

Art 3

The purpose of this document is to clarify what students should know and be able to do each quarter (Q).

| Competencies | Q 1 | Q 2 | Q 3 | Q 3 |
|---|-----|-----|-----|-----|
| C1 – Observation and Perception The student uses imagination and applies direct observational skills from their surroundings, to increase visual sensitivity and design thinking as they create original works of art | X | X | X | X |
| C2 – Elements of Art The student understands and apply the elements of art in personal artworks using various mediums and techniques with intention. | X | X | X | X |
| C3 – Principals of Design The student can apply the principles of design in personal artworks using critical thinking and problem solving skills. | X | X | X | X |
| C4 – Creative Expression The student creatively communicates ideas through original artworks using a variety of media and skills. | X | X | X | X |
| C5 – Critical Evaluation and Response The student uses critique methods to analyze historical, political, and cultural artworks using essential art vocabulary that contributes to the development of skills to make informed judgments and reasoned evaluations. | X | X | X | X |

Learning Progression for Competency 1: Observation and Perception

The student uses imagination and applies direct observational skills from their surroundings to increase visual sensitivity and design thinking as they create original works of art.

| Developing | Progressing | Proficient | Advanced |
|---|---|--|---|
| Identifies ideas from direct observation, original source, imagination and personal experiences | Identifies and talks about ideas from direct observation, original source, imagination and personal experiences | Identifies and illustrates concepts/ideas from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national and international | Considers and evaluates concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork |
| <p>Success Criteria for Proficient in Observation and Perception:</p> <p>The student can:</p> <ul style="list-style-type: none"> • identify and illustrate concepts/ideas from direct observation, imagination, and personal experiences in my sketchbook and personal artwork. • identify and illustrate concepts/ideas from my school community in my sketchbook and personal artwork. • utilize sketchbook as a resource for preliminary sketches as a platform for creating original art based upon my own ideas. • identify and illustrate concepts/ideas in my personal artwork. • identify, illustrate, and talk about original sources recorded in sketchbook. | | | |

Learning Progression for Competency 2: Elements of Art

The student understands and applies the elements of art in personal artworks using various mediums and techniques with intention.

| Developing | Progressing | Proficient | Advanced |
|--|---|---|--|
| Identifies the elements of art including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary appropriately | Identifies and talks about the elements of art including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately | Identifies and applies the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork | Applies the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks and evaluates the impact |
| <p>Success Criteria for Proficient in Elements of Art:</p> <p>The student can:</p> <ul style="list-style-type: none"> • understand and apply the element of line. • understand and apply the elements of shape and form. • understand and apply the element of space. • understand and apply the element of color. • understand and apply the element of texture. • understand and apply the element of value. | | | |

Learning Progression for Competency 3: Principals of Design

The student can apply the principles of design in personal artworks using critical thinking and problem solving skills.

| Developing | Progressing | Proficient | Advanced |
|---|--|---|--|
| Identifies the principles of design including emphasis, repetition/pattern, movement/rhythm, contrast/variety balance, proportion and unity | Identifies and demonstrates the principles of design including emphasis, repetition/pattern, movement/rhythm, contrast/variety balance, proportion and unity | Identifies and applies the principles of design including emphasis, repetition/pattern, movement/rhythm, contrast/variety balance, proportion and unity in personal artwork | Applies the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion and unity in personal artworks using vocabulary accurately and evaluates their impact |
| <p>Success Criteria for Proficient in Principles of Design:</p> <p>The student can:</p> <ul style="list-style-type: none"> • identify and apply the principles of repetition and pattern. • identify and apply the principles of balance and proportion. • identify and apply the principles of contrast and variety. • identify and apply the principle of movement. • Identify and apply the principles of emphasis and unity. | | | |

Learning Progression for Competency 4: Creative Expression

The student creatively communicates ideas through original artworks using a variety of media and skills.

| Developing | Progressing | Proficient | Advanced |
|---|---|--|---|
| <p>Understands art-making processes to solve problems and generate design solutions.</p> <p>Identifies a variety of mark making tools</p> <p>Identifies a variety of art materials</p> <p>Identifies idea resources</p> | <p>Explores art-making processes to solve problems and generate design solutions</p> <p>Identifies and talks about how to properly use various mark making tools</p> <p>Identifies and talks about a variety of art materials</p> <p>Cuts and pastes idea resources from magazines into sketchbooks</p> | <p>Applies art-making processes to solve problems and generate design solutions</p> <p>Applies art-making processes to solve problems /find design solutions</p> <p>Understands various art making tools and techniques</p> <p>Applies a variety of art materials and media to make art</p> <p>Utilizes sketchbooks as resource for preliminary sketches as platform for creating original art</p> | <p>Communicates a variety of applications for design solutions</p> <p>Analyzes and justifies choices made for creative solutions while making art</p> <p>Creates art with multiple mark making styles and with varied mark making tools to create interest</p> <p>Analyzes and incorporates a variety of mediums/materials to make art.</p> <p>Juxtaposes ideas in sketchbook that justify aesthetic decisions</p> <p>Understands the use of copyright and public domain to appropriate imagery when working from sources instead</p> |

Success Criteria for Proficient in Creative Expression:

The student can:

- apply art-making processes to generate design solutions and solve problems.
- identify and understand/apply varied art making tools.

- understand/apply varied art media, materials, and art processes to solve problems and to find innovative design solutions.
- justify choices made for creative solutions while making art.
- utilize sketchbooks as resource for preliminary sketches as platform for creating original art.

Learning Progression for Competency 5: Critical Evaluation and Response (Studio Habits of Mind)

The student uses various critique methods to analyze artworks of self and others, using appropriate art vocabulary and contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.

| Developing | Progressing | Proficient | Advanced |
|--|---|---|---|
| Creates written and oral responses to artwork using appropriate art vocabulary | Creates written and oral responses about personal and collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | Creates written and oral responses about personal and collaborative artworks addressing purpose, technique, organization, judgment, and personal expression | Interprets, evaluates, and justifies artistic decisions in artwork by self, peers and other artists such as in museums, local galleries, art exhibits and websites. |

Success Criteria for Proficient in Critical Evaluation and Response:

The student can:

- create written responses about personal artwork, addressing
 - purpose.
 - technique.
 - organization.
 - judgement.
 - personal expression.
- create oral responses about personal artwork
 - purpose.

- technique.
- organization.
- judgement.
- personal expression.
- create written responses about collaborative artwork, addressing
 - purpose.
 - technique.
 - organization.
 - judgement.
 - personal expression.
- create oral responses about collaborative artwork, addressing
 - purpose.
 - technique.
 - organization.
 - judgement.
 - personal expression.