

# Model Curriculum – The Arts

## Visual Art - High School

CLICK on the [blue](#) number code of each content statement to view the model curriculum page.

### Enduring Understandings

<b>Personal Choice and Vision</b>	Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.
<b>Critical and Creative Thinking</b>	Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
<b>Authentic Application &amp; Collaboration</b>	Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.
<b>Literacy</b>	As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

### Progress Points

Students will, at the appropriate developmental level:

- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
- F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.
- G. Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
- H. Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.

HS BEG	Cognitive and Creative Processes		
	Beginning PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p><a href="#">1PE</a> Examine and articulate the effects of context on visual imagery.</p> <p><a href="#">2PE</a> Identify and describe the sources artists use for visual reference and to generate ideas for artworks.</p>	<p><a href="#">1PR</a> Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p><a href="#">2PR</a> Apply the elements and principles of art and design using a variety of media to solve</p>	<p><a href="#">1RE</a> Explore various methods of art criticism in responding to artworks.</p> <p><a href="#">2RE</a> Identify assessment practices to manage, monitor and document their learning.</p> <p><a href="#">3RE</a> Use appropriate vocabulary to define and</p>

# Model Curriculum: VISUAL ART High School

<p><b>3PE</b> Identify the relationship between community or cultural values and trends in visual art.</p> <p><b>4PE</b> Identify the factors that influence the work of individual artists.</p> <p><b>5PE</b> Describe the role of technology as a visual art medium.</p> <p><b>6PE</b> Describe the decisions made in the design of everyday objects.</p>	<p>specific visual art problems.</p> <p><b>3PR</b> Explore multiple solutions to visual art problems through preparatory work.</p> <p><b>4PR</b> Establish the appropriate levels of craftsmanship when completing artworks.</p> <p><b>5PR</b> Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.</p> <p><b>6PR</b> Identify and apply visual literacy as a means to create images that are personally expressive.</p>	<p>describe techniques and materials used to create works of art.</p> <p><b>4RE</b> Investigate the role of innovative technologies in the creation and composition of new media imagery.</p> <p><b>5RE</b> Identify and explain one or more theories of aesthetics and visual culture.</p> <p><b>6RE</b> Identify various venues for viewing works of art.</p> <p><b>7RE</b> Recognize and articulate the importance of lifelong involvement and advocacy in the arts.</p>	
<p><b>HS</b> <b>INT</b></p>	<p><b>Intermediate Cognitive and Creative Processes</b></p>		
	<p><b>PERCEIVING/KNOWING (PE)</b></p>	<p><b>PRODUCING/PERFORMING (PR)</b></p>	<p><b>RESPONDING/REFLECTING (RE)</b></p>
<p><b>1PE</b> Examine the context details of visual imagery and explain the social and cultural influences on the images.</p> <p><b>2PE</b> Describe sources visual artists use to generate ideas for artworks.</p> <p><b>3PE</b> Explore the relationship between community or cultural values and trends in visual art.</p> <p><b>4PE</b> Analyze the work of individual artists and explain how they are influenced by cultural factors.</p> <p><b>5PE</b> Explore the application of technology to the production of visual artworks.</p> <p><b>6PE</b> Connect processes and decisions made in the design of everyday objects, environments, and communications</p>	<p><b>1PR</b> Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.</p> <p><b>2PR</b> Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.</p> <p><b>3PR</b> Generate a variety of solutions to visual arts problems through preparatory work.</p> <p><b>4PR</b> Establish and apply appropriate levels of craftsmanship to complete artworks.</p> <p><b>5PR</b> Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.</p> <p><b>6PR</b> Incorporate visual literacy as a means to create images that advance individual expression and communication.</p>	<p><b>1RE</b> Apply methods of art criticism when discussing selected works of art.</p> <p><b>2RE</b> Apply assessment practices to revise and improve their artworks and to document their learning.</p> <p><b>3RE</b> Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.</p> <p><b>4RE</b> Explain the role of innovative technologies in the creation and composition of new media imagery.</p> <p><b>5RE</b> Compare and contrast various theories of aesthetics and visual culture.</p> <p><b>6RE</b> Identify the challenges various venues present to the creation of works of art.</p> <p><b>7RE</b> Explore and discuss opportunities for lifelong involvement and advocacy in the arts.</p>	

# Model Curriculum: VISUAL ART High School

HS ACC		Accelerated Cognitive and Creative Processes		
		PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
		<p><b>1PE</b> Analyze interdisciplinary connections that influence social and cultural contexts of visual imagery.</p> <p><b>2PE</b> Analyze and explain the factors that influence artworks.</p> <p><b>3PE</b> Compare and contrast the styles in artworks by artists of different cultures and historical trends.</p> <p><b>4PE</b> Explain how individual artists impact cultural developments.</p> <p><b>5PE</b> Investigate the influence of technology on visual art and its effects on their own works.</p> <p><b>6PE</b> Identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications.</p>	<p><b>1PR</b> Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p><b>2PR</b> Make informed choices in the selection of materials and techniques that relate to solving a visual problem.</p> <p><b>3PR</b> Solve visual art problems that demonstrate skill, imagination and observation.</p> <p><b>4PR</b> Prepare artworks for display that demonstrate high levels of craftsmanship.</p> <p><b>5PR</b> Explore and expand on personal art applications through the use of available digital tools, innovative technologies and media arts.</p> <p><b>6PR</b> Expand visual literacy as a means to create images that advance individual expression and communication.</p>	<p><b>1RE</b> Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts.</p> <p><b>2RE</b> Practice self-assessment to understand their progress and prioritize steps for improvement.</p> <p><b>3RE</b> Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.</p> <p><b>4RE</b> Respond to critical questions about the meaning and influence of new media imagery in our culture.</p> <p><b>5RE</b> Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture.</p> <p><b>6RE</b> Explain how a response to a work of art is affected by the context in which it is viewed.</p> <p><b>7RE</b> Investigate and plan strategies for lifelong involvement and advocacy in the arts.</p>

# Model Curriculum: VISUAL ART High School

HS ADV		Advanced Cognitive and Creative Processes		
		PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
		<p><b>1PE</b> Interpret social and cultural contexts to develop personal meaning in visual imagery.</p> <p><b>2PE</b> Interpret and evaluate the way a theme or meaning in an artwork expresses the social, political or cultural context.</p> <p><b>3PE</b> Compare and contrast universal themes and sociopolitical issues in artworks from different cultures and historical periods.</p> <p><b>4PE</b> Demonstrate the ability to form and defend judgments regarding the relationships between artists and culture.</p> <p><b>5PE</b> Envision and explain how technology can impact visual art and literacy.</p> <p><b>6PE</b> Apply self-direction, independence and a purposed approach when defining and solving a visual design problem.</p>	<p><b>1PR</b> Demonstrate advanced technical skills and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p><b>2PR</b> Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</p> <p><b>3PR</b> Contribute to a portfolio of works that demonstrates technical skill, a range of media and various original solutions to visual art problems.</p> <p><b>4PR</b> Select, organize and prepare artworks for exhibition.</p> <p><b>5PR</b> Create original artworks that demonstrate the ability to select, use and vary available digital tools and innovative technologies.</p> <p><b>6PR</b> Visually express complex concepts and meaning in their artworks.</p>	<p><b>1RE</b> Apply art criticism methods and inquiry skills as viewer, critic and consumer of visual images produced by new media and media arts.</p> <p><b>2RE</b> Apply assessment practices to select, organize and present personal artworks that document their understanding of visual art and literacy concepts.</p> <p><b>3RE</b> Apply inquiry and analytic processes when viewing, judging and consuming visual content and images produced by new media and media arts.</p> <p><b>4RE</b> Analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional elements.</p> <p><b>5RE</b> Defend personal philosophies of art based on a connection to aesthetic theories and visual culture.</p> <p><b>6RE</b> Engage in discourse and express a point of view about issues related to the public display of works of art.</p> <p><b>7RE</b> Form and demonstrate personal strategies for lifelong involvement and advocacy in the arts.</p>

## HS BEG – 1PE, 6PR, 5RE, 6RE

<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	HS Beginning	
<b>Content Statements</b>	<p><b>1PE Examine and articulate the effects of context on visual image.</b>  <b>6PR Identify and apply visual literacy as a means to create images that are personally expressive.</b>  <b>5RE Identify and explain one or more theories of aesthetics and visual culture.</b>  <b>6RE Identify various venues for viewing works of art.</b></p>	
	<p><b>Enduring Understandings:</b> Critical and Creative Thinking; Literacy  <b>Progress Points:</b>                  A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.                  E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.</p>	
<b>Essential Question</b>	How does an artist create compelling imagery with context and meaning?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>The important role context plays in making sense of images they observe;</li> <li>The importance of visual communication and literacy;</li> <li>The context of an image and where it is viewed has a powerful effect on the way the image is perceived;</li> <li>Features that contribute to high-quality imagery;</li> <li>The meaning of different aesthetic theories.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Articulating the effects of context on what is seen/imagery;</li> <li>Creating a composition that emphasizes the relationship between image and context;</li> <li>Applying an aesthetic theory to analyze a selected work of art or an image in visual culture;</li> <li>Identifying places where artwork can be shown.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Observation;</li> <li>Critical reasoning;</li> <li>Questioning and taking action;</li> <li>Formative assessment</li> <li>Problem-solving.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>
	<p><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students write a critique on two or more artworks that contain similar images but have different contexts. They apply at least one aesthetic theory to their reasoning.</p> <p>Students create a work of art that demonstrates the concept of image-context relationship.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Art Dealer</li><li>• Art Therapist</li><li>• Art Critic</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 9-10</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

<b>HS BEG – 2PE, 4PE</b>		
<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Perceiving/Knowing (PE)	
<b>Grade Level</b>	HS Beginning	
<b>Content Statements</b>	<p><b>2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.</b>  <b>4PE Identify the factors that influence the work of individual artists.</b></p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking; Authentic Application and Collaboration  <b>Progress Points:</b>                      A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.                      E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.</p>	
<b>Essential Question</b>	What inspires artists? How do artists generate ideas?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>Artists generate ideas from multiple sources;</li> <li>To analyze selected artworks and determine the sources and influences on artists' ideas;</li> <li>The artist's power to change how we see and think about the world around us.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Articulating how personal interests can be the source of subject matter for artworks;</li> <li>Documenting issues and idea sources that inspired artists;</li> <li>Making connections between a selected theme and the various ways different artists choose to convey it in their works.</li> </ul> <hr/> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Indirect instruction;</li> <li>Experimental learning;</li> <li>Independent learning;</li> <li>Interactive instruction.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students consider the theme “boundaries” from Season 6 of Art21 (see Pearltrees resources). They create a work of art to convey the theme. Choice of media is up to them, including digital media.</p> <p>Once students’ works are complete, they investigate the contemporary artists in Season 6 who addressed the “boundaries” theme and make comparisons among their works and those of the artists with attention to the different ways the artists interpreted the theme and how this affected their own perceptions.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Art Dealer</li><li>• Art Therapist</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 9-10</li></ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"><li>• Contemporary World Issues</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# HS BEG – 3PE, 7RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Responding/Reflecting (RE)
<b>Grade Level</b>	HS Beginning
<b>Content Statements</b>	<p><b>3PE Identify the relationship between community or cultural values and trends in visual art.</b>  <b>7RE Recognize and articulate the importance of lifelong involvement and advocacy in the arts.</b></p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking; Authentic Application and Collaboration  <b>Progress Points:</b>                  A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.                  G. Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.</p>
<b>Essential Question</b>	How do artists and their art intersect with community? How does one instill lifelong learning in the arts?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>The role that art plays in a community;</li> <li>How artists contribute to their communities;</li> <li>How the values of a community effect trends in art;</li> <li>Why lifelong learning/engagement in the arts is important.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Identifying and explaining trends in visual art;</li> <li>Determining ways to work together to create a demand for art in our communities and lives;</li> <li>Creating and sharing public value statements about art.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Cues, questions and advance organizers;</li> <li>Inquiry-based learning;</li> <li>Sharing and reflection;</li> <li>Project-based learning;</li> <li>Observation;</li> <li>Problem-solving.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students work individually or in groups to design and create a work of art that will exist in their community.</p> <p>They can present the work in an innovative way such as a painting, installation or an impermanent work. The artwork may address a particular community issue.</p> <p>Students document their creative process from intent to how they believe the work contributes to the community, environment or site. They photograph their site-specific work to share with classmates.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Exhibit Designer</li><li>• Performance Artist</li><li>• Environmental Designer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 9-10</li></ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"><li>• High School Science Model Curriculum</li></ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"><li>• World Geography</li><li>• Economics and Financial Literacy</li><li>• Contemporary World Issues</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# HS BEG – 5PE, 5PR, 4RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)
<b>Grade Level</b>	HS Beginning
<b>Content Statements</b>	<p><b>5PE Describe the role of technology as a visual art medium;</b>  <b>5PR Investigate how to access available tools and innovative technologies to create and manipulate artwork;</b>  <b>4RE Investigate the role of innovative technologies in the creation and composition of new media imagery.</b></p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking; Authentic Application and Collaboration  <b>Progress Points:</b>                  F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.</p>
<b>Essential Question</b>	How does technology influence art making?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>How selected artists use technology in significant ways;</li> <li>How technology has influenced how art is made and presented;</li> <li>To express themselves using digital tools and technology.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Articulating ways that technology impacts methods for creating art;</li> <li>Creating an original work of art using a digital tool or new technology;</li> <li>Identifying the new tools, methods and equipment that artists are using to integrate technology into their processes.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Observation;</li> <li>Critical reasoning;</li> <li>Independent study;</li> <li>Inquiry-based instruction;</li> <li>Collaboration;</li> <li>Experiential exploration.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students research an artist who uses technology and compare his or her approach with an artist who uses more traditional methods.</p> <p>Students design a contemporary toy that integrates technology into their design process.</p> <p>They explain their use of technology and their approach with peers.</p>	<p><b><u>Career Connections</u></b></p> <p><b><u><a href="#">Pearltrees Careers Link</a></u></b></p> <ul style="list-style-type: none"><li>• Video Game Designer</li><li>• Web Designer</li><li>• Exhibition Designer</li><li>• App Designer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><b><u><a href="#">English Language Arts</a></u></b></p> <ul style="list-style-type: none"><li>• Grades 9-10</li></ul> <p><b><u><a href="#">Technology</a></u></b></p> <ul style="list-style-type: none"><li>• <a href="http://www.pearltrees.com/ohiotechnology">www.pearltrees.com/ohiotechnology</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u><a href="#">BACK</a></u></b></p>

<b>HS BEG – 6PE</b>		
<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Perceiving/Knowing (PE)	
<b>Grade Level</b>	HS Beginning	
<b>Content Statements</b>	<b>6PE Describe the decisions made in the design of everyday objects.</b>	
	<b>Enduring Understandings:</b> Critical and Creative Thinking; Authentic Application and Collaboration <b>Progress Points:</b> G. Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments	
<b>Essential Question</b>	What does it mean to design an object?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<b>Students will learn...</b> <ul style="list-style-type: none"> <li>The stages of the design process;</li> <li>The meaning of visual communication in design;</li> <li>How designers make decisions and give form to their designs.</li> </ul>	<b>Students will demonstrate learning by...</b> <ul style="list-style-type: none"> <li>Researching the design process of a particular object/designer;</li> <li>Analyzing an object and describing choices made in the design of that object.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by...</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<b>Students will be engaged and supported in learning by...</b> <ul style="list-style-type: none"> <li>Direct instruction;</li> <li>Independent learning;</li> <li>Project-based learning;</li> <li>Inquiry-based learning.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students study the projects of designer Maya-Lin. Working in small groups, they choose one of her architectural or memorial designs and prepare a presentation on it for the class, highlighting the stages of her design process. They speculate on what challenges she faced throughout the design process. They also address how art, technology, culture and business intersect in the project.</p> <p>Students then work together to redesign the same architectural or memorial project they presented, offering an alternative to Maya's solution.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Architect</li><li>• Package Designer</li><li>• Exhibition Designer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 9-10</li></ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"><li>• American History</li><li>• Modern World History</li><li>• World Geography</li><li>• Economics and Financial Literacy</li><li>• Contemporary World Issues</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# HS BEG – 1PR, 2PR

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Producing/Performing (PR)
<b>Grade Level</b>	HS Beginning
<b>Content Statements</b>	<p><b>1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination;</b></p> <p><b>2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.</b></p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking</p> <p><b>Progress Points:</b></p> <p>B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products;</p> <p>C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies.</p>

**Essential Question**    How does an artist develop technical skill and make inform choices in creating art?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• Basic technical skills in various art mediums;</li> <li>• To create images from observation, memory and imagination;</li> <li>• The meaning and qualities of basic craftsmanship as they relate to a chosen medium;</li> <li>• To recognize and define a “visual art problem” in an artwork;</li> <li>• To apply the elements and principles of design as a means of visually communicating a solution to problems artists encounter in their work.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>• Establishing and applying the criteria for basic craftsmanship when creating original work;</li> <li>• Providing examples of how the elements and principles of design were applied to solve a “problem” within an artwork.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>• Observing and drawing;</li> <li>• Inquiry-based learning;</li> <li>• Formative assessment;</li> <li>• Critical reasoning.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students select an artist whose work involves appropriation. They explain their understanding of this concept as demonstrated through the artist's work.</p> <p>They create a work that involves remixing or repurposing images or objects to demonstrate their understanding of appropriation.</p> <p>They apply art criticism methods to respond in writing as they analyze and interpret the appropriated works.</p>	<p><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Illustrator</li><li>• Typography Designer</li><li>• Graphic Designer</li><li>• Medical Illustrator</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 9-10</li></ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"><li>• Contemporary World Issues</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Model Curriculum: VISUAL ART High School

HS BEG – 3PR, 4PR, 2RE		
<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	HS Beginning	
<b>Content Statements</b>	<p><b>3PR Explore multiple solutions to visual art problems through preparatory work;</b>  <b>4PR Establish the appropriate levels of craftsmanship when completing artworks;</b>  <b>2RE Identify assessment practices to manage, monitor and document their learning.</b></p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking</p> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>A. Understand and articulate the intrinsic worth and public value of arts and cultural participation;</li> <li>B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products;</li> <li>C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies;</li> <li>E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works;</li> <li>F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.</li> </ul>	
<b>Essential Question</b>	How does an artist persevere through the creative process?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• To recognize and define “art problems” to be solved;</li> <li>• To establish a system of preparatory work to perceive, visualize and refine solutions to artistic problems;</li> <li>• The meaning and qualities of appropriate craftsmanship as they relate to the definition of a work being complete;</li> <li>• To identify appropriate strategies of self-assessment that communicate</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>• Being able to provide formative evidence as part of how a solution to an art problem was explored;</li> <li>• Submitting a completed work that shows evidence of defined, appropriate levels of craftsmanship;</li> <li>• Identify a defined self-assessment strategy to manage, monitor and document learning.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>• Inquiry-based instruction;</li> <li>• Collaboration;</li> <li>• Project-based learning;</li> <li>• Experiential exploration.</li> </ul>

# Model Curriculum: VISUAL ART High School

<p>learning.</p>	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Students will keep a sketchbook.</p> <p>Students will be asked to critique their work based upon a rubric created by the teacher. The teacher should show examples of what the “appropriate” levels are.</p> <p>Students will create an online or traditional portfolio to keep track of their art work. Teacher will help with the template and explain the process of tracking work.</p>	<p style="text-align: center;"><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Animator</li> <li>• Printmaker</li> <li>• Jeweler</li> <li>• Physician</li> <li>• Art Teacher</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"> <li>• Grades 9-10</li> </ul> <p><a href="#">Mathematics</a></p> <ul style="list-style-type: none"> <li>• Statistics and Probability</li> </ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"> <li>• High School Science Model Curriculum</li> </ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"> <li>• American History</li> <li>• American Government</li> <li>• Modern World History</li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# HS BEG – 1RE, 3RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	HS Beginning
<b>Content Statements</b>	<p><b>1RE Explore various methods of art criticism in responding to artworks;</b>  <b>3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.</b></p> <p><b>Enduring Understandings:</b> Literacy  <b>Progress Points:</b>                  A. Understand and articulate the intrinsic worth and public value of arts and cultural participation;                  E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works;                  F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.</p>
<b>Essential Question</b>	How does an artist use inquiry and discussion skills to communicate about art?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>The definition of art criticism and explore how to use a technique to respond to what is seen in an artwork;</li> <li>To use art-specific vocabulary in talking about techniques and materials used to create an artwork.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Documenting art criticism methods used to respond to an artwork;</li> <li>Provide evidence of use-appropriate vocabulary to define the techniques and materials used to create an artwork.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Inquiry-based learning;</li> <li>Project-based learning;</li> <li>Observation;</li> <li>Visualization and association.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students define terminology, based on the elements and principles studied, and apply the terms to their work in class. These terms can build sequentially through the course to foster more in-depth discussions.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Critic</li><li>• Editor</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 9-10</li></ul> <p><a href="#">Mathematics</a></p> <ul style="list-style-type: none"><li>• Number and Quantity</li></ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"><li>• High School Science Model Curriculum</li></ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"><li>• Contemporary World Issues</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# HS INT – 1PE, 6PR, 5RE, 6RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)
<b>Grade Level</b>	HS Intermediate
<b>Content Statements</b>	<p><b>1PE Examine the context details of visual imagery and explain the social and cultural influences on the images;</b>  <b>6PR Incorporate visual literacy as a means to create images that advance individual expression and communication;</b>  <b>5RE Compare and contrast various theories of aesthetics and visual culture;</b>  <b>6RE Identify the challenges various venues present to the creation of works of art.</b></p> <p><b>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking; Literacy</b>  <b>Progress Points:</b>                  B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products;                  C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies;                  D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues;                  E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works;                  G. Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.</p>

**Essential Question**      How does an artist create compelling imagery with context and meaning?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>To examine context and details within an image and make connections to social and cultural influences seen in or researched about the image;</li> <li>To create imagery that visually communicates individual expression within a work;</li> <li>To compare and contrast theories of aesthetics and visual culture;</li> <li>To identify the challenges of creating artwork in specific venues.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Articulating comparisons between contextual details and social and cultural influences within an image;</li> <li>Completing a work that visually demonstrates advanced individual expression;</li> <li>Being able define and compare and contrast theories of aesthetics and visual culture;</li> <li>Provide evidence as to why a venue provides challenges as a place for creating art.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Project-based learning;</li> <li>Inquiry-based learning;</li> <li>Collaborative learning;</li> <li>Curriculum maps.</li> </ul>

# Model Curriculum: VISUAL ART High School

	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Students view images and reflect on the cultural and social impact identified within the details of the work. Students select images that reflect similar backgrounds to students own heritage and then create a work of art reflecting personal traditions and culture.</p> <p>Students complete a drawing activity with two self-portraits in which they show their "public face" vs. their "private face" or personal likes and dislikes.</p> <p>Students are introduced to the works of an artist (e.g., Andy Warhol), analyze various artworks in relation to their aesthetic preferences, and compare their preferences to those of their peers.</p> <p>Students are taken on a tour of an art college or university and compare and contrast their own classroom set up in with to the college setting.</p>	<p style="text-align: center;"><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Interior Designer</li> <li>• Children’s Book Designer</li> <li>• Historian</li> <li>• Market Researcher</li> <li>• Carpenter</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"> <li>• Grades 9-10</li> </ul> <p><a href="#">Mathematics</a></p> <ul style="list-style-type: none"> <li>• Statistics and Probability</li> </ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"> <li>• High School Science Model Curriculum</li> </ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"> <li>• Contemporary World Issues</li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# HS INT – 2PE, 4PE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE)
<b>Grade Level</b>	HS Intermediate
<b>Content Statements</b>	<p><b>2PE Describe sources visual artists use to generate ideas for artworks;</b>  <b>4PE Analyze the work of individual artists and explain how they are influenced by cultural factors.</b></p> <p><b>Enduring Understandings:</b> Literacy  <b>Progress Points:</b>                  C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies;                  E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.</p>

**Essential Question**    What inspires artists? How do artists generate ideas?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>How to recognize and be able to describe sources in generating ideas for artwork;</li> <li>How to analyze selected artworks and explain how the artist influenced cultural developments with the work.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Providing a description of the sources that were used as inspiration for an artwork.</li> <li>Articulating how cultural factors were influenced by a specific artist's work.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Formative assessment;</li> <li>Collaborative learning;</li> <li>Summative assessment;</li> <li>Self-assessment.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students will use criteria (e.g., criteria set forth by the College Board) to judge the quality of their work.</p> <p>Students will participate in an in-class discussion about the recent expense in creative outlets with the rise of smart phones and social media.</p>	<p><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Art Teacher</li><li>• Mock Up Artist</li><li>• Web Page Designer</li><li>• Photo Editor</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 9-10</li></ul> <p><a href="#">Mathematics</a></p> <p><a href="#">Science</a></p> <ul style="list-style-type: none"><li>• High School Science Model Curriculum</li></ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"><li>• American History</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# HS INT – 3PE, 7RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Responding/Reflecting (RE)
<b>Grade Level</b>	HS Intermediate
<b>Content Statements</b>	<p><b>3PE Explore the relationship between community or cultural values and trends in visual art;</b>  <b>7RE Explore and discuss opportunities for lifelong involvement and advocacy in the arts.</b></p> <p><b>Enduring Understandings:</b> Literacy  <b>Progress Points:</b>                  A. Understand and articulate the intrinsic worth and public value of arts and cultural participation;                  D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues;                  E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works;                  G. Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.</p>
<b>Essential Question</b>	How do artists and their art intersect community? How does one instill lifelong learning in the arts?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>To explore how the values of a community affect trends in art;</li> <li>To make informed comparisons;</li> <li>To examine relationships;</li> <li>To discuss how the arts are integral to living an enriched life and how students will benefit from participating and supporting the arts throughout life.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Identifying cultural values and trends;</li> <li>Explaining/applying current and prior knowledge to determine relationships.</li> <li>Articulating how to work together to create a demand for art in our communities and our lives;</li> <li>Documenting and discussing public value statements about art.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Inquiry-based learning;</li> <li>Sharing and reflection;</li> <li>Observation;</li> <li>Critical reasoning;</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students investigate options for continued participation in studio art classes within the community or online.</p> <p>Students create a plan to participate in art galleries, museums, exhibits with local arts organizations and arts councils.</p> <p>Students take a field trip to a local arts area where they meet and interview local artists. Students then share their interviews with the class and explain, in deeper meaning, what they learned about the arts.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Gallery Owner</li><li>• Art Historian</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 9-10</li></ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"><li>• Contemporary World Issues</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# HS INT – 5PE, 5PR, 4RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)
<b>Grade Level</b>	HS Intermediate
<b>Content Statements</b>	<p><b>5PE Explore the application of technology to the production of visual artworks;</b>  <b>5PR Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork;</b>  <b>4RE Explain the role of innovative technologies in the creation and composition of new media imagery.</b></p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking; Literacy  <b>Progress Points:</b>                  B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.                  C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies.</p>
<b>Essential Question</b>	How does technology influence art making?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>To research how technology is used in art production;</li> <li>How to access and demonstrate the application of that technology to art making;</li> <li>To explain the role of digital tools and technology in creating original compositions.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Articulating how technology can be applied to the production of an artwork.</li> <li>Creating an original artwork using digital tools/new technologies.</li> <li>Documenting how technology is integrated into the creative processes.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Sharing and reflecting, both peer and individual;</li> <li>Inquiry-based learning;</li> <li>Experimental learning;</li> <li>Interactive instruction;</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students participate in a research-based discussion about the expansion of creative outlets attributed to the rise of smart phones and social media.</p> <p>Students produce projects with a focus on the elements and principles of design using available technologies in place of “traditional” art mediums.</p> <p>Students reflect on how an image altering program (e.g., Photoshop) has influenced imagery in advertising.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Antique Dealer</li><li>• Art Historian</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">Science</a></p> <ul style="list-style-type: none"><li>• High School Science Model Curriculum</li></ul> <p><a href="#">Social Studies</a></p> <p>Contemporary World Issues</p>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

<b>HS INT – 6PE</b>		
<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Perceiving/Knowing (PE)	
<b>Grade Level</b>	HS Intermediate	
<b>Content Statements</b>	<p><b>6PE Connect processes and decisions made in the design of everyday objects, environments, and communications.</b></p> <p><b>Enduring Understandings:</b> Literacy</p> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works;</li> <li>F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors;</li> <li>H. Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.</li> </ul>	
<b>Essential Question</b>	What does it mean to design an object?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>The stages of the design process;</li> <li>The uses of visual communication in design;</li> <li>How/why designers make decisions that give form to their designs;</li> <li>How to make connections between processes.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Articulating connections between processes and decisions that are made during the design process.</li> </ul> <hr/> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Modeling.</li> <li>Inquiry-based instruction;</li> <li>Independent learning;</li> <li>Formative/summative assessment</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students analyze an object and describe choices made in the design of that object (e.g., students investigate a series of hammers purchased from different locations). Connections between the purpose of the object and the choices in its design are discussed and documented.</p>	<p><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Furniture Designer</li><li>• Jeweler</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">Science</a></p> <ul style="list-style-type: none"><li>• High School Science Model Curriculum</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

<b>HS INT – 1PR, 2PR</b>		
<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	HS Intermediate	
<b>Content Statements</b>	<b>1PR Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory or imagination;</b> <b>2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.</b>	
	<b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking <b>Progress Points:</b> B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products; C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies.	
<b>Essential Question</b>	How does an artist develop technical skill and make informed choices in creating art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<b>Students will learn...</b> <ul style="list-style-type: none"> <li>Proficient technical skill in the use of various art mediums;</li> <li>The meaning and qualities of proficient craftsmanship as they relate to a chosen medium;</li> <li>To create images from observation, memory and imagination;</li> <li>To relate choices to materials used to solve “visual art problems” in an artwork.</li> </ul>	<b>Students will demonstrate learning by...</b> <ul style="list-style-type: none"> <li>Establishing and applying criteria for proficient technical skill craftsmanship when creating original work.</li> <li>Articulating why materials were used in relation to solving specific visual problems in a work.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by...</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<b>Students will be engaged and supported in learning by...</b> <ul style="list-style-type: none"> <li>Observing and drawing;</li> <li>Inquiry-based learning;</li> <li>Formative assessment;</li> <li>Critical reasoning.</li> </ul> <b>Resources</b> <a href="#">LINK to Pearltrees</a> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>

Application		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Students take an everyday object (e.g., a pencil) and use it to create a colored pencil drawing of a mythical creature, using only the object (pencils) as the structure for the creature.</p> <p>Students assemble materials for a class still life. The materials can be placed on multiple levels and illuminated from below the table surface. Students will determine appropriate media to use to render this composition.</p>	<p style="text-align: center;"><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Painter</li> <li>• Illustrator</li> <li>• Sculptor</li> <li>• Stylist</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"> <li>• Grades 9-10</li> </ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"> <li>• High School Science Model Curriculum</li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

**[BACK](#)**

# HS INT – 3PR, 4PR, 2RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Producing/Performing (PR); Responding/Reflecting (RE)
<b>Grade Level</b>	HS Intermediate
<b>Content Statements</b>	<p><b>3PR Generate a variety of solutions to visual arts problems through preparatory work;</b>  <b>4PR Establish and apply appropriate levels of craftsmanship to complete artworks;</b>  <b>2RE Apply assessment practices to revise and improve their artworks and to document their learning.</b></p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking; Literacy  <b>Progress Points:</b>                  B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products;                  C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies;                  E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works;                  G. Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments;                  H. Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.</p>

**Essential Question**    How does an artist persevere through the creative process?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>To establish a system of preparatory work to generate multiple solutions to artistic problems;</li> <li>To establish appropriate levels of craftsmanship as they relate to a work being deemed complete;</li> <li>To apply appropriate strategies of self-assessment to revise/improve work and communicate learning.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Providing formative evidence exploring a variety of solutions to an art problem;</li> <li>Submitting a completed work that shows evidence of defined, appropriate levels of craftsmanship.</li> <li>Providing evidence of how self-assessment strategies were applied to revise, improve and document learning.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Project-based learning;</li> <li>Inquiry-based learning;</li> <li>Collaborative learning;</li> <li>Integrated learning.</li> </ul>

# Model Curriculum: VISUAL ART High School

	<p style="text-align: center;"><b>Assessment</b></p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p>Resources <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Students gather images and inspirations and create compositional sketches for their final work.</p> <p>Students use a student-centered rubric that clearly defines levels of craftsmanship for project imagery.</p> <p>Students use established criteria (e.g., criteria set forth by the College Board) to score the craftsmanship of their work.</p>	<p style="text-align: center;"><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Toy Designer</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"> <li>• Grades 9-10</li> </ul> <p><a href="#">Mathematics</a></p> <ul style="list-style-type: none"> <li>• Statistics and Probability</li> </ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"> <li>• High School Science Model Curriculum</li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

<b>HS INT – 1RE, 3RE</b>		
<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	HS Intermediate	
<b>Content Statements</b>	<p><b>1RE Apply methods of art criticism when discussing selected works of art;</b>  <b>3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.</b></p> <p><b>Enduring Understandings:</b> Literacy  <b>Progress Points:</b>                      C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies.                      E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.</p>	
<b>Essential Question</b>	How does an artist use inquiry and discussion skills to communicate about art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>To apply definitions of art criticism to respond to an artwork;</li> <li>To use more precise art vocabulary in talking about techniques and materials used to create an artwork.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Documenting application of art criticism methods used to respond to an artwork;</li> <li>Providing evidence of expanded use of art-specific vocabulary to define/describe the techniques and materials used to create artwork.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Inquiry-based learning;</li> <li>Collaborative learning.</li> <li>Project-based learning;</li> <li>Integrated instruction.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students write a perception/reflection statement using expanded arts terminology documenting applied processes and learning during a project.</p>	<p><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Critic</li><li>• Editor</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 9-10</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

## HS ACC – 1PE, 6PR, 5RE, 6RE

<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	HS Accelerated	
<b>Content Statements</b>	<p><b>1PE Analyze interdisciplinary connections that influence social and cultural contexts of visual imagery;</b>  <b>6PR Expand visual literacy as a means to create images that advance individual expression and communication;</b>  <b>5RE Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture;</b>  <b>6RE Explain how a response to a work of art is affected by the context in which it is viewed.</b></p>	
	<p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration; Literacy  <b>Progress Points:</b>                      A. Understand and articulate the intrinsic worth and public value of arts and cultural participation;                      B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products;                      C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies;                      E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.</p>	
<b>Essential Question</b>	How does an artist create compelling imagery with context and meaning?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>Interdisciplinary content (e.g., historical events, scientific and technological discoveries, literature) influences social and cultural contexts within imagery;</li> <li>Visual imagery can be incorporated within a work to expand ideas and advance meaningful expression and communication;</li> <li>Concepts of personal philosophy can vary depending on personal</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Analyzing and articulating interdisciplinary content and social and cultural contexts within an image;</li> <li>Completing a work that incorporates images that are able to visually convey personal expression and communication;</li> <li>Developing a personal philosophy of art, citing theories of aesthetics and visual culture to support that philosophy;</li> <li>Articulating how the specific context in which a work is viewed affects the response to that work of art.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Inquiry-based learning;</li> <li>Independent learning;</li> <li>Interactive instruction;</li> <li>Direct instruction.</li> </ul>

# Model Curriculum: VISUAL ART High School

<p>contexts;</p> <ul style="list-style-type: none"> <li>• Development of a personal philosophy can be supported by aesthetic and visual culture contexts;</li> <li>• Context affects the way an artwork is viewed and understood.</li> </ul>	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Students will be shown a series of works (e.g., Francisco Goya) created during a specific historical time period. They will then be asked how events of that time period affected visual imagery of the artist and his/her work.</p> <p>Students will be asked to create a mixed media piece that includes wording from newspapers and news media. The piece needs to clearly convey a theme that has personal meaning to the student as well as meets a topic from the paper.</p>	<p style="text-align: center;"><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Gallery Owner</li> <li>• Museum Curator</li> <li>• Market Researcher</li> <li>• Photographer</li> <li>• Physician</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"> <li>• Grades 11-12</li> </ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"> <li>• High School Science Model Curriculum</li> </ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"> <li>• American History</li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# HS ACC – 2PE, 4PE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE)
<b>Grade Level</b>	HS Accelerated
<b>Content Statements</b>	<p><b>2PE Analyze and explain the factors that influence artworks;</b>  <b>4PE Explain how individual artists impact cultural developments.</b></p> <p><b>Enduring Understandings:</b> Literacy  <b>Progress Points:</b>                  A. Understand and articulate the intrinsic worth and public value of arts and cultural participation;                  E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.</p>
<b>Essential Question</b>	What inspires artists? How do artists generate ideas?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>To employ skills of image deconstruction using observation, research and description to analyze a work and describe what influences are present;</li> <li>How to analyze selected artworks and determine the how the artists influence cultural developments.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Articulate what factors influenced specific artwork;</li> <li>Articulate how individual artists impacted specific cultural developments.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Formative assessment;</li> <li>Collaborative learning;</li> <li>Summative assessment;</li> <li>Self-assessment.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>

Application		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Students can choose one work of their favorite artist. They will then be asked to research into the how and why (factors) the artist created the work. The student can then present findings through a presentation or communicate them visually through their work.</p> <p>The class is divided into four sections and each section is assigned an artist from a specific culture. The groups put together a display that shows the trends of that culture and then present them to the class.</p>	<p style="text-align: center;"><b>Career Connections</b></p> <p><b><u><a href="#">Pearltrees Careers Link</a></u></b></p> <ul style="list-style-type: none"> <li>• Art Dealer</li> <li>• Art Historian</li> <li>• Museum Curator</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <p><b><u><a href="#">English Language Arts</a></u></b></p> <ul style="list-style-type: none"> <li>• Grades 11-12</li> </ul> <p><b><u><a href="#">Social Studies</a></u></b></p> <ul style="list-style-type: none"> <li>• American History</li> <li>• American Government</li> <li>• Modern World History</li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

**[BACK](#)**

# HS ACC – 3PE, 7RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Responding/Reflecting (RE)
<b>Grade Level</b>	HS Accelerated
<b>Content Statements</b>	<p><b>3PE Compare and contrast the styles in artworks by artists of different cultures and historical trends;</b>  <b>7RE Investigate and plan strategies for lifelong involvement and advocacy in the arts.</b></p> <p><b>Enduring Understandings: Personal Choice and Vision, Literacy</b>  <b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>A. Understand and articulate the intrinsic worth and public value of arts and cultural participation;</li> <li>E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works;</li> <li>G. Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.</li> </ul>
<b>Essential Question</b>	How do artists and their art intersect with the community? How does one instill lifelong learning in the arts?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• To define a style of an artwork and compare/contrast that style with works by artists of different cultures and historical trends;</li> <li>• How to investigate strategies and plan how to implement those strategies for lifelong involvement and advocacy the arts.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>• Defining comparisons of artwork styles by artists from different cultures and historical trends;</li> <li>• Documenting strategies for lifelong involvement and advocacy in the arts.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>• Project-based learning;</li> <li>• Inquiry-based learning;</li> <li>• Collaborative learning;</li> <li>• Integrated instruction.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students choose two artists/works of art from the same period of time and create a Venn Diagram showing how the works are similar and different.</p> <p>The class takes a trip to an “arts area” in your local town. Students visit with gallery owners or artists and write a short synopsis of their visit as it relates to lifelong involvement strategies in the arts.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Gallery Owner</li><li>• Museum Curator</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 11-12</li></ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"><li>• High School Science Model Curriculum</li></ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"><li>• Contemporary World Issues</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# HS ACC – 5PE, 5PR, 4RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)
<b>Grade Level</b>	HS Accelerated
<b>Content Statements</b>	<p><b>5PE Investigate the influence of technology on visual art and its effects on students’ own works;</b>  <b>5PR Explore and expand on personal art applications through the use of available digital tools, innovative technologies and media arts;</b>  <b>4RE Respond to critical questions about the meaning and influence of new media imagery in our culture.</b></p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration; Literacy  <b>Progress Points:</b>          A. Understand and articulate the intrinsic worth and public value of arts and cultural participation;          B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products;          C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies;          E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.</p>
<b>Essential Question</b>	How does technology influence art making?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>To investigate the uses and influences of technology and the effects on personal artwork;</li> <li>To expand on the ways technology can be applied to influence the creation of a personal work of art;</li> <li>How to respond in-depth to questions about how new media imagery conveys meaning and influence.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Articulating the influence of technology on artwork;</li> <li>Documenting how technology is used as an art application in personal work;</li> <li>Articulating a critical response to the influences and meaning in media imagery.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Independent learning;</li> <li>Interactive instruction;</li> <li>Direct instruction;</li> <li>Project-based learning;</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>

**Application**

# Model Curriculum: VISUAL ART High School

<u>Student Performance Tasks</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Students choose a famous work of art from each of the last five decades and connect each of these works to a major development in technology in that decade.</p> <p>Students will be asked to create a collage using mixed media, including pieces created with digital media.</p> <p>Students research political artists, such as Goya or the more contemporary Shepard Fairey, and discuss the power their messages had in the culture in which they lived. Students will then hypothesize the influence they could have with today's social media and discuss the possibilities.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Special Effects Technician</li><li>• Stained-glass Designer</li><li>• Film Editor</li><li>• Digital Photographer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 11-12</li></ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"><li>• High School Science Model Curriculum</li></ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"><li>• Contemporary World Issues</li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

<b>HS ACC – 6PE</b>		
<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Perceiving/Knowing (PE)	
<b>Grade Level</b>	HS Accelerated	
<b>Content Statements</b>	<b>6PE Identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications.</b>	
	<b>Enduring Understandings:</b> Literacy <b>Progress Points:</b> E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works; H. Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.	
<b>Essential Question</b>	What does it mean to design an object?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<b>Students will learn...</b> <ul style="list-style-type: none"> <li>How to identify, examine and form an understanding of the aesthetics, style and function of an object, environment or communication;</li> <li>To reflect upon their work and how it functions on multiple levels.</li> </ul>	<b>Students will demonstrate learning by...</b> <ul style="list-style-type: none"> <li>Documenting design considerations of an object, environment or communication.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by...</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<b>Students will be engaged and supported in learning by...</b> <ul style="list-style-type: none"> <li>Independent learning;</li> <li>Project-based learning;</li> <li>Inquiry-based learning;</li> <li>Formative assessment.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students redesign an object so that it fits with the needs of the consumer (e.g., a simple object such as a pizza box is changed the so that it can be used in areas of extreme cold to keep pizzas warm). Students discuss how to simplify design without losing function.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Industrial Designer</li><li>• Stained-glass designer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 11-12</li></ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"><li>• High School Science Model Curriculum</li></ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"><li>• Economics and Financial Literacy</li><li>• Contemporary World Issues</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# HS ACC – 1PR, 2PR

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Producing/Performing (PR)
<b>Grade Level</b>	HS Accelerated
<b>Content Statements</b>	<p><b>1PR Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination;</b>  <b>2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.</b></p> <p><b>Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking</b>  <b>Progress Points:</b>                  B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products;                  C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies.</p>
<b>Essential Question</b>	How does an artist develop technical skill and make informed choices in creating art?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>Increased technical skill in the use of various art mediums;</li> <li>The meaning and qualities of increased craftsmanship as they relate to a chosen medium;</li> <li>To create images from observation, memory and imagination.</li> <li>How to make informed choices about materials related to solving a “visual art problem” in an artwork.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Establishing and applying the criteria for increased technical skill and craftsmanship when creating original work.</li> <li>Articulating informed choices as to why materials were used in relation to solving specific visual problems in a work.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Observing and drawing;</li> <li>Inquiry-based learning;</li> <li>Formative assessment;</li> <li>Critical reasoning</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students draw a crumpled up piece of paper that has a strong light source, then create a background for the paper from imagination.</p> <p>Students view a still life of metal musical instruments placed in the room and experiment lighting them with a strong shadow. Students then choose, as a group, which materials and techniques they feel would best show off the metallic quality of the still life.</p>	<p><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Illustrator</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">Science</a></p> <ul style="list-style-type: none"><li>• High School Science Model Curriculum</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# HS ACC – 3PR, 4PR, 2RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Producing/Performing (PR); Responding/Reflecting (RE)
<b>Grade Level</b>	HS Accelerated
<b>Content Statements</b>	<p><b>3PR Solve visual art problems that demonstrate skill, imagination and observation;</b>  <b>4PR Prepare artworks for display that demonstrate high levels of craftsmanship;</b>  <b>2RE Practice self-assessment to understand their progress and prioritize steps for improvement.</b></p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking; Literacy; Authentic Application and Collaboration  <b>Progress Points:</b>                      A. Understand and articulate the intrinsic worth and public value of arts and cultural participation;                      B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products;                      C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies;                      E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.</p>
<b>Essential Question</b>	How does an artist persevere through the creative process?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>To establish a system to solve artistic problems;</li> <li>Preparation of artwork for display;</li> <li>To establish high levels craftsmanship for a work of art;</li> <li>To practice self-assessment strategies that demonstrate an understanding of the process and prioritize steps for improvement.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Providing formative evidence that demonstrates how skill, imagination, and observation skills were applied to solve an art problem;</li> <li>Submitting a prepared work for display that shows high levels of craftsmanship;</li> <li>Providing evidence of self-assessment strategies that demonstrate an understanding of the process and prioritize steps for improvement.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Project-based learning;</li> <li>Inquiry-based learning;</li> <li>Interactive instruction;</li> <li>Formative assessment.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> </ul>

# Model Curriculum: VISUAL ART High School

	<p style="text-align: center;"><b>Assessment</b></p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cross Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Students are given an art problem to solve (e.g., Pepsi is asking students to create a bottle that would appeal to the young and old). The students then create their solution (a new bottle) using clay, drawing or painting.</p>	<p style="text-align: center;"><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Cinematographer</li> <li>• Color consultant</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"> <li>• Grades 11-12</li> </ul> <p><a href="#">Mathematics</a></p> <ul style="list-style-type: none"> <li>• Number and Quantity</li> </ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"> <li>• High School Science Model Curriculum</li> </ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"> <li>• American History</li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# HS ACC – 1RE, 3RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	HS Accelerated
<b>Content Statements</b>	<p><b>1RE Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts;</b>  <b>3RE Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.</b></p> <p><b>Enduring Understandings:</b> Literacy  <b>Progress Points:</b>                  E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.</p>
<b>Essential Question</b>	How does an artist use inquiry and discussion skills to communicate about art?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>To apply definitions of art criticism and inquiry skills to interpret a visual image;</li> <li>To define new media and media arts;</li> <li>To define the artistic process (perceiving, producing, reflecting);</li> <li>To use arts-specific terminology to explain specific processes used during the creative process.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Interpreting visual images using art criticism and inquiry skills;</li> <li>Articulating the creative process using descriptive arts-specific terminology.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Inquiry-based learning;</li> <li>Collaborative learning.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students select an image from a magazine or an online source, score it according to a given rubric and write a critique about the image.</p> <p>Students show beginning research and sketches and then document the process they go through and their daily struggles with the project.</p> <p>Students write a reflection statement articulating their ideas, techniques, and refinements throughout a chosen project or unit of study.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Journalist</li><li>• Industrial Designer</li><li>• Museum Curator</li><li>• Online Blogger</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 11-12</li></ul> <p><a href="#">Mathematics</a></p> <ul style="list-style-type: none"><li>• Algebra</li></ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"><li>• High School Science Model Curriculum</li></ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"><li>• Economics and Financial Literacy</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# HS ADV – 1PE, 6PR, 5RE, 6RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)
<b>Grade Level</b>	HS Advanced
<b>Content Statements</b>	<p><b>1PE Interpret social and cultural contexts to develop personal meaning in visual imagery;</b>  <b>6PR Visually express complex concepts and meaning in their artworks;</b>  <b>5RE Defend personal philosophies of art based on a connection to aesthetic theories and visual culture;</b>  <b>6RE Engage in discourse and express a point of view about issues related to the public display of works of art.</b></p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration; Literacy</p> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.</li> <li>B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.</li> <li>C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies.</li> <li>E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.</li> <li>F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.</li> </ul>

**Essential Question**      How does an artist create compelling imagery with context and meaning?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• To research examples of art representing controversial or challenging experiences or ideas (e.g., religion, politics, violence) and analyze how the issues were conveyed through the artwork;</li> <li>• To interpret social and cultural contexts in an image and to develop a personal meaning from those contexts;</li> <li>• To define complex concepts and meanings;</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>• Completing original artwork that shows evidence of interpretations of social and cultural contexts within the composition to convey personal meaning;</li> <li>• Incorporating imagery into a composition to express complex concepts or meanings;</li> <li>• Articulating a defense of a personal philosophy of art providing evidence of/citing theories in aesthetics and visual culture;</li> <li>• Engaging in discourse that documents a specific point of view on issues related to the public display of artwork.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>• Project-based learning;</li> <li>• Collaborative learning;</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART High School

<ul style="list-style-type: none"> <li>To apply complex concepts and meanings to imagery within an artwork;</li> <li>To develop strategies based on aesthetics and visual culture theories to defend a personal philosophy of art;</li> <li>Strategies to engage in discourse and express a point of view;</li> <li>How to identify issues related to the public display of artwork.</li> </ul>	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Students collect objects that reflect aspects of their daily life then organize them to form a sculpture or installation. They write a brief description of each object's significance to them and describe how it contributes to the finished artwork. Students work as a group to curate the found-object sculptures and design a public display complete with text and titles.</p> <p>Teachers create a blog that poses various questions to current trending art and culture. Students are asked to respond to those questions and defend their position.</p> <p>Students create a series of works that share common themes. The objects can represent personal meaning about an event in the artist's life.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>Lecturer/Art Historian</li> <li>Art Consultant</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"> <li>Grades 11-12</li> </ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"> <li>High School Science Model Curriculum</li> </ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"> <li>American History</li> <li>American Government</li> <li>Modern World History</li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li><a href="#">ODE Diverse Learners</a></li> <li><a href="#">VSA Ohio</a></li> <li><a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# HS ADV – 2PE, 4PE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE)
<b>Grade Level</b>	HS Advanced
<b>Content Statements</b>	<p><b>2PE Interpret and evaluate the way a theme or meaning in an artwork expresses the social, political or cultural context;</b>  <b>4PE Form and defend judgments regarding the relationships between artists and culture.</b></p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Literacy  <b>Progress Points:</b></p> <p>A. Understand and articulate the intrinsic worth and public value of arts and cultural participation;  E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.</p>
<b>Essential Question</b>	What inspires artists? How do artists generate ideas?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>To interpret theme/meaning of an artwork;</li> <li>To evaluate how a theme/meaning is influenced by social, political or cultural context;</li> <li>How to form and defend a judgment about a relationship between two areas of study.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Articulating an interpretation of a theme/meaning of an artwork citing specific contexts (social, political, cultural);</li> <li>Articulating and defending a judgment about the relationship between artists and culture.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Indirect instruction;</li> <li>Experimental learning;</li> <li>Independent learning;</li> <li>Interactive instruction.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students research a local artist and visually present how the artist reflects the culture of the community.</p> <p>Students create a visual biography of an artist where contextual details in the artist's work are emulated in the images the student creates and communicate themes/styles of the artist.</p>	<p><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Columnist</li><li>• Art Lecturer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 11-12</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# HS ADV – 3PE, 7RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Responding/Reflecting (RE)
<b>Grade Level</b>	HS Advanced
<b>Content Statements</b>	<p><b>3PE Compare and contrast universal themes and sociopolitical issues in artworks from different cultures and historical periods;</b></p> <p><b>7RE Form and demonstrate personal strategies for lifelong involvement and advocacy in the arts.</b></p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Literacy</p> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>A. Understand and articulate the intrinsic worth and public value of arts and cultural participation;</li> <li>E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works;</li> <li>F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.</li> </ul>
<b>Essential Question</b>	How do artists and their art intersect with the community? How does one instill lifelong learning in the arts?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• To define universal themes and sociopolitical issues based in cultures and historical periods;</li> <li>• To compare and contrast issues;</li> <li>• How to form personal strategies demonstrating lifelong involvement and advocacy the arts.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>• Articulating comparisons between universal themes and sociopolitical issues in specific artworks from different cultures and historical periods;</li> <li>• Documenting and demonstrating how to engage in a personal strategy for lifelong involvement and advocacy in the arts.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>• Discussion and dialogue;</li> <li>• Project-based learning;</li> <li>• Inquiry-based learning;</li> <li>• Collaborative learning;</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>The class is divided into three groups and each is assigned a period of time in art. Each group must research the main points of each time period and present the main themes to the class. Students reflect on what is similar and what is different.</p> <p>Students are sent into the community to search for a sponsor and a location to house a student art exhibition.</p>	<p><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Lecturer</li><li>• Historian</li><li>• Architect</li><li>• City Planner</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 11-12</li></ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"><li>• American History</li><li>• Contemporary World Issues</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# HS ADV – 5PE, 5PR, 4RE

<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	HS Advanced	
<b>Content Statements</b>	<p><b>5PE Envision and explain how technology can impact visual art and literacy;</b>  <b>5PR Create original artworks that demonstrate the ability to select, use and vary available digital tools and innovative technologies;</b>  <b>4RE Analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional elements.</b></p>	
	<p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration; Literacy  <b>Progress Points:</b>                      A. Understand and articulate the intrinsic worth and public value of arts and cultural participation;                      B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products;                      C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies;                      E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works;                      F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.</p>	
<b>Essential Question</b>	How does technology influence art making?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>Strategies to envision how technology will influence art in the future;</li> <li>How to apply technology to create original works of art;</li> <li>How to analyze and articulate relationships observed in artwork.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Articulating how technology will impact creating art and the way art is perceived;</li> <li>Showing visual evidence of the application of technology within an original artwork, documenting choices for selecting;</li> <li>Using and varying digital tools and technologies throughout the creative process;</li> <li>Documenting the connections between media elements and content/composition in an artwork.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Indirect instruction;</li> <li>Experimental learning;</li> <li>Independent learning;</li> <li>Interactive instruction.</li> </ul>

# Model Curriculum: VISUAL ART High School

	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Students use an image altering program (e.g., Photoshop) to create a new mythological creature using multiple photographs of real life animals.</p>	<p style="text-align: center;"><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Toy Designer</li> <li>• Digital Photographer</li> <li>• Graphic Designer</li> <li>• Web Page Developer</li> <li>• Design Consultant</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"> <li>• Grades 11-12</li> </ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"> <li>• High School Science Model Curriculum</li> </ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"> <li>• Contemporary World Issues</li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

<b>HS ADV – 6PE</b>		
<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Perceiving/Knowing (PE)	
<b>Grade Level</b>	HS Advanced	
<b>Content Statements</b>	<b>6PE Apply self-direction, independence and a purposed approach when defining and solving a visual design problem.</b>	
	<p><b>Enduring Understandings:</b> Personal Choice and Vision; Literacy</p> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works;</li> <li>F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors;</li> <li>G. Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments;</li> <li>H. Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.</li> </ul>	
<b>Essential Question</b>	What does it mean to design an object?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>Strategies to foster self-direction, independent working and a purposeful approach;</li> <li>To define and research strategies to solve a visual design problem.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Providing evidence of how self-direction, independent working and purposeful approach strategies were applied during the creative process to solve a visual design problem.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Direct Instruction;</li> <li>Independent learning;</li> <li>Project-based learning;</li> <li>Inquiry-based learning.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students work with their teacher, following AP Art guidelines, to create parameters that meet the criteria of a series of works having a concentration.</p>	<p><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Industrial Designer</li><li>• Toy Designer</li><li>• Graphic Designer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 11-12</li></ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"><li>• High School Science Model Curriculum</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

<b>HS ADV – 1PR, 2PR</b>		
<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	HS Advanced	
<b>Content Statements</b>	<p><b>1PR Demonstrate advanced technical skills and craftsmanship with various art media when creating images from observation, memory and imagination;</b></p> <p><b>2PR Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</b></p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration</p> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products;</li> <li>C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies.</li> </ul>	
<b>Essential Question</b>	How does an artist develop technical skill and make informed choices in creating art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>Advanced technical skill in the use of various art mediums;</li> <li>The meaning and qualities of advanced craftsmanship as they relate to a chosen medium;</li> <li>To create images from observation, memory and imagination;</li> <li>Strategies of refinement;</li> <li>To document personal learning.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Establishing and applying the criteria for advanced technical skill and craftsmanship when creating an original work.</li> <li>Providing evidence of how work was changed/revised in-progress and learning documented during the creative process citing applied criteria.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Observing and drawing;</li> <li>Inquiry-based learning;</li> <li>Formative assessment;</li> <li>Critical reasoning.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students will be asked to draw a still life that the teacher has arranged in the classroom. Students will then be asked to add creatures from their imaginations to interacting with the realistic still-life.</p> <p>Students will be asked to work with the teacher to create a rubric during the process of a project. Each student will work with the teacher to fill out the rubric, discussing the progress of the piece and what needs to be done for the piece to be completed.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Model Maker</li><li>• Make Up Artist</li><li>• Illustrator</li><li>• Graphic Designer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 11-12</li></ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"><li>• High School Science Model Curriculum</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

HS ADV – 3PR, 4PR, 2RE		
<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	HS Advanced	
<b>Content Statements</b>	<p><b>3PR Contribute to a portfolio of works that demonstrates technical skill, a range of media and various original solutions to visual art problems;</b>  <b>4PR Select, organize and prepare artworks for exhibition;</b>  <b>2RE Apply assessment practices to select, organize and present personal artworks that document their understanding of visual art and literacy concepts.</b></p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration; Literacy  <b>Progress Points:</b>                      A. Understand and articulate the intrinsic worth and public value of arts and cultural participation;                      B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products;                      C. Address and communicate complex visual and conceptual ideas using a range of technical skills and art media, including new technologies;                      E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works;                      F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.</p>	
<b>Essential Question</b>	How does an artist persevere through the creative process?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>• How to build a portfolio of work containing specific criteria;</li> <li>• How to prepare artwork for exhibition;</li> <li>• Strategies for assessment practices;</li> <li>• How to document understanding of a concept.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>• Submitting a work for a portfolio that shows evidence of technical skill, use of a range of media and various original solutions to visual art problems;</li> <li>• Selecting, organizing, and preparing a select number of artworks for exhibition;</li> <li>• Select works that demonstrate/document understanding of visual art and literacy concepts in works citing specific assessment practices as criteria for selection.</li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>• Project-based learning;</li> <li>• Inquiry-based learning;</li> <li>• Interactive instruction;</li> <li>• Formative assessment.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> </ul>

# Model Curriculum: VISUAL ART High School

	<p style="text-align: center;"><b>Assessment</b></p> <p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<ul style="list-style-type: none"> <li>• Careers</li> <li>• Cross Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Students will create a concentration of several artworks in a series that can focus on theme, story or diverse media.</p> <p>Students will prepare portfolios for course review following pre-determined criteria.</p>	<p style="text-align: center;"><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Illustrator</li> <li>• Graphic Designer</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"> <li>• Grades 11-12</li> </ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"> <li>• High School Science Model Curriculum</li> </ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"> <li>• American History</li> <li>• American Government</li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# HS ADV – 1RE, 3RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	HS Advanced
<b>Content Statements</b>	<p><b>1RE Apply art criticism methods and inquiry skills as viewer, critic and consumer of visual images produced by new media and media arts;</b></p> <p><b>3RE Apply inquiry and analytic processes when viewing, judging and consuming visual content and images produced by new media and media arts.</b></p> <p><b>Enduring Understandings:</b> Literacy</p> <p>A. Understand and articulate the intrinsic worth and public value of arts and cultural participation;</p> <p>E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works;</p> <p>F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.</p>
<b>Essential Question</b>	How does an artist use inquiry and discussion skills to communicate about art?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn...</b></p> <ul style="list-style-type: none"> <li>To apply definitions of art criticism and inquiry skills to interpret a visual image;</li> <li>To define new media and media arts;</li> <li>What it means to be a viewer, critic and consumer of art;</li> <li>To define the creative process (perceiving, producing, reflecting);</li> <li>To apply definitions for inquiry and analytic processes.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>Documenting application of specific skills and processes when viewing, judging and consuming visual images.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by...</b></p> <ul style="list-style-type: none"> <li>Inquiry-based learning;</li> <li>Collaborative learning.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART High School

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students create a blog showcasing new and emerging artists in the community, critiquing their work and holding a round-table.</p>	<p><b>Career Connections</b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Director</li><li>• Design Consultant</li><li>• Web Page Designer</li><li>• Video Engineer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <p><a href="#">English Language Arts</a></p> <ul style="list-style-type: none"><li>• Grades 11-12</li></ul> <p><a href="#">Science</a></p> <ul style="list-style-type: none"><li>• High School Science Model Curriculum</li></ul> <p><a href="#">Social Studies</a></p> <ul style="list-style-type: none"><li>• American History</li><li>• American Government</li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>