

**LCPS Art Curriculum: ART II**

**CREATE - Conceive**

**Conceive – Standard of Achievement (1)**

**The student will use a variety of sources and processes to generate original ideas for artwork.**

**Enduring Understanding**

Ideas come from a variety of internal and external sources and are building blocks that inform the creative process.

**Essential Questions**

Where do ideas come from?

Why is idea generation important for the creative process?

How do different sources and processes affect the artists’ final works?

	National Visual Arts Standards	SOL's	LCPS 5C's
<b>ART II A. Select, analyze and use multiple sources to generate original ideas for artmaking.</b>	<b>VA:Cr1.1.1a MA:Cr1.1.1II</b>	<b>All.1</b>	<b>Critical Thinker</b>
1. Access and combine information from a variety of selected print, media outlet and on-line resources to generate		All.1 (A)	Critical Thinker
2. Discern and compile potentially relevant reference material to generate ideas for artmaking.			Critical Thinker
3. Employ current technologies to review current issues such as global awareness, economics, civics, health and the environment to generate ideas for artmaking.			Critical Thinker
4. Design an investigation of present day life using contemporary art or design systems to generate ideas for	VA:Cr.1.2.1a		Critical Thinker
5. Expand and maintain an actual or virtual repository of reference materials to generate ideas for artmaking.			Critical Thinker
6. Experiment with and combine traditional and non-traditional media to generate ideas for artmaking.		All.16	Critical Thinker
<b>ART II B. Select and use multiple approaches to initiate the creative process.</b>	<b>VA:Cr.1.1.1a MA:Cr1.1.1II</b>		<b>Critical Thinker</b>
1. Analyze and critique thoughts and ideas in the creative process.			Critical Thinker Communicator
2. Use a variety of approaches to form new challenges and generate ideas for artmaking.	VA:Cr.1.1.1a		Critical Thinker
3. Select and use a variety of graphic organizers to generate and organize ideas for artmaking			Critical Thinker
4. Maintain a digital or traditional process journal/portfolio, a blog or website for idea development, preliminary sketches, research, critical writings, reflections, notes, and final works.		All.2 (b)	Critical Thinker
5. Collaborate to share and discuss research findings to generate ideas for artmaking.			Critical Thinker Collaborator
6. Systematically review features of master works to inform ideas for artmaking.			Critical Thinker
7. Document, compare and discuss potential ideas for artmaking.			Critical Thinker

**CREATE – Develop**

**Develop – Standard of Achievement (2)**

**The student will plan, advance, and refine original ideas for artworks.**

**Enduring Understanding**

Ideas become advanced through the process of weighing choices, considering alternatives, and making decisions.

An artist revises ideas to discern their value in the creative process.

**Essential Questions**

How does an artist measure the value of an idea?

How is involvement in the idea development process reflected in the artists’ works?

	National Visual Arts Standards	SOL's	LCPS 5C's
<b>ART II A. Problem-solve to refine and advance ideas in visual, verbal, and written forms for artmaking.</b>	<b>MA:Cr1.1.II</b>	<b>All.2</b>	<b>Critical Thinker</b>
1. Apply a personal aesthetic to design, develop, and refine ideas for artmaking.			Critical Thinker
2. Weigh alternatives for media choices to develop ideas that support artistic intent versus perception.			Critical Thinker
3. Follow objectives and consider options to problem solve and advance ideas for artmaking.			Critical Thinker
4. Identify and document goal, time, resource and personal limitation constraints in planning for artmaking.			Critical Thinker
5. Develop and evaluate multiple drafts in planning for artworks.			Critical Thinker
6. Make critical and reflective choices to refine and edit original artworks through creative problem solving for artmaking		All.2 (a)	Critical Thinker
<b>ART II B. Test, evaluate, and refine plans to meet desired outcomes for artworks.</b>	<b>VA:Cr3.1.IIa MA:Cr1.1.II</b>	<b>All.2</b>	<b>Critical Thinker</b>
1. Use critical thinking and reflection to refine plans for artworks.			Critical Thinker
2. Test plans for artmaking at critical intervals.			Critical Thinker
3. Apply a personal aesthetic to design, test, and refine plans for artmaking.			Critical Thinker
4. Collaborate to evaluate and refine plans for artworks.	MA:Cr2.1.II		Critical Thinker Collaborator

**CREATE - Produce**

## LCPS Art Curriculum: ART II

<b>Produce – Standard of Achievement (3)</b>			
<b>The student will realize the culmination of original ideas from conception through resolution in original artworks.</b>			
<b>Enduring Understanding</b>			
Ideas are [integral] endemic to artworks.			
The act of making art brings life to ideas and allows them to be shared. (tangible construct)			
<b>Essential Questions</b>			
What processes are used to bring ideas to realization in artworks?			
How do artists' choices impact the efficacy of the final products?			
	National Visual Arts Standards	SOL's	LCPS 5C's
<b>ART II A. Investigate and interpret a range of topics to communicate meaning in original artworks.</b>			
1. Express personal beliefs and values in artworks.		All.1 (b)	Critical Thinker Communicator
2. Investigate selected or assigned topics to organize and integrate content, style and production methods in artworks.	MA:Cr3.1.1a		Critical Thinker
3. Explore metaphor and sub-text in relation to social and cultural issues in artworks.			Critical Thinker
4. Realize and articulate connections among personal, community and global issues in artworks.			Critical Thinker Communicator Contributor
5. Collaborate to transform the perception of a place in a proposed installation, artwork or design.	VA:Cr.2.3.1a		Critical Thinker Collaborator
6. Present alternative viewpoints in artworks to inform and illuminate social, cultural or political issues of concern.			Critical Thinker
<b>ART II B. Identify and integrate familiar and unfamiliar subject matter to express ideas in artmaking.</b>			
1. Interpret the human face and figure in a variety of contexts in artworks.		All.14	Critical Thinker
2. Select and depict natural objects and artifacts in diverse styles and contexts in artworks.		All.14	Critical Thinker
3. Depict natural and/or unnatural atmospheres or conditions in artworks.			Critical Thinker
4. Pursue and incorporate abstract and non-representative forms in artworks.			Critical Thinker
5. Produce an artwork or a design without a preconceived plan.	VA:Cr2.1.1a		Critical Thinker
6. Expand on observational skills to create expressive and meaningful artworks.		All.14	Creator Critical Thinker
7. Interpret a subject in an original style or point of view.		All.17	Creator Critical Thinker
<b>ART II C. Select and employ formal components to support communication of ideas in artworks.</b>			
1. Select and integrate formal components to compose artworks.	MA:Cr3.1.IIIb	All.12	Critical Thinker
2. Select and layer formal components for an intended outcome in artworks.			Critical Thinker
3. Use a variety of atmospheric, linear, and multi-point perspective to create the illusion of space in artworks.		All.13	Critical Thinker
<b>ART II D. Select and care for materials, tools and processes safely and appropriately.</b>			
1. Demonstrate and explain appropriate procedures in the use of artmaking processes.			Critical Thinker
2. Use contemporary media, tools, and processes to create, edit, and present original artworks.		All.10	Critical Thinker
3. Organize, manage, and demonstrate personal responsibility for the safe and efficient use and maintenance of materials and tools in artmaking.		All.5	Critical Thinker
4. Demonstrate proficiency, skill, and control in the use of media and techniques in artmaking.		All.15	Critical Thinker
5. Demonstrate awareness of ethical and safety implications of making and distributing creative work.	VA:Cr.2.2.IIa		Critical Thinker Contributor
6. Apply and justify ethical choices when creating and distributing artworks and design.		All.8	Critical Thinker Contributor
<b>ART II E. Refine and expand the use of art media, skills and techniques.</b>			
1. Experiment, practice and persist in acquiring skills and techniques for select media and art forms.	VA:Cr.2.1.IIa	All.1a	Creator
2. Use drawing media, techniques, and processes to plan for and create original artworks that demonstrate development of personal aesthetic.			Creator
3. Explore and invent colors based on color theory and use innovative brush applications in original paintings.			Creator
4. Explore and apply printmaking techniques and processes to produce original prints.			Creator
5. Explore and apply ceramic techniques and processes to produce utilitarian and decorative artworks.			Creator
6. Explore a variety of media such as flotsam and jetsam, to apply sculpture techniques and processes to produce original artworks.			Creator
7. Explore and apply a variety of collage media, techniques, and processes to produce original artworks.			Creator
8. Explore and apply a variety of fiber arts media, techniques, and processes to produce original artworks.			Creator
9. Explore and apply a variety of techniques, processes and applications using computer graphic design, 3-D modeling, or 2-D, 3-D computer animation to produce original artworks.	MA:Pr.5.1.1a		Creator
10. Explore and apply a variety of traditional and contemporary photographic techniques, processes, and applications to produce original artworks.			Creator

**LCPS Art Curriculum: ART II**

<b>PRESENT – Organize</b>			
<b>Organize – Standard of Achievement (4)</b>			
<b>The student will apply and refine skills and practices to prepare and display artworks.</b>			
<b>Enduring Understanding</b>			
The way artworks are prepared and arranged for presentation affects their significance in the eye of the viewer. Artists and curators attempt to convey meaning through the display of artworks.			
<b>Essential Questions</b>			
How does the organization of artworks on display influence the interpretation of the viewer? What are the preparation and organization responsibilities for displaying artworks? Who assumes responsibility for the preparation and display of artworks?			
	<b>National Visual Arts Standards</b>	<b>SOL's</b>	<b>LCPS 5C's</b>
<b>ART II A. Select, prepare, and submit artworks for evaluation and display.</b>	<b>VA:Pr4.1.1a</b>	<b>All.2 (c)</b>	<b>Critical Thinker Communicator</b>
1. Prepare and organize artworks for presentation and evaluation based on anticipated display outcomes.	MA:Pr4.1.1a		Critical Thinker Communicator
2. Prepare and present artworks to meet technical and digital requirements of a specific platform or venue.			Critical Thinker Communicator
3. Maintain, protect, categorize and store artworks in actual and digital files for future evaluation and display.			Critical Thinker Communicator
<b>PRESENT – Curate</b>			
<b>Curate – Standard of Achievement (5)</b>			
<b>The student will sift through, contemplate and select artworks based on criteria or purpose.</b>			
<b>Enduring Understanding</b>			
Curation of artworks requires active engagement in the examination and selection of artworks. Curation encompasses abilities that reflect aesthetic, critical, contextual and technical decisions.			
<b>Essential Questions</b>			
How do personal experiences affect curation of artworks? Why is it important to engage in the curation process?			
	<b>National Visual Arts Standards</b>	<b>SOL's</b>	<b>LCPS 5C's</b>
<b>ART II A. Compare, select and curate artworks for preservation, presentation, and display.</b>	<b>VA:Pr4.1.1a</b>		<b>Critical Thinker Communicator</b>
1. Collaborate to critique a set of artworks to determine and apply criteria for selection and presentation.			Critical Thinker Communicator
2. Analyze, interpret, and evaluate artwork to identify common characteristics of selected artworks or designs presented as a series or sequence.		All.3 (a)	Critical Thinker Communicator
3. Expand a collection of personal artworks for the purpose of evaluation and display.	MA:Re8.1.I		Critical Thinker Communicator
4. Curate and design the presentation and distribution of artwork collections through a variety of contexts including physical display and digital channels.	MA:Pr6.1.II		Critical Thinker Communicator
5. Maintain a digital or traditional process journal/portfolio, a blog or website for idea development, preliminary sketches, research, critical writings, reflections, notes, and final works.		All.2 (b)	Critical Thinker
<b>ART II B. Adhere to and justify criteria used for selecting artworks for presentation and evaluation.</b>	<b>VA:Pr5.1.1a</b>		<b>Critical Thinker Communicator</b>
1. Apply specific criteria in the selection and preparation of artworks for physical display or digital publication.			Critical Thinker Communicator
2. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Va:Pr6.1.1a		Critical Thinker Communicator
3. Select and juxtapose artworks for presentation based on attributes and relationships among them.			Critical Thinker Communicator
4. Analyze, compare, and select, personal artwork for a collection or portfolio presentation.	VA:Pr4.1.IIa		Critical Thinker Communicator
<b>PRESENT – Communicate</b>			
<b>Communicate – Standard of Achievement (6)</b>			
<b>The student will articulate observations, interpretations, and ideas about art and artistic endeavors using appropriate modes of expression (vocabulary).</b>			
<b>Enduring Understanding</b>			
Communication is a multi-faceted endeavor that involves one or more of the senses. Effective communication depends on the mode of delivery, the content, and the receptivity of the audience.			
<b>Essential Questions</b>			
How does an artist choose the best way to communicate with an audience? What is the relationship between artists' intent and chosen means of communication?			
	<b>National Visual Arts Standards</b>	<b>SOL's</b>	<b>LCPS 5C's</b>
<b>ART II A. Determine and explain artistic intentions of self and others.</b>			<b>Critical Thinker Communicator</b>
1. Examine and explain the relationship between process and its impact on intended meaning in personal artworks through oral, audio, video, or written forms.			Critical Thinker Communicator
2. Describe the relationship between an artist's choice of media and subject matter to meaning in artworks.			Critical Thinking Communication
3. Investigate and describe the goals and requirements of various post-secondary art-related educational and career opportunities.		All.9	Critical Thinking Communication

**LCPS Art Curriculum: ART II**

4. Review and describe personal and local impacts of artwork exhibitions and presentations.	MA:Pr6.1.Ib		Critical Thinking Communication
5. Investigate and compare past and present means of communication through visual art.			Critical Thinking Communication
<b>ART II B. Analyze, explain and document personal realizations resulting from art and artistic endeavors.</b>			<b>Critical Thinker Communicator</b>
1. Analyze how artmaking experiences inform future artistic endeavors.			Critical Thinker Communicator
2. Identify and describe evidence and outcomes of risk taking in personal artworks.			Critical Thinker Communicator
3. Collaborate to inform, share, and discuss personal insights gained from artistic endeavors.			Critical Thinker Communicator

**LCPS Art Curriculum: ART II**

<b>RESPOND – Perceive</b>			
<b>Perceive – Standard of Achievement (7)</b>			
<b>The student will contemplate and explain content, value and intended purpose of artworks.</b>			
<b>Enduring Understanding</b>			
Perception involves careful looking to inform the understanding of art and the world. Artists’ personal experiences and methods of looking influence the way in which they perceive artistic endeavors.			
<b>Essential Questions</b>			
Why is it important to follow a formalized method of looking at artworks? How does taking the time to observe and examine artworks inform understanding of the artmaking process?			
	<b>National Visual Arts Standards</b>	<b>SOL's</b>	<b>LCPS 5C's</b>
<b>ART II A. Apply art criticism processes to determine and explain content and meaning in artworks.</b>		<b>All.3</b>	<b>Critical Thinker</b>
1. Apply an established model of art criticism such as aesthetic scanning which asks the viewer to: describe, analyze, interpret and evaluate personal, peer, and professional artworks.		All.3 (b)	Critical Thinker
2. Participate in art criticism processes based established models to determine how the artwork engages the viewer.			Critical Thinker
3. Use constructive critical approaches to critique including in progress (formative), peer, self-reflective, and summative.		All.3 (c)	Critical Thinker
4. Identify types of contextual information such as political, social, historical, and cultural, used in the interpretation	VA:Re8.1.IIa		Critical Thinker
5. Form and defend opinions in systematic critiques of artworks and production processes.	MA:Re9.1.HS.II		Critical Thinker
<b>ART II B. Examine and discuss current influences on perceptions and interpretations of artworks.</b>			<b>Critical Thinker</b>
1. Hypothesize ways in which art influences perception and understanding of human experiences.	VA:Re7.1.Ia		Critical Thinker
2. Examine features of select artworks to expand perceptions and compare interpretations of intended purpose.			Critical Thinker
3. Evaluate the effectiveness of an image to influence ideas, feelings and behaviors of the viewer.	VA:Re7.2.IIa		Critical Thinker
4. Define and practice ethical behaviors when responding to artworks and design.			Critical Thinker
5. Describe how the perception of quality in artworks shifts over time.			Critical Thinker
6. Research and review art publications to determine contemporary trends and modes of thought.			Critical Thinker
<b>RESPOND – Reflect</b>			
<b>REFLECT – Standard of Achievement (8)</b>			
<b>The student will initiate, recall and contemplate learning experiences and personal performances to inform future artistic endeavors.</b>			
<b>Enduring Understanding</b>			
Reflective practice leads to improved performance in artistic endeavors. Reflection enables the transfer of prior learning to the undertaking of future artistic challenges.			
<b>Essential Questions</b>			
What constitutes reflective practice? What is learned from reflective practices? In what ways does reflective practice guide decision-making in the creative process?			
	<b>National Visual Arts Standards</b>	<b>SOL's</b>	<b>LCPS 5C's</b>
<b>ART II A. Contemplate and explain how prior learning informs future artistic endeavors.</b>			<b>Critical Thinker Communicator</b>
1. Consider and explain how investigation, experimentation, and documentation work together to impact personal artmaking.			Critical Thinker Communicator
2. Examine and describe how previous artmaking experiences inform current process applications.			Critical Thinker Communicator
3. Select among alternative solutions to solve artmaking problems.			Critical Thinker Communicator
4. Observe and hypothesize on the success or failure of problem solving to inform future artmaking.			Critical Thinker Communicator
<b>ART II B. Contemplate and explain how learning through artmaking process applications influences personal learning and growth.</b>			<b>Critical Thinker Communicator</b>
1. Compare and contrast a set of personal artworks to review artmaking approaches in relation to personal growth.			Critical Thinker Communicator
2. Specify and explain how acquired skills and techniques and process knowledge informs personal artistic endeavors.			Critical Thinker Communicator
3. Collaborate to examine and explain rationale for choices made in the artmaking process.			Critical Thinker Communicator Collaborator
<b>RESPOND – Evaluate</b>			
<b>EVALUATE – Standard of Achievement (9) – The student will appraise the artistic experience and its personal and global significance.</b>			

## LCPS Art Curriculum: ART II

**Enduring Understanding** – Artworks and the artmaking process have extrinsic and intrinsic value. Authentic judgments about the value of art and the artistic experience are informed through the application of a formal observation system.

**Essential Questions** – What can be gained by applying a formal observation system to determine the value of an artwork? How does the selected evaluation system affect the perception of an artwork? What values are inherent to artworks and the artistic experience? How does the type of evaluation system used provide insight into the creative process?

	National Visual Arts Standards	SOL's	LCPS 5C's
<b>ART II A. Select and apply established criteria to judge and evaluate artworks.</b>			Critical Thinker
1. Select relevant criteria to evaluate artworks and artmaking processes at decisive stages based on context and goal.	MA:Re9.1.HS.I		Critical Thinker
2. Select and apply a set of criteria based on form, concept, and process to evaluate personal artworks.			Critical Thinker
3. Evaluate the effectiveness of the communication of ideas in personal works of art and design.			Critical Thinker
4. Explain personal responses to aesthetic qualities found in artworks and design.	VA:Re7.1.IIa		Critical Thinker
5. Investigate how art and design can be viewed from a variety of personal, cultural, and historical perspectives.		All.6 (c)	Critical Thinker
6. Formulate a definition for art and defend that definition in relation to objects in the world.		All.4	Critical Thinker
<b>ART II B. Evaluate the impact of art and creative process applications on ideas and behaviors in a global</b>			<b>LCPS 5C's</b>
1. Investigate and explain how communication and collaboration in artmaking addresses the needs of the local and global community.		All.7	Communicator Collaborator Contributor
2. Research and evaluate how critical thinking, problem solving and innovation within artistic practice have shaped local and global advancements.			Creator Critical Thinker
3. Discuss and analyze the ways in which contemporary artists influence viewers' perceptions of the world.			Critical Thinker
4. Assess ideas, methods and artworks to make impactful decisions to adjust, correct or erase during the artmaking process.			Critical Thinker
5. Assess the role and impact of contemporary digital media on the creative process.			Critical Thinker

**LCPS Art Curriculum: ART II**

<b>CONNECT – Relate</b>			
<b>Relate – Standard of Achievement (10)</b>			
<b>The student will consider and associate artistic endeavors in relation to personal experiences and external influences.</b>			
<b>Enduring Understanding</b>			
The art experience enriches the human condition by fostering conceptual links across time and cultures. The arts provide evidence of human existence and invite interaction.			
<b>Essential Questions</b>			
How does art promote conceptual links between personal experiences and external influences? How do artworks reveal evidence of human interactions?			
	<b>National Visual Arts Standards</b>	<b>SOL's</b>	<b>LCPS 5C's</b>
<b>ART II A. Investigate ways social, cultural and historical factors influence artworks and design.</b>			<b>Critical Thinker Contributor</b>
1. Identify diverse historical and contemporary artworks and artistic developments.		All.6 (a)	Critical Thinker Contributor
2. Examine and explain how context, purpose, and value, such as social trends, power, equality, and identity relate to art and artmaking ideas.	MA:Cn.10.1.1a	All.6 (b)	Communicator
3. Contemplate and describe traditional and nontraditional media and subject matter in artworks in relation to historical and contemporary meaning.			Critical Thinker Contributor
4. Compare and connect uses of art in social, cultural, and historical contexts with uses of art in contemporary and local contexts.			Critical Thinking
5. Collaborate to gain insight into factors of social and cultural diversity to foster cross-cultural communication through artmaking.	VA:Cn11.1.1Ia		Critical Thinker Contributor Collaborator
<b>ART II B. Examine and explain the relationship between personal knowledge and experience and artistic endeavors.</b>			<b>Critical Thinker Communicator</b>
1. Deliberate and discuss how contemporary visual culture and artworks challenge or confirm personal beliefs and values.			Critical Thinker Communicator
2. Analyze and explain how personal knowledge and experience influence responses to art and artistic endeavors.			Critical Thinker Communicator
3. Reflect on and analyze personal responses to artworks.			Critical Thinker Communicator
4. Examine and describe ways actual and virtual artwork presentations expand knowledge and create cultural experiences and inform artistic endeavors.	MA:Cn11.1.1b		Critical Thinker Communicator
<b>CONNECT – Reconcile</b>			
<b>Reconcile – Standard of Achievement (11)</b>			
<b>The student will explore and integrate experiential and academic domains of knowledge as part of the artistic experience.</b>			
<b>Enduring Understanding</b>			
Connectivity is an essential characteristic of the artistic experience. Reconciling connections in the creative process enriches and validates the human experience.			
<b>Essential Questions</b>			
How are connections between art and culture developed? How do artists reconcile connections among art, culture, and personal experience validate artistic endeavors?			
	<b>National Visual Arts Standards</b>	<b>SOL's</b>	<b>LCPS 5C's</b>
<b>ART II A. Select and apply topics and methods from other academic domains to support and enhance artistic endeavors.</b>			<b>Critical Thinking</b>
1. Research and apply a systematic thinking method used in another discipline as part of the creative process.			Critical Thinker
2. Document and compare the idea development and artmaking process with methods used in other disciplines.	VA:Cn10.1.1a		Critical Thinker
3. Determine and apply commonalities among literacies across disciplines, such as global awareness, economics, civics, health and environmental conditions in artmaking.			Critical Thinker
4. Access and combine aspects of interdisciplinary topics in innovative ways to develop art ideas and works.			Critical Thinker Contributor
5. Explore and respond to works of art that are inspired by other fine arts and fields of knowledge.		All.11	Critical Thinker
<b>ART II B. Demonstrate and explain how personal culture can validate the human experience through artistic endeavors.</b>			<b>Critical Thinking Communicator</b>
1. Examine and discuss how social, political, economic and cultural factors influence artistic endeavors and outcomes.		All.13	Critical Thinker Communicator
2. Distinguish and select among local and global resources to inform and support artistic goals.			Critical Thinker
3. Select and express aspects of personal culture in artmaking.			Critical Thinker Communicator
4. Identify and describe cultural influences on personal artistic interpretations and understandings.			Critical Thinker Communicator