes and creates works that reflect the importance of art as a record of history.</li> <li>2. recognizes, respects, and represents diverse cultures in and through art.</li> <li>3. manipulates subjects to reflect art of other cultures, times, and places.</li> </ol>	<p>another.</p> <ol style="list-style-type: none"> <li>3. compares and contrasts how art functions in various cultures, times, and places.</li> </ol> <p><b>Benchmark:</b>  <b>3. Creates art work that utilizes characteristics from works of a self-selected movement or culture.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. plans and creates a work of art that reflects characteristics of present day culture.</li> <li>2. produces work that reflects art as a living history.</li> <li>3. produces art that incorporates visual characteristics from another culture.</li> </ol>	<p>other.</p> <ol style="list-style-type: none"> <li>3. investigates the functions of art in society and the ways that art has social or political impact.</li> </ol> <p><b>Benchmark:</b>  <b>3. Creates art work in the context of cultures, times, and/or places.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. creates art works that blend cultural characteristics.</li> <li>2. creates art that reflects knowledge of other cultures, times, and places.</li> <li>3. plans and produces art that reflects knowledge of personal culture.</li> </ol>	<p>addressing the function and value of art in society.</p> <p><b>Benchmark:</b>  <b>3. Creates art from conceptualized experiences with culture, time, and place.</b></p> <p>Indicators:</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>
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**SCOPE AND SEQUENCE**

<b>Standard 5: Reflecting Upon and Assessing the Characteristics and Merits of Art</b>				
<b>BASIC</b>	<b>INTERMEDIATE</b>	<b>PROFICIENT</b>	<b>ADVANCED</b>	<b>EXEMPLARY</b>
<p><b>Benchmark:</b>  <b>1. Describes characteristics evident in art works.</b>                      Indicators:                      1. identifies the parts of a work of art.                      2. listens to peers explain works of art.                      3. explains works of art.                      4. restates the narrative depicted in an art work.</p>	<p><b>Benchmark:</b>  <b>1. Describes works of art and discusses the merits.</b>                      Indicators:                      1. defines and uses vocabulary appropriate to discussion of art works.                      2. reflects on how art works differ.                      3. comprehends how various responses to characteristics of an art work can influence the interpretation.</p>	<p><b>Benchmark:</b>  <b>1. Interprets characteristics and evaluates merits of art works.</b>                      Indicators:                      1. compares, contrasts, and interprets the characteristics of works of art.                      2. responds to various interpretations of visual works of art.                      3. explains how various responses to characteristics of an art work can influence the interpretation of merit.                      4. debates the merits of works of art.</p>	<p><b>Benchmark:</b>  <b>1. Establishes and evaluates criteria for interpreting art.</b>                      Indicators:                      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>	<p><b>Benchmark:</b>  <b>1. Researches opinions and evaluations of art works and artists.</b>                      Indicators:                      1. researches historic art criticism.                      2. compares and contrasts historical and contemporary criticism about art and artists.                      3. creates and uses a rubric to evaluate personal art, then writes a self-evaluation paper on critiqued work.</p>
<p><b>Benchmark:</b>  <b>2. Describes and shares opinions about works of art.</b>                      Indicators:                      1. defines and uses vocabulary appropriate to the discussion of art works.                      2. shows respect for varying opinions regarding the merits of art work.</p>	<p><b>Benchmark:</b>  <b>2. Forms and defends judgments about works of art.</b>                      Indicators:                      1. develops personal viewpoints regarding the characteristics and merits of art work.                      2. explains how and why personal judgments toward art works were reached.                      3. defends individual</p>	<p><b>Benchmark:</b>  <b>2. Forms and defends judgments based on characteristics and merits of art works.</b>                      Indicators:                      1. generates and analyzes responses to art works based on informed knowledge base.                      2. defends responses to art works based on informed knowledge</p>	<p><b>Benchmark:</b>  <b>2. Implements criteria for assessing art.</b>                      Indicators:                      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.</p>	<p><b>Benchmark:</b>  <b>2. Documents how research influences opinions of art works.</b>                      Indicators:                      1. invites and considers opinions of peers regarding personal art.                      2. researches and analyzes critiques of art works.                      3. responds to critiques on works of art.</p>

<p><b>Benchmark:</b>  <b>3. Distinguishes among various aesthetic qualities.</b>  Indicators:  1. talks about “what is art”.  2. defines and uses vocabulary appropriate to the discussion of aesthetics.  3. distinguishes original works of art from reproductions.</p>	<p>opinions about the merits of art works.</p> <p><b>Benchmark:</b>  <b>3. Develops and expresses opinions surrounding aesthetic issues in art.</b>  Indicators:  1. discusses why society values art.  2. critiques works of art.  3. classifies works based on aesthetic qualities.  4. expresses opinions surrounding different aesthetic philosophies.</p>	<p>base.</p> <p><b>Benchmark:</b>  <b>3. Develops, expresses, and defends opinions surrounding aesthetic issues in art.</b>  Indicators:  1. generates responses toward how and why art is created.  2. debates the aesthetic merits of art work.  3. critiques aesthetic issues surrounding the creation of art.</p>	<p>4. assesses the merits of art work based on the use and function of images.</p> <p><b>Benchmark:</b>  <b>3. Analyzes aesthetic issues.</b>  Indicators:  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 imbedded in personal art work.</p>	<p>4. develops and justifies criteria using appropriate vocabulary to evaluate works of art.</p> <p><b>Benchmark:</b>  <b>3. Researches aesthetic issues and develops personal philosophy related to issues.</b>  Indicators:  1. debates an aesthetic issue regarding art.  2. assesses various aesthetic philosophies and applies one to personal art work.  3. analyzes various aesthetic philosophies and synthesizes them to develop a personal philosophy.</p>
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**SCOPE AND SEQUENCE**

<b>Standard 6: Making Connections Between the Visual Arts and Other Disciplines</b>				
<b>BASIC</b>	<b>INTERMEDIATE</b>	<b>PROFICIENT</b>	<b>ADVANCED</b>	<b>EXEMPLARY</b>
<p><b>Benchmark:</b>  <b>1. Distinguishes among various visual art forms.</b>                      1. describes qualities among different forms of art works.                      2. compares and contrasts characteristics of visual art works.                      3. examines two-dimensional and three-dimensional art works addressing the same subject.</p>	<p><b>Benchmark:</b>  <b>1. Identifies unique qualities among different visual art forms.</b>                      1. interprets the qualities of visual art works for comparison.                      2. explains the differences between a reproduction and an original work of art.                      3. using different media, creates two works of art that express the same creative intent.                      4. compares two-dimensional versus three-dimensional art works.</p>	<p><b>Benchmark:</b>  <b>1. Combines various visual art forms to describe and create art.</b>                      1. analyzes and describes the qualities among different visual art works.                      2. creates art that incorporates two different visual art forms.                      3. compares inter-relationships between human behavior, the environment, and materials used to create art.</p>	<p><b>Benchmark:</b>  <b>1. Integrates unique qualities among different visual art forms.</b>                      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>	<p><b>Benchmark:</b>  <b>1. Applies, interprets, and evaluates the effective use of the creative processes, media, and techniques of the visual arts.</b>                      Indicators:                      1. synthesizes the creative processes, media, and techniques of the visual arts.                      2. analyzes the appropriateness of processes, media, and techniques of the visual arts.</p>
<p><b>Benchmark:</b>  <b>2. Identifies and describes similarities and differences among the visual and performing arts.</b>                      Indicators:                      1. describes similar and divergent concepts among the visual and performing arts.                      2. explains how dancers, musicians,</p>	<p><b>Benchmark:</b>  <b>2. Compares and contrasts similar concepts among the visual and performing arts.</b>                      Indicators:                      1. explains relationships among the structural similarities found in the visual and performing arts.                      2. analyzes how the same subject matter is</p>	<p><b>Benchmark:</b>  <b>2. Makes connections among works in the visual and performing arts.</b>                      Indicators:                      1. compares and contrasts characteristics among visual and performing arts.                      2. analyzes the same concept across the visual and performing</p>	<p><b>Benchmark:</b>  <b>2. Synthesizes the concepts, media, technologies, and processes of the visual and performing arts.</b>                      Indicators:                      1. compares and contrasts elements and principles of visual art with similar elements and principles used in</p>	<p><b>Benchmark:</b>  <b>2. Synthesizes qualities of the visual and performing arts to create art.</b>                      Indicators:                      1. interprets and evaluates the effective use of the creative processes, principles, and techniques of the visual and performing arts.                      2. investigates and</p>

<p>and actors/actresses are artists.</p> <p><b>Benchmark:</b>  <b>3. Identifies connections between the visual arts and non-art disciplines.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. identifies artistic concepts within non-art disciplines.</li> <li>2. creates art works that incorporate cross-curricular concepts.</li> </ol> <p><b>Benchmark:</b>  <b>4. Explains how art contributes to the social aspects of everyday culture.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. identifies everyday objects created by artists.</li> <li>2. identifies art in everyday life.</li> <li>3. lists careers that are</li> </ol>	<p>communicated in the visual vs. performing arts.</p> <p><b>Benchmark:</b>  <b>3. Demonstrates ways in which art concepts are interrelated with non-art disciplines.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. identifies ways that creating art uses a variety of skills needed in non-art subjects.</li> <li>2. creates works of art that implement and extend knowledge of science, mathematics, social studies, and language arts.</li> </ol> <p><b>Benchmark:</b>  <b>4. Relates the role of artists to daily life.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. compares the interrelationships between human behavior, the environment, and its materials.</li> <li>2. explains how art influences everyday life.</li> </ol>	<p>arts.</p> <ol style="list-style-type: none"> <li>3. creates works of art that incorporate knowledge of the performing arts.</li> </ol> <p><b>Benchmark:</b>  <b>3. Investigates associations between visual art and non-art disciplines.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. discusses associations between techniques, media, and processes used in art with similar ones used in non-art disciplines.</li> <li>2. describes ways that the arts and non-art disciplines affect each other.</li> <li>3. applies concepts from non-art disciplines to creating art.</li> </ol> <p><b>Benchmark:</b>  <b>4. Recognizes the education and training required for visual art careers.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. analyzes how creating art uses a variety of life skills and provides life-long learning.</li> <li>2. acknowledges the value of artistic</li> </ol>	<p>music, drama, and dance.</p> <ol style="list-style-type: none"> <li>2. synthesizes knowledge of performing arts while creating visual art work.</li> </ol> <p><b>Benchmark:</b>  <b>3. Produces works of visual art that incorporate concepts from non-art disciplines.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. researches ways that the arts and non-art disciplines affect each other.</li> <li>2. produces works of visual art that incorporate non-art concepts.</li> </ol> <p><b>Benchmark:</b>  <b>4. Explains how arts learning helps develop skills, knowledge, and attitudes used in various careers and higher education.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. identifies the skills gained through the arts that are necessary for</li> </ol>	<p>evaluates various characteristics of the visual and performing arts in the process of creating.</p> <p><b>Benchmark:</b>  <b>3. Translates concepts used in non-art disciplines into visual art forms.</b></p> <p>Indicators:</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>Benchmark:</b>  <b>4. Evaluates skills and attitudes gained from the visual arts that enhance the quality of life.</b></p> <p>Indicators:</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</li> </ol>
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available to artists.	3. participates in community-based art experiences as an artist or observer.	<p>choices in everyday life.</p> <p>3. plans and participates in community-based art experiences as an artist or observer.</p> <p>4. makes informed artistic choices.</p>	<p>everyday life.</p> <p>2. makes informed artistic choices as consumers.</p> <p>3. articulates the value of artistic choices throughout life.</p>	<p>that contribute to success in the work force.</p> <p>3. researches and makes informed artistic choices as producers and consumers.</p> <p>4. sets goals for life-long involvement in the arts.</p>
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