

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. Experiment and Plan Artistic Ideas**

<p><b>EE</b></p>	<p>In-depth inferences and applications that meet and exceed secure expectations. The student might:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply concepts, techniques, and/or methods learned through other experiences</li> <li><input type="checkbox"/> Use visual language to develop complex metaphors, themes, or narratives within work</li> </ul>
<p><b>Sc+</b></p>	<p>In addition to Sc performance, in-depth inferences and applications with partial success.</p>
<p> <b>Sc</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create thumbnail sketches of planned work</li> <li><input type="checkbox"/> Create documentation of plans for work that defends and explains why an idea was selected</li> <li><input type="checkbox"/> When applicable, plan meaningful artistic choices to intentionally represent formal aspects of art (elements, function, composition, traditions).</li> </ul> <p>The student exhibits no major errors or omissions.</p>
<p><b>Dv+</b></p>	<p>No major errors or omissions regarding Dv content and partial success at Sc content.</p>
<p><b>Dv</b></p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elements of art / composition</li> <li><input type="checkbox"/> Brainstorming techniques (ex: lists, mind maps, journaling, doodles, etc)</li> <li><input type="checkbox"/> Sustained investigation (swipe file)</li> <li><input type="checkbox"/> Inspiration vs. plagiarism</li> <li><input type="checkbox"/> Form vs. function</li> <li><input type="checkbox"/> Thumbnail sketch</li> </ul> <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify steps to the artistic process</li> <li><input type="checkbox"/> Brainstorm ideas for a piece of art, which may be influenced by form or function; brainstorm without judging ideas</li> <li><input type="checkbox"/> Choose an original idea from a brainstormed list to further develop</li> <li><input type="checkbox"/> Explain how and why an artist documents a planning process</li> <li><input type="checkbox"/> Explain basic art traditions and when bending the rules may be used</li> <li><input type="checkbox"/> Explain how artists utilize ideas or imagery from other artists without plagiarizing</li> </ul> <p>However, the student exhibits major errors or omissions regarding the Sc content.</p>
<p><b>Bg+</b></p>	<p>Partial knowledge of the Dv content but major errors or omissions regarding the Sc content.</p>
<p><b>Bg</b></p>	<p>With help, the student exhibits partial knowledge of the Dv content but major errors or omissions regarding the Sc content.</p>
<p><b>Bg-</b></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. Apply Ideas and Techniques to Create Artwork**

<p><b>EE</b></p>	<p>In-depth inferences and applications that meet and exceed secure expectations.                  The student might:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate complex control of media, surface textures, etc.</li> <li><input type="checkbox"/> Demonstrate a highly developed sense of artistic style (Integrate personal style with elements of realism)</li> <li><input type="checkbox"/> Seek and incorporate feedback from a peer or teacher “client” around a theoretical or actual project</li> <li><input type="checkbox"/> Use 3 point perspective or multiple point perspective</li> <li><input type="checkbox"/> Use complex forms or spaces that demonstrate an advanced understanding of depth and space.</li> </ul>														
<p><b>Sc+</b></p>	<p>In addition to Sc performance, in-depth inferences and applications with partial success.</p>														
<p> <b>Sc</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in the artistic process and individual growth through experimentation, productivity, and meaningful use of creative work time</li> <li><input type="checkbox"/> Demonstrate control and understanding with the following media and skills :</li> </ul> <table border="1" data-bbox="207 850 1485 1906"> <thead> <tr> <th data-bbox="207 850 462 940"> <b>Linear Perspective: 1 and 2 point</b> </th> <th data-bbox="462 850 717 940"> <b>Observational Value study</b> </th> <th data-bbox="717 850 972 940"> <b>Color theory/ Color mixing</b> </th> <th data-bbox="972 850 1227 940"> <b>Paint Application</b> </th> <th data-bbox="1227 850 1485 940"> <b>Sculpture / Clay</b> </th> </tr> </thead> <tbody> <tr> <td data-bbox="207 940 462 1906"> <p>Implement the rules of 1 and 2 point <b>linear</b> perspective:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Straight converging lines leading to vanishing points on the horizon line</li> <li><input type="checkbox"/> Horizontal and vertical lines are perpendicular to each other</li> <li><input type="checkbox"/> Implement the rules of <b>atmospheric</b> perspective</li> </ul> </td> <td data-bbox="462 940 717 1906"> <p>Create a sense of realism by using the following drawing techniques:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Underdrawing based on direct observation</li> <li><input type="checkbox"/> Capture accurate size relationships/ proportions</li> <li><input type="checkbox"/> Demonstrating intention and control of media throughout composition</li> <li><input type="checkbox"/> Shading with a full range of values</li> <li><input type="checkbox"/> Varied line weight</li> <li><input type="checkbox"/> Implied surface texture (shiny, hairy, smooth, rough, etc.)</li> </ul> </td> <td data-bbox="717 940 972 1906"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply a color scheme in their own work</li> <li><input type="checkbox"/> Intentionally mix/layer colors to create unique color variations (tints, tones, shades, neutrals, etc.)</li> </ul> </td> <td data-bbox="972 940 1227 1906"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate control and skill with a variety of painting techniques.</li> <li><input type="checkbox"/> Cover all of the surface that will be seen when displayed (front, sides, visible areas of the back or inside holes)</li> <li><input type="checkbox"/> Intentionally mix/layer colors to create unique color variations (tints, tones, shades, neutrals, etc.)</li> </ul> </td> <td data-bbox="1227 940 1485 1906"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Armature</li> <li><input type="checkbox"/> Even slabs</li> <li><input type="checkbox"/> Intentional surface textures</li> <li><input type="checkbox"/> Securely attached additive elements</li> <li><input type="checkbox"/> Clean subtractive elements</li> <li><input type="checkbox"/> Finishing sculpture with glaze or paint (depending on function)</li> </ul> </td> </tr> </tbody> </table> <p>The student exhibits no major errors or omissions.</p>					<b>Linear Perspective: 1 and 2 point</b>	<b>Observational Value study</b>	<b>Color theory/ Color mixing</b>	<b>Paint Application</b>	<b>Sculpture / Clay</b>	<p>Implement the rules of 1 and 2 point <b>linear</b> perspective:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Straight converging lines leading to vanishing points on the horizon line</li> <li><input type="checkbox"/> Horizontal and vertical lines are perpendicular to each other</li> <li><input type="checkbox"/> Implement the rules of <b>atmospheric</b> perspective</li> </ul>	<p>Create a sense of realism by using the following drawing techniques:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Underdrawing based on direct observation</li> <li><input type="checkbox"/> Capture accurate size relationships/ proportions</li> <li><input type="checkbox"/> Demonstrating intention and control of media throughout composition</li> <li><input type="checkbox"/> Shading with a full range of values</li> <li><input type="checkbox"/> Varied line weight</li> <li><input type="checkbox"/> Implied surface texture (shiny, hairy, smooth, rough, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply a color scheme in their own work</li> <li><input type="checkbox"/> Intentionally mix/layer colors to create unique color variations (tints, tones, shades, neutrals, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate control and skill with a variety of painting techniques.</li> <li><input type="checkbox"/> Cover all of the surface that will be seen when displayed (front, sides, visible areas of the back or inside holes)</li> <li><input type="checkbox"/> Intentionally mix/layer colors to create unique color variations (tints, tones, shades, neutrals, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Armature</li> <li><input type="checkbox"/> Even slabs</li> <li><input type="checkbox"/> Intentional surface textures</li> <li><input type="checkbox"/> Securely attached additive elements</li> <li><input type="checkbox"/> Clean subtractive elements</li> <li><input type="checkbox"/> Finishing sculpture with glaze or paint (depending on function)</li> </ul>
<b>Linear Perspective: 1 and 2 point</b>	<b>Observational Value study</b>	<b>Color theory/ Color mixing</b>	<b>Paint Application</b>	<b>Sculpture / Clay</b>											
<p>Implement the rules of 1 and 2 point <b>linear</b> perspective:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Straight converging lines leading to vanishing points on the horizon line</li> <li><input type="checkbox"/> Horizontal and vertical lines are perpendicular to each other</li> <li><input type="checkbox"/> Implement the rules of <b>atmospheric</b> perspective</li> </ul>	<p>Create a sense of realism by using the following drawing techniques:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Underdrawing based on direct observation</li> <li><input type="checkbox"/> Capture accurate size relationships/ proportions</li> <li><input type="checkbox"/> Demonstrating intention and control of media throughout composition</li> <li><input type="checkbox"/> Shading with a full range of values</li> <li><input type="checkbox"/> Varied line weight</li> <li><input type="checkbox"/> Implied surface texture (shiny, hairy, smooth, rough, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply a color scheme in their own work</li> <li><input type="checkbox"/> Intentionally mix/layer colors to create unique color variations (tints, tones, shades, neutrals, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate control and skill with a variety of painting techniques.</li> <li><input type="checkbox"/> Cover all of the surface that will be seen when displayed (front, sides, visible areas of the back or inside holes)</li> <li><input type="checkbox"/> Intentionally mix/layer colors to create unique color variations (tints, tones, shades, neutrals, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Armature</li> <li><input type="checkbox"/> Even slabs</li> <li><input type="checkbox"/> Intentional surface textures</li> <li><input type="checkbox"/> Securely attached additive elements</li> <li><input type="checkbox"/> Clean subtractive elements</li> <li><input type="checkbox"/> Finishing sculpture with glaze or paint (depending on function)</li> </ul>											

<b>Dv+</b>	No major errors or omissions regarding Dv content and partial success at Sc content.				
<b>Dv</b>	The student will: Recognize or recall specific terminology, such as:				
	<b>Linear Perspective: 1 and 2 point</b>	<b>Observational Value Study</b>	<b>Color Theory / Color Mixing</b>	<b>Paint Application</b>	<b>Sculpture / Clay</b>
	Ruler Eraser T-square Horizon Line Vanishing Point(s) Converging Lines Vertical Lines Horizontal Lines Parallel Lines Eye Level Viewpoint Space Depth Line weight 1 point perspective 2 point perspective 3 point perspective Atmospheric perspective	Direct observation (Viewfinder) Underdrawing Measuring Grid Ruler Eraser Pencil grip Value scale Gradation Shading techniques such as: -Blending -hatching -Cross hatching -Stippling etc. Blending stump Highlight Midtone Shadow Reflected light Cast shadow	Blending and Mixing Colors  Color Schemes: Monochromatic Analogous Complementary	Tempera Acrylic Watercolor  Flat painting Blending Under-painting Dry Brush Glazing Sgraffito	X-acto knives Scissors Needle Tool Clean-up of clay Toxicity and ventilation Consumable vs. non-consumable Slab Slump Armature Additive and Subtractive techniques
	Perform basic processes, such as:				
	<input type="checkbox"/> Demonstrate proper use of artistic techniques in isolated practice (not as part of a finished product) <input type="checkbox"/> Participate in creative play without structured parameters or preconceived planning with an open mindset <input type="checkbox"/> Demonstrate attention to media and skills during practice <input type="checkbox"/> Properly and safely use and clean up all materials/tools used in the creation of art				
	However, the student exhibits major errors or omissions regarding the Sc content.				
<b>Bg+</b>	Partial knowledge of the Dv content but major errors or omissions regarding the Sc content.				
<b>Bg</b>	With help, the student exhibits partial knowledge of the Dv content but major errors or omissions regarding the Sc content.				
<b>Bg-</b>	With help, partial understanding of Dv content but no understanding of Sc content.				

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

### 3. Reflect, Refine, and Complete Artwork

<p><b>EE</b></p>	<p>In-depth inferences and applications that meet and exceed secure expectations. The student might:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Independently seek out meaningful feedback from multiple peers about how to revise/complete their work of art.</li> <li><input type="checkbox"/> Independently set and document timely goals that support meaningful growth.</li> </ul>
<p><b>Sc+</b></p>	<p>In addition to Sc performance, in-depth inferences and applications with partial success.</p>
<p> <b>Sc</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-evaluate a piece of art to identify areas in need of refinement.</li> <li><input type="checkbox"/> Revise a piece of art using a set of established criteria such as a teacher- or student-created rubric.</li> <li><input type="checkbox"/> Explain intentional artistic choices made based on self-reflection/feedback.</li> </ul> <p>The student exhibits no major errors or omissions.</p>
<p><b>Dv+</b></p>	<p>No major errors or omissions regarding Dv content and partial success at Sc content.</p>
<p><b>Dv</b></p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Criteria</li> <li><input type="checkbox"/> Refine vs. revise</li> <li><input type="checkbox"/> Examples of intentional, formal artistic choices such as:             <ul style="list-style-type: none"> <li>• Elements of Art and Principles of Design</li> <li>• Symbolism, meaning and message.</li> <li>• Personal Elements (values, beliefs, cultural connections, etc.)</li> </ul> </li> <li><input type="checkbox"/> Growth mindset</li> <li><input type="checkbox"/> Supporting evidence</li> <li><input type="checkbox"/> Craftsmanship</li> </ul> <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete art</li> <li><input type="checkbox"/> Manage deadlines</li> <li><input type="checkbox"/> Understand growth mindset and how it impacts the completion of a work of art.</li> <li><input type="checkbox"/> Practice how to respectfully give and receive meaningful constructive criticism.</li> <li><input type="checkbox"/> Seek and apply constructive feedback to refine a work for completion.</li> <li><input type="checkbox"/> Explain why art might not ever be “done” but sometimes must meet a deadline.</li> <li><input type="checkbox"/> Describe the role of critique in the creative process and the role of revisions in meeting the needs of the function for which the art was designed.</li> </ul> <p>However, the student exhibits major errors or omissions regarding the Sc content.</p>
<p><b>Bg+</b></p>	<p>Partial knowledge of the Dv content but major errors or omissions regarding the Sc content.</p>
<p><b>Bg</b></p>	<p>With help, the student exhibits partial knowledge of the Dv content but major errors or omissions regarding the Sc content.</p>
<p><b>Bg-</b></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.

**4. Select, Analyze, and Prepare Artistic Work for an Audience**

<p><b>EE</b></p>	<p>In-depth inferences and applications that meet and exceed secure expectations.          The student might:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze the social, cultural, and political contexts of a collection in a virtual or in-person visit to a museum/gallery/artist studio/outdoor art display</li> <li><input type="checkbox"/> Describe how their interpretation of art may be different from another person’s because of personal contexts or how art might influence an opinion about an issue.</li> <li><input type="checkbox"/> Present artwork to peers; review peer work to create a personal interpretation of another person’s art</li> </ul>
<p><b>Sc+</b></p>	<p>In addition to Sc performance, in-depth inferences and applications with partial success.</p>
<p> <b>Sc</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write an artist’s statement for personal art</li> <li><input type="checkbox"/> Select an artwork(s) to display to demonstrate appropriate presentation and preservation techniques:             <ul style="list-style-type: none"> <li>○ Select work(s) for portfolio</li> <li>○ Frame, border, or mat a work of art for formal presentation</li> </ul> </li> </ul> <p>The student exhibits no major errors or omissions.</p>
<p><b>Dv+</b></p>	<p>No major errors or omissions regarding Dv content and partial success at Sc content.</p>
<p><b>Dv</b></p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Curate</li> <li><input type="checkbox"/> Preservation</li> <li><input type="checkbox"/> Artist’s statement</li> <li><input type="checkbox"/> Portfolio</li> </ul> <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Properly label a piece of work</li> <li><input type="checkbox"/> Identify criteria for presenting artwork</li> <li><input type="checkbox"/> Analyze portfolios and/or gallery exhibits to discern why art was presented in a particular way</li> <li><input type="checkbox"/> Explain the preservation techniques that can be used for a piece of art such as:             <ul style="list-style-type: none"> <li>■ Spraying pastels and chalk or painting clay</li> <li>■ Preventing paper from bending/ripping</li> <li>■ Hanging art near a window can fade it</li> <li>■ Digital vs. tangible; properly photographing or replicating work</li> <li>■ Impact of age of art</li> </ul> </li> <li><input type="checkbox"/> Explain the presentation techniques that can be used for a piece of art such as a label or artist’s statement, framing, borders, matting, and/or spacing</li> </ul> <p>However, the student exhibits major errors or omissions regarding the Sc content.</p>
<p><b>Bg+</b></p>	<p>Partial knowledge of the Dv content but major errors or omissions regarding the Sc content.</p>
<p><b>Bg</b></p>	<p>With help, the student exhibits partial knowledge of the Dv content but major errors or omissions regarding the Sc content.</p>
<p><b>Bg-</b></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.

**5. Interpret and Critique Artwork**

<p><b>EE</b></p>	<p>In-depth inferences and applications that meet and exceed secure expectations. The student might:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use visual language to develop complex metaphors, themes, or narratives within their interpretation.</li> <li><input type="checkbox"/> Integrate other disciplines in the analysis of a piece of art (ex: Van Gogh’s “Starry Starry Night” and the song “Vincent” by Don McLean)</li> <li><input type="checkbox"/> Create criteria (ex: checklist, rubric) for evaluating a piece of art or to evaluate different examples of art</li> </ul>
<p><b>Sc+</b></p>	<p>In addition to Sc performance, in-depth inferences and applications with partial success.</p>
<p> <b>Sc</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use elements of the Feldman Model for Critique to interpret a piece of work and assign meaning</li> <li><input type="checkbox"/> Justify an interpretation of art using evidence from the work itself as well as prior knowledge and an understanding of historical, cultural, social, and political contexts</li> <li><input type="checkbox"/> Make personal connections to artwork; discuss how a bias may shift as a result of viewing or experiencing art</li> </ul> <p>The student exhibits no major errors or omissions.</p>
<p><b>Dv+</b></p>	<p>No major errors or omissions regarding Dv content and partial success at Sc content.</p>
<p><b>Dv</b></p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Feldman Model for Critique</li> <li><input type="checkbox"/> Elements of Art</li> <li><input type="checkbox"/> Visual imagery</li> <li><input type="checkbox"/> Empathy</li> <li><input type="checkbox"/> Bias: opinion, cultural, historical</li> <li><input type="checkbox"/> Vocabulary used for discussing art (mood, subject, setting, composition, color theory, implied vs literal texture, balance, emphasis, message)</li> </ul> <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe art without assigning meaning or critiquing the art</li> <li><input type="checkbox"/> Analyze art’s effect on a viewer</li> <li><input type="checkbox"/> Discuss the impact of our biases on one’s interpretation of artwork</li> <li><input type="checkbox"/> Apply medium-specific vocabulary when discussing artwork</li> <li><input type="checkbox"/> Identify major historical periods of Western Art and elements that are typical of the era (Prehistoric, Ancient Egyptian, Ancient Greek, Ancient Roman, Medieval Art (exposure), Renaissance)</li> <li><input type="checkbox"/> Cite evidence in a verbal or written interpretation</li> </ul> <p>However, the student exhibits major errors or omissions regarding the Sc content.</p>
<p><b>Bg+</b></p>	<p>Partial knowledge of the Dv content but major errors or omissions regarding the Sc content.</p>
<p><b>Bg</b></p>	<p>With help, the student exhibits partial knowledge of the Dv content but major errors or omissions regarding the Sc content.</p>
<p><b>Bg-</b></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.