


1. Experiment and Plan Artistic Ideas
2. Apply Ideas and Techniques to Create Artwork
3. Reflect, Refine, and Complete Artwork
4. Select, Analyze, and Prepare Artistic Work for an Audience
5. Interpret and Critique Artwork

1. Progress Report Statement: Experiment and Plan Artistic Ideas

<p>EE</p>	<p>In addition to Sc performance, in-depth inferences and applications that go beyond what was taught. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan an independent learning experience that builds on personal interests and prior knowledge of concepts, techniques, and/or methods <input type="checkbox"/> During the planning process, develop complex metaphors, themes, or narratives to use within work
<p>Sc+</p>	<p>In addition to Sc performance, in-depth inferences and applications with partial success.</p>
<p> Sc</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose an original idea from a brainstormed list <input type="checkbox"/> Document a descriptive plan for developing artwork that reflects: <ul style="list-style-type: none"> <input type="checkbox"/> Intent; art visually communicates mood, meaning, message, and/or personal connections <input type="checkbox"/> Project specifications <input type="checkbox"/> Techniques and materials needed to create the art which may include grid method, watercolor drawing, one-point perspective drawing, color theory / color wheel, and/or clay box <input type="checkbox"/> Experiment and take risks within the creation process <p>The student exhibits no major errors or omissions.</p>
<p>Dv+</p>	<p>No major errors or omissions regarding Dv content and partial success at Sc content.</p>
<p>Dv</p>	<p>The student will: (foundational content) Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Original artwork / original idea including inspiration v. plagiarism <input type="checkbox"/> Composition <input type="checkbox"/> Elements of Art <input type="checkbox"/> Form vs Function of Art <input type="checkbox"/> Sustained investigation <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Document an original idea for a piece of artwork using strategies such as: <ul style="list-style-type: none"> ■ Brainstorming ■ Mind-Mapping ■ Sketching/ Thumbnails ■ Collecting visual references <input type="checkbox"/> Explain how an intentional and preconceived plan that accounts for media, lesson criteria, and personal preference can guide the artmaking process - and when applicable, defend why an art rule may be broken to fulfill intent. <input type="checkbox"/> List possible materials and media techniques <p>However, the student exhibits major errors or omissions regarding the Sc content.</p>
<p>Bg+</p>	<p>Partial knowledge of the Dv content, but major errors or omissions regarding the Sc content.</p>
<p>Bg</p>	<p>With help, the student exhibits partial knowledge of the Dv content, but major errors or omissions regarding the Sc content.</p>
<p>Bg-</p>	<p>With help, partial understanding of Dv content, but no understanding of Sc content.</p>

*With help may include rephrasing questions, asking probing questions, and/or providing prompts or sentence starters.

2. Progress Report Statement: Apply Ideas and Techniques to Create Artwork

<p>EE</p>	<p>In addition to Sc performance, in-depth inferences and applications that go beyond what was taught. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate complex control of media, surface textures, etc. <input type="checkbox"/> Demonstrate a highly developed sense of artistic style (Integrate personal style with elements of realism) <input type="checkbox"/> Create a tutorial of a new technique or process discovered through experimentation with materials and tools <input type="checkbox"/> Create art for an independent learning experience that builds on personal interests and prior knowledge of concepts, techniques, and/or methods 														
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<p>Sc</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in the artistic process and individual growth through experimentation, productivity, and meaningful use of creative work time <input type="checkbox"/> Demonstrate control and understanding with the following media and skills: <table border="1" data-bbox="235 850 1502 1974"> <thead> <tr> <th data-bbox="235 850 657 919">Printmaking</th> <th data-bbox="657 850 1079 919">Direct Observational Drawing</th> <th data-bbox="1079 850 1502 919">Fibers</th> </tr> </thead> <tbody> <tr> <td data-bbox="235 919 657 1575"> <p>Formative: Test Print or graphite positive/negative plan Summative: 3-5 pulled prints Early finisher: Monotypes, collaborative work,</p> <p>Implement....</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ink Quality: minor flaws, no salty spots, and even ink application. <input type="checkbox"/> Even border with label <input type="checkbox"/> Series of 3-5 print edition </td> <td data-bbox="657 919 1079 1575"> <p>Formative: observational sketch (thumbnail or sketchbook page) Summative: Final artwork rubric Early finisher: Blind contour drawing,</p> <p>Create a sense of realism by using the following drawing techniques:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Underdrawing based on direct observation (mapping out) <input type="checkbox"/> Capture size relationships/ proportions with techniques such as: positive and negative space mapping, contour line shapes <input type="checkbox"/> Demonstrating intention and control of media throughout composition </td> <td data-bbox="1079 919 1502 1575"> <p>Formative: practice stitch/plan weaving patterns Summative: Final artwork rubric Early finisher: bike wheel, embroidery, coaster, embroider art aprons.</p> <p>Implement the weaving and stitching patterns and techniques.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan out pattern for weaving/embroidery/color scheme <input type="checkbox"/> 3 different weaving/stitching patterns <input type="checkbox"/> Even loom constructions <input type="checkbox"/> Even stitches/threading </td> </tr> <tr> <th data-bbox="235 1575 657 1644">Clay: Slab & Coil Project</th> <th data-bbox="657 1575 1079 1644">Color Theory</th> <th data-bbox="1079 1575 1502 1644">Painting (ADD GLAZE NOTES)</th> </tr> <tr> <td data-bbox="235 1644 657 1974"> <p>Formative: slab/coil rolling Summative: final artwork rubric Early Finishers: mini masterworks</p> <p>Implement.....</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses templates to create 3D work <input type="checkbox"/> Even slabs/coils </td> <td data-bbox="657 1644 1079 1974"> <p>Formative: color wheel Summative: final artwork rubric Early Finishers:</p> <p>In artwork created with paint, colored pencil, marker, or other medium:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply color theory (hues, tints, </td> <td data-bbox="1079 1644 1502 1974"> <p>Formative: painting techniques Summative: final artwork rubric Early Finishers: mini masterwork</p> <p>Watercolor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply multiple watercolor techniques <input type="checkbox"/> Layering from light to dark <input type="checkbox"/> Drying time between layers/ </td> </tr> </tbody> </table>			Printmaking	Direct Observational Drawing	Fibers	<p>Formative: Test Print or graphite positive/negative plan Summative: 3-5 pulled prints Early finisher: Monotypes, collaborative work,</p> <p>Implement....</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ink Quality: minor flaws, no salty spots, and even ink application. <input type="checkbox"/> Even border with label <input type="checkbox"/> Series of 3-5 print edition 	<p>Formative: observational sketch (thumbnail or sketchbook page) Summative: Final artwork rubric Early finisher: Blind contour drawing,</p> <p>Create a sense of realism by using the following 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	<ul style="list-style-type: none"> <input type="checkbox"/> Creates additive and subtractive elements throughout <input type="checkbox"/> Creates a unified work through ideas or theme 	<p>tones, & shades) to help create a unified and detailed piece</p>	<p>effects</p> <ul style="list-style-type: none"> <input type="checkbox"/> White represented by the paper <input type="checkbox"/> Grid Drawing Option <input type="checkbox"/> Set up your grid for accuracy: even squares, labeling squares, straight lines <input type="checkbox"/> Use an underdrawing to map out image <input type="checkbox"/> Enlarged and accurate image copy <input type="checkbox"/> Mapping out light and dark areas <p>Acrylic/Tempera:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proper application of paint (even brush strokes, correct placement, refined edges)
<p>The student exhibits no major errors or omissions.</p>			


Dv+	No major errors or omissions regarding Dv content and partial success at Sc content.
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	Printmaking	Direct Observational Drawing	Fibers
Dv	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positive/Negative Space <input type="checkbox"/> Ruler/T-square/Eraser <input type="checkbox"/> T and Bar system <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing a straight lines <input type="checkbox"/> Measuring with a ruler <input type="checkbox"/> Printmaking processes: Cyanotype, Monoprints, Engraving, Linocuts, <input type="checkbox"/> Linocut: carve whites 	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct observation <input type="checkbox"/> Proportion/scale <input type="checkbox"/> Positive/negative space <input type="checkbox"/> Contour line <input type="checkbox"/> gesture drawing <input type="checkbox"/> Composition <input type="checkbox"/> Viewfinder <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing Processes: gesture, contour, continuous contour. <input type="checkbox"/> Drawing a simplified composition <input type="checkbox"/> Pressure control exercises 	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Needle/Thimble <input type="checkbox"/> Fibers <input type="checkbox"/> Loom <input type="checkbox"/> Embroidery Loop <input type="checkbox"/> Fiber tension <input type="checkbox"/> Weft and Warp <input type="checkbox"/> Shuttle/bobbin <input type="checkbox"/> Shed stick (Ruler) <input type="checkbox"/> Spacer <input type="checkbox"/> Loom combs/forks <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Types of weaving patterns: Plain, twill, satin, basket weave, herringbone, houndstooth, diamond weave, diamond, honeycomb, leno...

			<input type="checkbox"/> Yarn Tails: how to change colors or add more length. <input type="checkbox"/> Dressing the loom. <input type="checkbox"/> Fibers Weaving <input type="checkbox"/> Embroidery <input type="checkbox"/> Basket Weaving/hemp rope sculptures/willow weaving. <input type="checkbox"/> Mixed media weaving (Paper, Photo, yarn, Fabric Natural materials) <input type="checkbox"/>
	Clay: Slab & Coil Project	Color Theory	Painting
	<p>The student will: Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Template <input type="checkbox"/> Scale models <input type="checkbox"/> Slip & Score <input type="checkbox"/> Coil <input type="checkbox"/> Additive/Subtractive Elements <input type="checkbox"/> Tools: rolling pin, clay ruler, needle tool <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rolling a even slab <input type="checkbox"/> Creating a coil <input type="checkbox"/> Slip & Score <input type="checkbox"/> How to properly use and clean materials 	<p>The student will: Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Color Wheel: Hue, primary, secondary, tertiary colors <input type="checkbox"/> Value: Tints, Tones, & Shades <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make secondary and tertiary colors <input type="checkbox"/> Test paint thickness and application technique on a scrap piece of paper <input type="checkbox"/> How to properly use and clean materials 	<p>The student will: Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Masking tape <input type="checkbox"/> Watercolor techniques <input type="checkbox"/> Acrylic/Tempera techniques <input type="checkbox"/> Transparent vs opaque <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to properly use and clean materials (Test paint thickness and application technique on a scrap piece of paper) <input type="checkbox"/> Layering from light to dark <input type="checkbox"/> Drying time between layers/ effects <input type="checkbox"/> How to properly use and clean materials
	However, the student exhibits major errors or omissions regarding the Sc content.		
Bg+	Partial knowledge of the Dv content, but major errors or omissions regarding the Sc content.		
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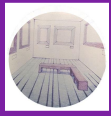
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3. Progress Report Statement: Reflect, Refine, and Complete Artwork

EE	<p>In addition to Sc performance, in-depth inferences and applications that go beyond what was taught. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students independently seek out meaningful feedback from multiple peers about how to revise/complete their work of art. <input type="checkbox"/> Students independently set timely goals for themselves that support meaningful growth.
Sc+	<p>In addition to Sc performance, in-depth inferences and applications with partial success.</p>
 Sc	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflect on and refine a piece of art using a set of established criteria such as: <ul style="list-style-type: none"> <input type="checkbox"/> Mid-process critique / conversation <input type="checkbox"/> Teacher established criteria <input type="checkbox"/> Student-created established criteria <input type="checkbox"/> Group-generated established criteria <input type="checkbox"/> Determine that work is complete based on established criteria <p>The student exhibits no major errors or omissions.</p>
Dv+	<p>No major errors or omissions regarding Dv content and partial success at Sc content.</p>
Dv	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Criteria <input type="checkbox"/> Refine / revise <input type="checkbox"/> Reflection <input type="checkbox"/> Craftsmanship <input type="checkbox"/> Persistence <input type="checkbox"/> Method of providing positive and encouraging but constructive feedback <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the role (importance?) of refinement and revision through practice, constructive critique, and reflection. <input type="checkbox"/> Explain that artists revise a piece of artwork until it is deemed "complete," meets the criteria of a project, or achieves their personal aesthetic. <p>However, the student exhibits major errors or omissions regarding the Sc content.</p>
Bg+	<p>Partial knowledge of the Dv content, but major errors or omissions regarding the Sc content.</p>
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4. Progress Report Statement: Select and Prepare Artistic Work for an Audience

<p>EE</p>	<p>In addition to Sc performance, in-depth inferences and applications that go beyond what was taught. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present a curated portfolio or body of work to peers and/or community
<p>Sc+</p>	<p>In addition to Sc performance, in-depth inferences and applications with partial success.</p>
 <p>Sc</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare personal artwork or work of others for presentation through a themed gallery, museum, or portfolio <input type="checkbox"/> Create exhibition narratives for the viewers; examples of exhibition narratives include: <ul style="list-style-type: none"> <input type="checkbox"/> Artist statement <input type="checkbox"/> Museum mission statement <input type="checkbox"/> Curator statement for a gallery <p>The student exhibits no major errors or omissions.</p>
<p>Dv+</p>	<p>No major errors or omissions regarding Dv content and partial success at Sc content.</p>
<p>Dv</p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Label / Matte / Frame <input type="checkbox"/> Elements of Art <input type="checkbox"/> Functions of Art: personal, social, physical <input type="checkbox"/> Style/Movement/Media techniques <input type="checkbox"/> Subject Matter <input type="checkbox"/> Categories of Art: portrait, landscape, still life, etc. <input type="checkbox"/> Venue: museum, gallery, coffee shop, etc. <input type="checkbox"/> Curate <input type="checkbox"/> Craftsmanship <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine connections within a group of artwork <input type="checkbox"/> Give and receive feedback to a collection of artwork for presentation with the understanding that artists make decisions about their work and process based on set criteria <input type="checkbox"/> Identify the criteria that an artist may consider when selecting works for presentation <p>However, the student exhibits major errors or omissions regarding the Sc content.</p>
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<p>Bg</p>	<p>With help, the student exhibits partial knowledge of the Dv content, but major errors or omissions regarding the Sc content.</p>
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*With help may include rephrasing questions, asking probing questions, and/or providing prompts or sentence starters.

5. Progress Report Statement: Interpret and Critique Artwork

<p>EE</p>	<p>In addition to Sc performance, in-depth inferences and applications that go beyond what was taught. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a convincing and logical argument to support an evaluation of an artwork, and whether its intended message or function was effective
<p>Sc+</p>	<p>In addition to Sc performance, in-depth inferences and applications with partial success.</p>
<p> Sc</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply the formal process of critique to a discussion about a piece of art <input type="checkbox"/> Justify how the elements of art, an artist’s cultural and historical influences, and/or artmaking approach create meaning in a piece of art <p>The student exhibits no major errors or omissions.</p>
<p>Dv+</p>	<p>No major errors or omissions regarding Dv content and partial success at Sc content.</p>
<p>Dv</p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model for Critique: Describe, Analyze, Interpret, Evaluate <input type="checkbox"/> Functions of Art <input type="checkbox"/> Elements of Art <input type="checkbox"/> Cultural and historical context <input type="checkbox"/> Visual imagery <input type="checkbox"/> Categories of art (Landscape, Portrait, Still life) <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe a work of art: Subject matter, elements of art, media specific vocab, and aesthetic choices. <input type="checkbox"/> Research evidence such as: The artist’s story, time period, relevant cultural contexts, etc. <p>However, the student exhibits major errors or omissions regarding the Sc content.</p>
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