



HS Foundations of Art Curriculum

Reading and Writing Standards

Semester (2 quarters)	Reading Assessment	Writing Assessment
Q 1	Review and Analyze finished artwork (self)	Questions and Reflections
Q 2	Review and analyze finished artwork (classmates)	Questions and Reflections

Scoring Guide for Written Work

SKILL	SCORING
Complete Sentences	Questions asked are answered in complete sentences. Answers address the question and form a complete thought.
Correct Capitalization	Sentences use correct capitalization in beginning of sentence, proper nouns, etc.
End Punctuation	Sentences use correct punctuation.



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Content Topics and Pacing

Topic (Unit name)	Duration	Guiding Questions	Literacy Activities and Assessments	Skills
<p><u>CREATING</u></p> <ul style="list-style-type: none"> • Studio Practices • Conceiving and developing new artistic ideas and work. 	Ongoing	<ul style="list-style-type: none"> - How do artists and designers care for and maintain materials, tools, and equipment? - What role does persistence play in revising, refining, and developing works? - How do artists and designers learn from trial and error? - How do artists and designers create works of art or design that effectively communicate? 	<ul style="list-style-type: none"> • Artist Statements • Critique • Studio Practices • Projects 	<ul style="list-style-type: none"> • Document early stages of the creative process visually and/or verbally. • Organize and develop artistic ideas and work. • Choose from a range of materials and methods to plan works of art and design. • Engage in constructive critique with peers, then reflect on and refine works of art and design in response to personal artistic vision.
<p><u>CONNECTING</u></p> <ul style="list-style-type: none"> • Relating artistic ideas and work with personal meaning and external context 	Ongoing	<ul style="list-style-type: none"> - How does art help us understand the lives of people in different times, places, and cultures? - How is art used to impact our views? - How do people contribute to awareness and understanding of their lives and the lives of their communities through art making? 	<ul style="list-style-type: none"> • Sketchbook • Written critiques/ Reflection 	<ul style="list-style-type: none"> • Relate artistic ideas with personal meaning and external context • Synthesize and relate knowledge and personal experiences to make art • Relate artistic ideas and works with societal, cultural and historical contexts.
<p><u>PRESENTING</u></p>	Ongoing	<ul style="list-style-type: none"> - How does the presenting and sharing of artworks influence and 	<ul style="list-style-type: none"> • Artists statements 	<ul style="list-style-type: none"> • Analyze and evaluate the reasons and ways an exhibition is



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<p>Interpreting and sharing artistic works.</p>		<p>shape the ideas and experiences of the viewer?</p> <ul style="list-style-type: none"> - What methods and processes are considered when preparing artwork for presentation? 	<ul style="list-style-type: none"> • vocabulary 	<p>presented.</p> <ul style="list-style-type: none"> • Select, analyze, and interpret artistic work for presentation. • Develop and refine artistic techniques and work for presentation. • Refine and complete artistic work.
<p><u>RESPONDING</u></p> <p>Understanding and evaluating how the arts convey meaning.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> - - How can the viewer “read” art as a text? - How does knowing and using art vocabularies help us understand and interpret works of art? 	<ul style="list-style-type: none"> • Sketchbook • Critique • Artist statements • Art history research • vocabulary 	<ul style="list-style-type: none"> • Understand and evaluate how the arts convey meaning. • Perceive and analyze artistic work.