

North Kitsap School District
Essential Academic Learning Requirements
SECONDARY VISUAL ART

GRADES 10-12

Essential Learning 1: The student understands and applies arts knowledge and skills.

To meet this standard the student will:

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
1.1.1 Understands arts concepts and vocabulary: <u>Elements</u> <i>line</i> <i>shape / form</i> <i>texture</i> <i>color</i> <i>space</i> <i>value</i>	<ul style="list-style-type: none"> • Uses art elements realistically and expressively. 	<ul style="list-style-type: none"> • Varies the direction, weight, shape, and texture of line. • Uses organic, geometric and amorphous shape and form. • Employs tactile and visual texture. • Controls hue, temperature, value and intensity of color. • Uses bold and nuances of color schemes. • Utilizes design the mechanisms (subtract, repeat, combine, add, transfer, superimpose, change scale, substitute, fragment, isolate, distort, disguise, hybridize, metamorphose). 	Creates dynamic, expressive and realistic compositions. Expressively manipulates the elements of art using various mechanisms.	
1.1.2 Understands arts concepts and vocabulary: <u>Principles of Organization</u> <i>balance</i> <i>emphasis/ dominance</i> <i>proportion</i> <i>movement / rhythm</i> <i>repetition / pattern</i> <i>variety</i> <i>harmony</i> <i>unity</i>	<ul style="list-style-type: none"> • Combines the art principles of emphasis, movement, balance, proportion, repetition, harmony, and variety to create a unified composition. 	<ul style="list-style-type: none"> • Creates dynamic, unified compositions using various mechanism to apply the principles of design (subtract, repeat, combine, add, transfer, superimpose, change scale, substitute, fragment, isolate, distort, disguise, hybridize, metamorphose). 	Creates dynamic and unified composition applying the principles of design.	

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1.2 Develops arts skills and techniques.	<ul style="list-style-type: none"> • Synthesizes form, knowledge, and technique to produce original work in two and three dimensions. 	<ul style="list-style-type: none"> • Masters basic techniques with various media in: <ul style="list-style-type: none"> - Craft - Pottery - Sculpture - Drawing - Painting - Printmaking - Digital Multi-media • Draws and designs from direct observation, memory and imagination. 	<p>Demonstrates technical ability in several areas.</p> <p>Investigates and experiments with advanced techniques.</p> <p>Accurately perceives and draws contours, space, proportion, lights and darks in expressive and realistic images.</p>	<ul style="list-style-type: none"> √ Beginning mini-portfolios: <ul style="list-style-type: none"> -visual narrative -visual thinking -contour -linear perspective -chiaroscuro -wildlife √ Advanced media exploration. √ Advanced portfolio contract. √ AP area of breadth.
1.3 Understands and applies arts styles from various artists, cultures, and times.	<ul style="list-style-type: none"> • Applies knowledge of artistic styles and cultural traditions to make informed choices for an arts presentation. 	<ul style="list-style-type: none"> • Works by artists of the present and past including works of ancient, western, non-western, modern and post-modern artists and cultures. 	<p>Produces work informed by artists of the present and past.</p>	<ul style="list-style-type: none"> √ Written reflection. √ Artist’s statement. √ Studio journal. √ critique. √ review. √ Art history presentation.
1.4 Applies audience skills in a variety of arts settings and performances.	<ul style="list-style-type: none"> • Analyzes how style, culture and history have influenced audience conventions. 	<ul style="list-style-type: none"> • Participates in school-sponsored exhibits. • Visits museums, galleries, exhibitions and other arts events. 	<p>Demonstrates appropriate responses at a variety of visual arts exhibitions.</p>	<ul style="list-style-type: none"> √ Mad Hatter Tea Party. √ Winter Salon. √ Spring Salon. √ Senior Show. √ Portfolio exhibits. √ Holiday Fest. √ ESD 114 Art Show. √ State Art Show. √ Youth Art Month. √ NK Arts & Crafts Festival. √ Creativity Salons.

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Essential Learning 2: The student demonstrates thinking skills using artistic processes.

To meet this standard, the student will:

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
2.1 Applies a creative process in the arts: <ul style="list-style-type: none"> • Conceptualizes the context or purpose • Gathers information from diverse sources • Develops ideas and techniques • Organizes arts elements, forms, and/or principles into a creative work • Reflects for the purpose of elaboration and self-evaluation • Refines work based on feedback • Presents work to others 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a creative process. 	<ul style="list-style-type: none"> • Problem formulation and solution. • Inquiry, originality and observation. • Intuition, analogy, metaphor. • Traditional and experimental techniques. • Processes in design, expression and production. • Description, analysis, interpretation, judgment and discourse. • Attention to quality and refinement. • Exhibition and presentation. 	Insightful problem-formulation. Creative solution. Diligent inquiry. Intuitive connections. Meticulous observation. Sound design. Superior technique. Accurate description. Thorough analysis. Thoughtful interpretation. Refined judgment. Persuasive argument.	<ul style="list-style-type: none"> √ Sketchbook assignments. √ Beginning mini-portfolios: <ul style="list-style-type: none"> -visual narrative -visual thinking -contour -linear perspective -chiaroscuro -wildlife √ Advanced media exploration. √ Advanced focus portfolios. √ Advanced portfolio contract. √ AP area of quality. √ AP area of concentration. √ AP area of breadth.

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<p>2.2 Applies a performance process in the arts:</p> <ul style="list-style-type: none"> • Identifies audience and purpose • Selects artistic work (repertoire) to perform • Analyzes the structure and background of work • Interprets by developing a personal approach to the work • Rehearses, adjusts, and refines through evaluation and problem solving • Presents work for others • Reflects and evaluates 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a performance process. 	<p>Prepares publication or exhibition of work</p> <ul style="list-style-type: none"> • Identifies audience, purpose and theme. • Selects artistic works to exhibit: <ul style="list-style-type: none"> - interprets by developing a personal vision of how the works relate - analyzes and evaluates the structure, quality and background of the various works • Use of analyses, interpretation and environmental effects to determine how works should be arranged. • Hangs and places works, adjusts, and refines through evaluation and problem solving. • Exhibits work for others. • Reflects and evaluates. 	<p>Contributes to a publication, contest or exhibition.</p>	<ul style="list-style-type: none"> √ Mad Hatter Tea Party. √ NKHS Winter Salon. √ NKHS Spring Salon. √ Senior Show. √ Portfolio exhibits. √ Holiday Fest. √ ESD 114 Art Show. √ State Art Show. √ Youth Art Month. √ NK Arts & Crafts Festival. √ School and District exhibit spaces.

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<p>2.3 Applies a responding process to an arts presentation:</p> <ul style="list-style-type: none"> • Engages actively and purposefully • Describes what is seen and/or heard • Analyzes how the elements are arranged and organized • Interprets based on descriptive properties • Evaluates using supportive evidence and criteria 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a responding process. 	<ul style="list-style-type: none"> • Observes, describes, analyzes, interprets, and evaluates works by artists of the present and past including works of ancient, western, non-western, modern and post-modern artists and cultures. 	<p>Writes reflections and articulates critiques using observation, description, analysis, interpretation and evaluation.</p>	<ul style="list-style-type: none"> √ Written reflection. √ Artist’s statement. √ Studio journal. √ Critique. √ Review. √ Art history presentation.

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Essential Learning 3: The student communicates through the arts.

To meet this standard the student will:

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3.1 Uses the arts to express and present ideas and feeling.	<ul style="list-style-type: none"> • Expresses ideas and feelings through the arts, synthesizing forms and styles. 	<ul style="list-style-type: none"> • Expression and transformation of emotions, ideas, metaphors and images through: <ul style="list-style-type: none"> - realism and abstraction - symbolism and mythology - fantasy and parody - contradiction and prevarication - analogy and metaphor - empathy and animation 	Portrays. Abstracts. Symbolizes. Mythologizes. Fantasizes. Contradicts. Parodies. Prevaricates. Analogizes. Empathizes. Animates.	<ul style="list-style-type: none"> √ Sketchbook assignments. √ Beginning mini-portfolios: <ul style="list-style-type: none"> -visual narrative √ -visual thinking. -contour -linear perspective -chiaroscuro -wildlife √ Advanced focus portfolios. √ Advanced portfolio contract. √ AP area of quality. √ AP area of concentration. √ AP area of breadth.
3.2 Uses the arts to communicate for a specific purpose.	<ul style="list-style-type: none"> • Supports and defends the artistic elements chosen to communicate for a specific purpose. 	<ul style="list-style-type: none"> • Self-reflects on the style, technical skills, visual language (design elements and principles) and media, as applied to iconography, meaning, themes and subject matter in the student's body of work. 	Meaningful, dynamic and unified images.	<ul style="list-style-type: none"> √ Written reflection. √ Artist's statement. √ Studio journal. √ Critique. √ Review.

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3.3 Develops personal aesthetic criteria to communicate artistic choices.	<ul style="list-style-type: none"> Analyzes personal aesthetic development. 	<ul style="list-style-type: none"> Self-reflects on the meanings, iconography and language of expression, themes, technical skills, styles, media, and subject matter in the student's body of work. 	Many media. Various subjects. Diverse themes. Several styles. Personal iconography.	<ul style="list-style-type: none"> √ Written reflection. √ Artist's statement. √ Studio journal. √ Critique. √ Review.

Essential Learning 4: The student makes connections within and across the arts, to other disciplines, life, cultures, and work.

To meet this standard the student will:

4.1 Demonstrates and analyzes the connections among the arts disciplines.	<ul style="list-style-type: none"> Creates an arts presentation integrating two or more arts disciplines. 	<ul style="list-style-type: none"> Collaborates with performing and visual artists in a multi-disciplinary production. 	Produces an exhibition, reception, film, play, musical or presentation.	√ Culminating Project.
4.2 Demonstrates and analyzes the connections between the arts and other content areas.	<ul style="list-style-type: none"> Creates an arts presentation, integrating the arts with another content area. 	<ul style="list-style-type: none"> Collaborates with performing and visual artists in a multi-disciplinary production. 	Produces an exhibition, reception, film, play, musical or presentation.	√ Culminating Project
4.3 Understands how the arts impact lifelong choices.	<ul style="list-style-type: none"> Projects and plans how the arts impact personal future choices. 	<ul style="list-style-type: none"> Develops a "thirteenth" year plan that addresses how the student will be involved in the arts. 	Writes a plan.	√ Culminating Project.

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4.4 Understands that the arts shape and reflect culture and history.	<ul style="list-style-type: none"> • Applies knowledge of how the arts shape and reflect culture and history throughout time. 	<ul style="list-style-type: none"> • Demonstrates how the arts shaped and reflected a culture during an historical period and speculates how the arts will similarly shape and reflect our own culture and time. 	<p>Makes a presentation.</p> <p>Writes a paper.</p>	√ Culminating Project.
4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work.	<ul style="list-style-type: none"> • Researches arts careers (e.g., job shadowing, apprenticeships and mentorship's). • Applies arts skills and knowledge used in the world of work. 	<ul style="list-style-type: none"> • Researches careers in fine art, illustration, photography, design (graphic, product, industrial and craft), entertainment, broadcasting, web media, multimedia, art history, criticism, curating and arts education • Creates, packages and markets graphic, multimedia, video, web, or consumer products. 	<p>Completes a job shadow, internship, apprenticeship, mentorship.</p> <p>Develops and produces a product for a gallery or craft show.</p> <p>Contributes to a publication.</p>	√ Culminating Project.