



Stockton Unified School District

EDISON HIGH SCHOOL

Home of the Vikings



Essential Outcomes Chart: What is it we expect students to learn?

Grade:	9-12	Subject:	Visual Arts & Ceramics	Semester	1 & 2	Team Members:	Temo Moreno, Susan Bradley, Jodie Bardone			
Standard Description			Example Rigor		Prerequisite Skills		Common Assessment		When Taught?	Extension Standards
<p>What is the essential standard to be learned? Describe in student-friendly vocabulary.</p>			<p>What does proficient student work look like? Provide an example and/or description.</p>		<p>What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?</p>		<p>What assessment(s) will be used to measure student mastery?</p>		<p>When will this standard be taught?</p>	<p>What will we do when students have learned the essential standard(s)?</p>
<p>Artistic Perception</p> <p>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</p> <p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p>										

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<ul style="list-style-type: none"> 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. 	<p>Proficient students will write a reflection describing their use of principles of design within their artwork.</p>	<ul style="list-style-type: none"> Knowledge of the elements of art and principles of design. Students will need to create an artwork using several of principles of design. 	<ul style="list-style-type: none"> -Written reflection of student work identifying use of principles of design with in their artwork. -Self-grade rubric for writing. 	<p>January/February</p>	<p>Proficient students create an artwork implementing principles of design.</p>
<p>2.0 CREATIVE EXPRESSION</p> <p>Creating, Performing, and Participating in the Visual Arts</p> <p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p>Skills, Processes, Materials, and Tools</p>					

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<ul style="list-style-type: none"> 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. 	<p>A proficient student creates mini illustrations/thumbnails using the elements of art.</p>	<ul style="list-style-type: none"> Knowledge of elements of art. Observational skills. Research skills using the art 1 text and/or the internet. 	<ul style="list-style-type: none"> One mini illustration/thumbnaill per element of art. Focused notes Self-grade rubric Written reflection 	<p>August/September</p>	<p>Students with mastery will have the opportunity for advanced rigor within their future course work and real world applications.</p>
<ul style="list-style-type: none"> 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills. 	<p>Proficient students will create a portfolio of several two or three dimensional works of art throughout the year that reflects developing craftsmanship and technical skills.</p>	<ul style="list-style-type: none"> The ability to synthesize and apply their knowledge of elements of art and principles of design. Proficient use of materials and skill development. 	<ul style="list-style-type: none"> Self-grade growth as an artist rubric. Portfolio including artwork from the year. 	<p>Continuous leading to May</p>	<p>Students with mastery will have the opportunity for advanced rigor within their future course work and real world applications.</p>
<ul style="list-style-type: none"> 2.4 Review and refine observational drawing skills 	<p>A proficient student will create a still life using and refining observational drawing skills (sculpture skills-ceramics).</p>	<ul style="list-style-type: none"> Knowledge of still life. Ability to draw using observation. 	<ul style="list-style-type: none"> Still Life drawing (sculpture-ceramics) using observation. Rubric identifying quality of technique and design. 	<p>November/December</p>	<p>Proficient students will utilize these skills for deeper rigor on future projects.</p>

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<p>Communication and Expression Through Original Works of Art</p> <ul style="list-style-type: none"> 2.5 Create an expressive composition, focusing on dominance and subordination 	<p>A proficient student will create an expressive artwork using dominance/emphasis and subordination.</p>	<ul style="list-style-type: none"> Knowledge of dominance/emphasis and subordination. Background in artistic skills and processes- 	<ul style="list-style-type: none"> Artwork using dominance/emphasis and subordination. Self-grade rubric Written reflection 	<p>March/April</p>	<p>Proficient students will utilize these skills for deeper rigor on future projects.</p>
<p>2.6 Create a two or three-dimensional work of art that addresses a social issue</p>	<p>A proficient student will create a social commentary work of art that visually communicates a global or personal response to a social issue, or personal viewpoint.</p>	<ul style="list-style-type: none"> Familiarity with social issues. Knowledge of personal viewpoint. Background in artistic skills and processes-value, color, perspective, ruler use, or collage. 	<ul style="list-style-type: none"> Social commentary artwork <ul style="list-style-type: none"> Pre-project plan Self-grade rubric Written project reflection 	<p>May</p>	<p>Proficient students have the option to continue their art studies by enrolling in advanced art courses.</p>
<p>Diversity of the Visual Arts</p> <ul style="list-style-type: none"> 3.3 Identify and describe trends in the 	<p>Proficient students will write a focused notes summary in response to an example of contemporary art vs. historical art as it</p>	<ul style="list-style-type: none"> note taking skills Knowledge in focused notes format including summary. 	<ul style="list-style-type: none"> Venn diagram (detailed compare and contrast). Focused notes summary) Written response, providing examples of how an artwork reflects 	<p>April</p>	<p>Students will continue to study contemporary and historical artworks.</p>

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<p>visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.</p> <ul style="list-style-type: none"> 	<p>relates to how time, place, and cultural influence are reflected in current cultural trends.</p>	<ul style="list-style-type: none"> • Knowledge of contemporary work of art. • Knowledge of historical work of art. • Knowledge of current cultural trends. 	<p>current cultural trends as compared to a historical artwork.</p>		
<p>4.0 AESTHETIC VALUING</p> <p>Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</p> <p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p>Derive Meaning</p> <ul style="list-style-type: none"> • 4.1 Articulate how personal beliefs, 	<p>A proficient student will create a social commentary work of art that visually</p>	<ul style="list-style-type: none"> • Familiarity with social issues. • Knowledge of personal viewpoint. 	<ul style="list-style-type: none"> • Social commentary artwork <ul style="list-style-type: none"> • Pre-project plan • Self-grade rubric • Written project reflection 	<p>May</p>	<p>Proficient students have the option to continue their</p>

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<p>cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art</p>	<p>communicates a global or personal response to a social issue, or personal viewpoint.</p>	<ul style="list-style-type: none"> Background in artistic skills and processes-value, color, perspective, ruler use, or collage. 			<p>art studies by enrolling in advanced art courses.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p> <p>Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</p> <p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p>					

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Careers and Career-Related Skills					
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<p>Careers and Career-Related Skills</p> <ul style="list-style-type: none"> 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician) 	<p>A proficient student will turn in focused notes and BFFPPPP/structured reflection responses of a presentation by a guest speaker from the Academy of Art University.</p>	<ul style="list-style-type: none"> Ability to take focused notes. Knowledge in BFFPPPP/structured essay format. APK related to art careers. Ability to take active notes. Definition of art 	<ul style="list-style-type: none"> Detailed focused notes using a provided template. BFFPPPP/structured formatted essay. 	<p>August/September</p>	<p>Proficient students will continue to expand their knowledge of how art skills relate to careers and real world relevance.</p>
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