

**LCPS Art Curriculum: ART I**

<b>CREATE - Conceive</b>			
<b>Conceive – Standard of Achievement (1)</b>			
<b>The student will use a variety of sources and processes to generate original ideas for artwork.</b>			
<b>Enduring Understanding</b>			
Ideas come from a variety of internal and external sources and are building blocks that inform the creative process.			
<b>Essential Questions</b>			
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?			
	<b>National Visual Arts Standards</b>	<b>SOL's</b>	<b>LCPS 5C's</b>
<b>ART 1 A. Investigate and use primary and secondary sources to generate ideas for artmaking.</b>	<b>VA: Cr1.1.1a MA: Cr1.1.1</b>		<b>Creator Critical Thinker</b>
1. Review and cite on-line resources such as Google art project, museum web sites, Library of Congress, New York Public Library digital archives, and Art 21 to generate ideas for artmaking.			Creator Critical Thinker
2. Use texts including literature, poetry, contemporary articles, quotations, and lyrics to generate ideas for artmaking.			Creator Critical Thinker
3. Access and compare multiple media outlet files such as film, television, video, audio, and the web to review current events and to generate ideas for artmaking.			Creator Critical Thinker
4. Engage in a systematic research process to investigate a selected or assigned topic to generate ideas for artmaking.			Creator Critical Thinker
5. Compile and contemplate an actual or virtual repository of reference materials to generate ideas for artmaking.			Creator Critical Thinker
6. Experiment with materials to explore potential and generate ideas for artmaking.			Creator Critical Thinker
<b>ART I B. Explore and use multiple approaches to initiate the creative process to develop ideas and artwork.</b>	<b>VA: Cr1.1.1a MA: Cr1.1.1</b>	<b>AI.2</b>	<b>Creator Critical Thinker</b>
1. Document, organize and analyze thoughts and ideas in the creative process.			Creator Critical Thinker
2. Follow a systematic approach to form a challenge and generate ideas for artmaking.			Critical Thinker
3. Use graphic organizers, mind maps, plan sheets, or Venn diagrams to generate and organize ideas for artmaking.			Creator Critical Thinker
4. Set-up and develop a digital or traditional process journal/portfolio for notes, drafts, critiques, sketches, media and technique experimentation, and visual references.		AI.2 (h)	Creator Critical Thinker
5. Collaborate to investigate and practice multiple idea generation approaches for artmaking.			Creator Critical Thinker
6. Analyze structures and devices used in master works to inform ideas for artmaking.			Critical Thinker
7. Reflect on and discuss potential outcome of idea selection for artmaking.			Critical Thinker
<b>CREATE – Develop</b>			
<b>Develop – Standard of Achievement (2)</b>			
<b>The student will plan, advance, and refine original ideas for artworks.</b>			
<b>Enduring Understanding</b>			
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.			
<b>Essential Questions</b>			
How does an artist measure the value of an idea?			
How is involvement in the idea development process reflected in the artists' works?			
	<b>National Visual Arts Standards</b>	<b>SOL's</b>	<b>LCPS 5C's</b>
<b>ART 1 A. Problem-solve to plan ideas in visual and verbal forms for artmaking.</b>	<b>VA: Cn10.1.1a MA: Cr1.1.1</b>	<b>AI.2</b>	<b>Critical Thinker</b>
1. Respond to structured challenges in unique ways to develop and advance ideas for artmaking.			Creator Critical Thinker
2. Experiment and play with materials to develop ideas for artmaking.			Creator Critical Thinker
3. Execute and explain idea development solutions for artmaking through critiques and presentations.			Critical Thinker Communicator
4. Identify goals, time, resource and personal limitation constraints in planning for artmaking.			Critical Thinker
5. Respond to peer and teacher critiques in planning for artworks.			Critical Thinker Communicator
6. Identify and use steps in the design process, including brainstorming, preliminary sketching, planning, reflecting, refining, elaborating and researching in creative problem solving.		AI.2 (b,c,d, e,f,g)	Critical Thinker Creator
<b>ART I B. Question and refine plans to meet desired outcomes for artworks.</b>		<b>AI.2</b>	<b>Critical Thinker</b>

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1. Review, assess, and refine plans for artworks.	VA:Cr3.1.Ja		Creator Critical Thinker
2. Consider media constraints in refining ideas and plans for artworks.			Critical Thinker
3. Apply aesthetic criteria in developing, proposing, and refining prototypes and plans for artmaking.	MA:Cr2.1.I		Creator Critical Thinker
4. Use research and elaboration to refine plans for artworks.			Creator Critical Thinker
5. Develop personal questions for inquiry.		AI.2 (a)	Critical Thinker
<b>CREATE - Produce</b>			
<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?			
	<b>National Visual Arts Standards</b>	<b>SOL's</b>	<b>LCPS 5C's</b>
<b>ART 1 A. Identify and explore a range of topics to communicate meaning in original artworks.</b>		<b>AI.1</b>	<b>Creator Critical Thinker</b>
1. Communicate ideas related to identity, relationships, and mores in artworks.			Creator Communicator
2. Integrate content and style to communicate meaning in artworks.	MA:Cr3.1.Ja		Creator Communicator
3. Address personal, social, and cultural concepts in artworks.		AI.1 (b)	Creator Communicator
4. Identify and develop responses to personal, community, and global issues in artworks.			Creator
5. Merge image and text to reveal thoughts and ideas about messages conveyed in contemporary media in original artworks.			Creator
6. Express viewpoints in artworks on issues of personal interests or concerns.			Creator Communicator
7. Create original artworks in response to styles from art/design history.		AI.17	Creator Critical Thinker
<b>ART 1 B. Explore a variety of subject matter to express original ideas in artmaking.</b>		<b>AI.1</b>	<b>Creator Critical Thinker</b>
1. Depict the human face and figure in a variety of contexts in artworks.		AI.4	Creator Critical Thinker
2. Represent natural and man-made objects from alternative viewpoints and perspectives in artworks.			Creator Critical Thinker
3. Depict interior and/or exterior settings in artworks.			Creator Critical Thinker
4. Analyze and explore representation, abstraction and non-representation including nonobjective and conceptual in artworks.			Creator Critical Thinker
5. Innovate in the selection and depiction of unfamiliar subject matter in artworks.			Creator Critical Thinker
6. Explore and use symbols and metaphors that represent personal, cultural, and social concepts.		AI.1 (b)	Creator Critical Thinker
<b>ART 1 C. Identify and apply formal components to support the communication of ideas in artworks.</b>	<b>MA:Cr3.1.I a,B</b>	<b>AI.1a AI.12</b>	<b>Creator Critical Thinker</b>
1. Identify, describe and apply formal components to compose artworks.			Creator Critical Thinker
2. Review and apply a range of formal components to support meaning in artworks.			Creator Critical Thinker
3. Practice and combine a variety of perspective techniques, such as overlapping, size, placement, and one-point perspective, to create the illusion of space in artworks.			Creator Critical Thinker
<b>ART 1 D. Identify and use materials, tools and processes safely, responsibly and respectfully.</b>	<b>VA:Cr2.2.Ia</b>	<b>AI.1</b>	<b>Creator Critical Thinker Contributor</b>
1. Practice and follow appropriate procedures in the use of artmaking processes.			Critical Thinker Contributor
2. Use a variety of traditional and non-traditional two-dimensional, three-dimensional, and contemporary media for artmaking.		AI.16	Critical Thinker Contributor
3. Assume responsibility in the use and maintenance of materials and tools in artmaking.			Critical Thinker Contributor
4. Describe and demonstrate increasing skill and control in the use of media and techniques in artmaking.		AI.15	Creator Critical Thinker Communicator

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5. Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.	VA:Cr.2.2.1a	AI.5	Creator Communicator
6. Demonstrate ethical behaviors of practices, issues that include citation of resources, appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	VACr.2.2.8a	AI.8	Critical Thinker Contributor
<b>ART I E. Experiment and practice with a variety of art media, skills and techniques.</b>			<b>Creator</b>
1. Identify and use steps of an artistic process to select media, acquire skills and techniques and incorporate fundamental components in artmaking.	VA:CR1.2.1a	AI.1	Creator Critical Thinker
2. Use a variety of drawing media and processes to create observational and expressive artworks.		AI.14	Creator Critical Thinker
3. Apply principals of color theory and design to practice mixing and brush handling techniques in original paintings.			Creator Critical Thinker
4. Develop and practice printmaking techniques and processes to produce an edition of clean prints.			Creator Critical Thinker
5. Develop and practice ceramic techniques and processes including hand-building, and modeling to produce utilitarian and decorative artworks.			Creator Critical Thinker
6. Develop and practice sculpture techniques and processes to produce high and low relief or in-the-round sculptures.			Creator Critical Thinker
7. Develop and practice traditional, digital, and contemporary collage techniques and processes to produce artworks.			Creator Critical Thinker
8. Develop and practice traditional and contemporary fiber arts techniques and processes to produce artworks.			Creator Critical Thinker
9. Develop and practice techniques, processes and applications using computer graphic design, 3-D modeling, or 2-D, 3-D computer animation to produce artworks.	MA:Pr5.1.II		Creator Critical Thinker
10. Develop and practice traditional and contemporary photographic techniques, processes, and applications to produce artworks.			Creator Critical Thinker

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<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 I A. Care for, prepare and organize artworks for evaluation and display.</b>			<b>Communicator</b>
1. Complete, prepare and sign artworks for evaluation and display.			Communicator
2. Prepare artworks for display based on established criteria for a specific venue.			Communicator
3. Maintain, protect, and store artworks in actual and digital files for future evaluation and display.			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 I A. Examine and select artworks for presentation and display.</b>	<b>VA:Pr4.1.1a</b>		<b>Critical Thinker</b>
1. Collaborate to select and document artworks digitally for presentation and display.			Critical Thinker Collaborator
2. Adhere to established criteria such as evidence of artistic devices and reoccurring themes in the selection of artworks for presentation.			Critical Thinker
3. Build a collection of personal artworks for the purpose of evaluation and display.			Critical Thinker
4. Design the presentation and distribution of artwork collections considering artwork combinations, formats, and venues.	VA:Pr6.1.1a MA:Pr:6.1.1		Critical Thinker
<b>ART I B. Explain and defend reasons for selecting artworks for presentation and evaluation.</b>			<b>Communicator Critical Thinker</b>
1. Compare, contrast and select available criteria for a physical artwork display or digital publication.			Communicator Critical Thinker
2. Analyze and evaluate the reasons and ways an exhibition is presented.	VA:Pr5.1.1a		Communicator Critical Thinker
3. Select artworks for presentation based on personal evaluation of audience and venue.			Communicator Critical Thinker
4. Critique and select personal artwork for a portfolio, specific audience or venue.			Communicator Critical Thinker
5. Recognize the role of exhibition as part of the creative process.		AI.2 (i)	Contributor
<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 I A. Interpret and discuss art as a mode of communication.</b>			<b>Communicator</b>
1. Articulate intended meaning of personal artworks through oral, audio, video, or written forms.			Communicator

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2. Determine and discuss an artist's intended meaning through investigation and research.			Communicator
3. Describe how the creative and/or design process is used by artists and designers in various careers and can be used to solve real-world problems.		AI.9	Communicator Contributor
4. Determine and discuss ways in which artists and artworks communicate in personal, societal, historical, and cultural contexts.	MA:Re8.1.II		Communicator
5. Identify and explore how technological developments and new media influence communication in visual		AI.10	Communicator
<b>ART I B. Discuss and document intrinsic and extrinsic values related to art and artistic endeavors.</b>			<b>Communicator</b>
1. Contemplate and describe personal insights gained from artistic endeavors.			Communicator
2. Exhibit willingness to share and discuss personal artistic endeavors with others.			Communicator
3. Collaborate to examine and discuss the effect of artworks on self and others.			Communicator Collaborator

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**RESPOND – Perceive**

**Perceive – Standard of Achievement (7)**  
**The student will contemplate and explain content, value and intended purpose of artworks.**

**Enduring Understanding**  
 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.

**Essential Questions**  
 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?

	National Visual Arts Standards	SOL's	LCPS 5C's
<b>ART I A. Identify and consider fundamental components of artworks to determine and explain meaning.</b>	<b>MA:Re7.1.1a</b>	<b>AI.3</b>	<b>Critical Thinker</b>
1. Apply art criticism skills to interpret, analyze, and evaluate artworks.		AI.3 (a)	Critical Thinker
2. Analyze how media and visual organization of artworks affect the communication of ideas.		AI.3 (b)	Critical Thinker
3. Develop constructive approaches to critique such as formative formal and informal, peer to peer, self-reflective, and summative that support intent and offer alternative viewpoints.		AI.3 (d)	Critical Thinker Collaborator
4. Interpret artworks based on evidence found within the work and its contexts.	VA:Re8.1.1a		Critical Thinker
5. Use critical analysis to form and express opinions about artworks and production processes			Critical Thinker
<b>ART I B. Contrast personal perceptions with established value and intended purpose of artworks.</b>	<b>VA:Re7.1.1a</b>	<b>AI.3c</b>	<b>Critical Thinker</b>
1. Apply critical thinking to discern the relationship between personal experience and perception of artworks.			Critical Thinker
2. Examine contemporary artworks and conduct inquiry to compare personal perceptions with intended	MA:Re7.1.1b		Critical Thinker
3. Analyze how understanding of the world is influenced by visual imagery.	VA:Re7.2.1a		Critical Thinker
4. Articulate the difference between personal preference and informed judgment when discussing artworks.			Critical Thinker
5. Compare and debate contrasting interpretations of content and meaning in artworks.			Critical Thinker
6. Embrace and explore the contemporary art culture by attending gallery openings and art exhibitions.			Critical Thinker

**RESPOND – Reflect**

**REFLECT – Standard of Achievement (8)**  
**The student will initiate, recall and contemplate learning experiences and personal performances to inform future artistic endeavors.**

**Enduring Understanding**  
 Reflective practice leads to improved performance in artistic endeavors.  
 Reflection enables the transfer of prior learning to the undertaking of future artistic challenges.

**Essential Questions**  
 What constitutes reflective practice?  
 What is learned from reflective practices?  
 In what ways does reflective practice guide decision-making in the creative process?

	National Visual Arts Standards	SOL's	LCPS 5C's
<b>ART I A. Identify and describe best practices in the artmaking process to inform artistic endeavors.</b>			<b>Critical Thinker</b>
1. Document ways in which personal artwork matches or deviates from established criteria.			Critical Thinker
2. Identify and discuss effective and ineffective aspects of the artmaking process.			Critical Thinker Communicator
3. Brainstorm alternative solutions to artmaking problems based on learned outcomes.			Critical Thinker
4. Explain how artmaking problems were realized and ultimately solved.			Critical Thinker Communicator
<b>ART I B. Recall aspects of the artmaking process and examine learned outcomes and personal growth.</b>			<b>Critical Thinker Communicator</b>
1. Review completed artworks to identify and describe evidence of prior learning and personal growth.			Critical Thinker Communicator
2. Document and explain how acquired skills and techniques inform personal artistic endeavors.			Critical Thinker Communicator
3. Collaborate to review and describe best practices for specific artmaking processes.			Critical Thinker Collaborator

**RESPOND – Evaluate**

**EVALUATE – Standard of Achievement (9)**  
**The student will appraise the artistic experience and its personal and global significance.**

**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.

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<b>Essential Questions</b> 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 I A. Identify and apply established criteria to judge and evaluate artworks.</b>			Critical Thinker
1. Identify and apply relevant criteria to evaluate artworks.	VA:Re9.1.1a		Critical Thinker
2. Apply a set of established criteria to assess personal artworks based on formal or expressive aspects.			Critical Thinker
3. Form and defend a personal definition of art in relation to objects in the world.		AI.4	Critical Thinker
4. Describe personal responses to aesthetic qualities found in artworks and design.			Critical Thinker
5. Use personal criteria to make visual aesthetic judgments.			Critical Thinker
<b>ART I B. Assess the value of 21st century skill applications to art and the creative process.</b>	MA:Re9.1.HS.I		LCPS 5C's
1. Determine and discuss the value of communication and collaboration in the artmaking process.			Communicator Collaborator
2. Examine and discuss the importance of critical thinking, problem solving and innovation to the artmaking process.			Creator Critical Thinker
3. Apply critical thinking to assess ways artists express a world view in contemporary media.			Critical Thinker
4. Assess progress and estimate outcomes at critical intervals to adjust or meet established artmaking goals.			Contributor
5. Recognize and gauge the impact of visual and media literacy on the creative process.			Critical Thinker
6. Identify ways to engage the school community through the visual arts.		AI.7	Critical Thinker Contributor

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<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 I A. Relate and describe artistic ideas and works within social, cultural, and historical contexts.</b>		<b>AI.6</b>	<b>Critical Thinker Contributor</b>
1. Describe how artistic movements are related to historical and contemporary events.		AI.6 (b)	Critical Thinker Contributor
2. Analyze and describe how knowledge of events, places, cultures, and historical periods may influence personal responses to art and artmaking.	VA:Cn11.1.1a	AI.6 (c)	Critical Thinker Contributor
3. Identify and describe media and subject matter in historical and contemporary artworks in relation to context and meaning.			Critical Thinker Contributor
4. Contemplate evolving social, cultural and historical context influence meaning and understanding to solve artistic challenges.		AI.6 (d)	Critical Thinker Contributor
5. Distinguish different ways art is used to represent, establish, reinforce and reflect group identity.	VA:Cn11.1.8a		Critical Thinker Contributor
6. Describe how art and culture reflect and influence each other.		AI.6(a)	Critical Thinker Contributor
<b>ART I B. Identify and describe the relationships among personal experiences, external forces and artistic endeavors.</b>			<b>Critical Thinker Communicator Contributor</b>
1. Determine and discuss how art has influenced awareness of the human experience such as rites of passage, interpersonal relationships, and spirituality.			Critical Thinker Communicator Contributor
2. Identify and describe ways art provides evidence of and influences the human experience.			Critical Thinker Communicator Contributor
3. Consider and discuss how recall of personal experiences influence observations and responses to artworks.			Critical Thinker Communicator Contributor
4. Explore and discuss links between personal experience, new media, and contemporary artworks to inform artistic endeavors.			Critical Thinker Communicator Contributor
<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 I A. Consider and describe how methods used in other academic domains align with the artistic process.</b>			<b>Critical Thinker</b>
1. Investigate and compare systematic thinking methods used in other disciplines including science, language arts or mathematics to inform the creative process.			Critical Thinker
2. Identify connections between knowledge and experience gained in other disciplines with artmaking applications.			Critical Thinker
3. Identify and discuss commonalities among literacies across disciplines such as global awareness, economics, civics, health and environmental conditions.			Critical Thinker
4. Identify and discuss how learning across disciplines, including music, theatre, dance, informs development of art ideas and works.		AI.11	Critical Thinker Communicator
<b>ART I B. Identify and define how personal culture influences reactions and approaches to artistic endeavors.</b>			<b>Critical Thinker Communicator Contributor</b>
1. Describe ways common experiences inform artistic goals and are revealed through artworks.			Critical Thinker Communicator Contributor
2. Identify and use a variety of local and global resources to inform and support artistic goals.			Critical Thinker Communicator Contributor



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3. Express a belief or attitude about the value and influence of historical, cultural or social constructs in artmaking.			Critical Thinker Communicator Contributor
4. Explore social, cultural and historical uses of art in relation to contemporary and local contexts.	MA:Re8.1.I		Critical Thinker Communicator Contributor