



HIGH SCHOOL PROFICIENT STANDARDS

Choose one or more!

HIGH SCHOOL ACCOMPLISHED CREATING

- ☐ Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
- ☐ Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- ☐ Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- ☐ Demonstrate awareness of ethical implications of making and distributing creative work.
- ☐ Redesign an object, system, place, or design in response to contemporary issues.
- ☐ Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

HIGH SCHOOL ACCOMPLISHED PRESENTING

- ☐ Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- ☐ Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- ☐ Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

HIGH SCHOOL ACCOMPLISHED RESPONDING

- ☐ Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- ☐ Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- ☐ Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- ☐ Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

HIGH SCHOOL ACCOMPLISHED CONNECTING

- ☐ Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
- ☐ Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

STARTERS

Curriculum planning can start in many ways. Where will you start?

ART, DESIGN, AND VISUAL CULTURE

(For example: artists, artworks, objects, events)

MATERIALS AND PROCESSES

(For example: clay and clay processes; found objects; printmaking; drawing)

THEMES/BIG IDEAS

(For example: nature, identity, communication, celebrations)

COMMUNITY CONTEXTS

(For example: community issues, concerns, projects; community history and stories)

STUDENTS IN ACTION!

Describe the action! Student experiences in Creating, Presenting, Responding, and/or Connecting.

WHAT WILL STUDENTS DO?**HOW WILL STUDENTS DEMONSTRATE LEARNING IN RELATION TO THE STANDARDS?**