

## Beginning Level High School Visual Arts Year-at-a-Glance

(\*Note\* Teacher Selected Units can be lengthened or shortened to address time constraints. YAAG Reflects Semester and all Beginning Level Discipline Applications)

| August  | September  | October   | November   | December   | January  | February   | March  | April  | May  |
|---|--|---|--|--|--|--|--|--|--|
| High School Units of Study  | <ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul> | <ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20Days)</li> </ul> | <ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul> | <ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul> | <ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul>   | <ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul> | <ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul> | <ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul> | <ul style="list-style-type: none"> <li>• Sketchbook and Composition skills</li> <li>• Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)</li> </ul> |
| <b>High School Discipline Applications</b>  |  |   |  |  |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• Teacher selected discipline applications</li> <li>• Refer to Beginning Level Unit Plan in the course discipline for greater detail and discipline specific applications                             <ul style="list-style-type: none"> <li>○ Sketchbooks and systems for reflection, discovery, planning (addressed throughout the discipline practice)</li> <li>○ Drawing as a system for perceiving and planning ideas (addressed throughout the discipline practice)</li> <li>○ Informal/Formal Critique, Artist's Statements, Assessment in summative and/or formative as well as additional assessment forms( addressed throughout teacher selected Units of Study)</li> </ul> </li> </ul>  |  |   |  |  |  |  |  |  |  |
| <div style="display: flex; justify-content: space-between; align-items: center;"> <span>←</span> <span><b>High School Colorado Visual Arts Academic Standards</b></span> <span>→</span> </div> <p style="text-align: center;">(45-80 Days)</p>  |  |   |  |  |  |  |  |  |  |
| <p><b>Observe and Learn to Comprehend</b></p> <p><i>The <b>Organizing Concept</b> of Comprehension is connected to <b>Big Idea</b> of Expression, Communicating and Meaning to enhance student learning.</i></p>  |  |   |  |  |  |  |  |  |  |
| <p style="text-align: center;"><b>'Understand, Know and Be able to do...' Descriptors for Comprehension</b></p> <p style="text-align: center;"><b>Understanding the Art World and Learning to Observe</b></p> <p>Learning mindful observation of art making process</p> <ul style="list-style-type: none"> <li>• Critique process- both formal and informal in looking at one's own work and work of other artists</li> <li>• Intentional Questioning of one's own process</li> <li>• Deliberate and thoughtful evaluation of one's developing visual vocabulary</li> <li>○ To look at art with intentionality and purpose.                             <ul style="list-style-type: none"> <li>• To become flexible in thinking about developing an original visual vocabulary.</li> </ul> </li> <li>○ To think like an artist and to interact with other artists:                             <ul style="list-style-type: none"> <li>• To describe and apply techniques with art vocabulary.</li> <li>• To interpret, observe and infer to make meaning. To innovatively apply the structure and process of art practice.</li> </ul> </li> </ul> <p><small>Adapted from <i>Studio Thinking: The Real Benefits of Visual Arts Education</i> Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan</small></p> |  |   |  |  | <p style="text-align: center;"><b>Grade Level Expectations and Evidence Outcomes: High School</b></p> <ol style="list-style-type: none"> <li>1. Visual art has inherent characteristics and expressive features<br/><b>Evidence Outcomes: a.b.c.d.</b></li> <li>2. Historical and cultural context are found in visual art<br/><b>Evidence Outcomes: a.b.c.d.e.f.</b></li> <li>3. Art and design have purpose and function<br/><b>Evidence Outcomes: a.b.c.</b></li> </ol> |  |  |  |  |

## Beginning Level High School Visual Arts Year-at-a-Glance

(\*Note\* Teacher Selected Units can be lengthened or shortened to address time constraints. YAAG Reflects Semester and all Beginning Level Discipline Applications)

| <b>Envision and Critique to Reflect</b><br><i>The <b>Organizing Concept</b> of Reflect is connected to <b>Big Ideas</b> of Critical thinking through synthesis evaluation and analysis to enhance student learning.</i>  |   |
|--|---|
| <p style="text-align: center;"><b>'Understand, Know and Be able to do...'</b> Descriptors for Reflect<br/><b>Learning to Envision and Learning to Reflect</b></p> <p>To develop and imagine visual possibilities through flexible thinking</p> <ul style="list-style-type: none"> <li>○ To develop methods of planning and evaluation:                             <ul style="list-style-type: none"> <li>• To ask intentional questions and to question one's own process.</li> <li>• To evaluate the progression of the art process.</li> </ul> </li> <li>○ Responding to works of art through:                             <ul style="list-style-type: none"> <li>• Critique and interpretation of meaning in contemporary art.</li> <li>• Forming individual opinions about art and art making processes.</li> </ul> </li> </ul> <p><small>Adapted from <i>Studio Thinking: The Real Benefits of Visual Arts Education</i> Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan</small></p>                                     | <p style="text-align: center;"><b>Grade Level Expectations and Evidence Outcomes: High School</b></p> <ol style="list-style-type: none"> <li>1. Reflective strategies are used to understand the creative process<br/><b>Evidence Outcomes: a.b.c.d.e.</b></li> <li>2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes<br/><b>Evidence Outcomes: a.b.c.</b></li> <li>3. Interpretation is a means for understanding and evaluating works of art<br/><b>Evidence Outcomes: a.b.c.d.</b></li> </ol> |
| <b>Invent and Discover to Create</b><br><i>The <b>Organizing Concept</b> of Creating is connected to <b>Big Ideas</b> of Generate works of art to enhance student learning.</i>  |   |
| <p style="text-align: center;"><b>'Understand, Know and Be able to do...'</b> Descriptors for Creating<br/><b>Developing Craft and Learning to Express</b></p> <p>Learning to care for safety, materials and tools in the studio classroom</p> <ul style="list-style-type: none"> <li>• Extend and explore visual vocabulary by connecting to cultural contexts and/or human experience.</li> <li>○ Making art with intentionality to communicate to a specific audience:                             <ul style="list-style-type: none"> <li>• To continue to acquire a discipline of purposeful attention to craftsmanship.</li> <li>• To explain the thinking process and refine ideas.</li> </ul> </li> <li>• Using sketchbooks for experimenting, planning and explaining ideas by building a visual vocabulary.</li> </ul> <p><small>Adapted from <i>Studio Thinking: The Real Benefits of Visual Arts Education</i> Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan</small></p>  | <p style="text-align: center;"><b>Grade Level Expectations and Evidence Outcomes: High School</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas<br/><b>Evidence Outcomes: a.b.c.d.</b></li> <li>2. Assess and produce art with various materials and methods<br/><b>Evidence Outcomes: a.b.c.d.e.</b></li> <li>3. Make judgments from visual messages<br/><b>Evidence Outcomes: a.b.c.</b></li> </ol>                                |
| <b>Relate and Connect to Transfer</b><br><i>The <b>Organizing Concept</b> of Transfer is connected to <b>Big Ideas</b> of Recognize, articulate, and validates the visual arts to lifelong learning and the human experience to enhance student learning.</i>  |   |
| <p style="text-align: center;"><b>'Understand, Know and Be able to do...'</b> Descriptors for Transfer<br/><b>Engage and Persist in Art / Stretch and Explore in Art</b></p> <p>Connecting art:</p> <ul style="list-style-type: none"> <li>• To individual/original visual vocabulary.</li> <li>• To the cause and effect motivations in art making and art.</li> <li>○ To cultural influences and implications through the human experience. To cultivate endurance in art making and connecting art:                             <ul style="list-style-type: none"> <li>• To personal meaning and artistic intent.</li> <li>• To learning to explore and connect the explorations of technique, process and materials.</li> <li>• To respond to art in a variety of ways: Environmental, Societal, Historical and Cultural, the Human Condition</li> </ul> </li> </ul> <p><small>Adapted from <i>Studio Thinking: The Real Benefits of Visual Arts Education</i> Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan</small></p> | <p style="text-align: center;"><b>Grade Level Expectations and Evidence Outcomes: High School</b></p> <ol style="list-style-type: none"> <li>1. The work of art scholars impacts how art is viewed today<br/><b>Evidence Outcomes: a.b.</b></li> <li>2. Communication through advanced visual methods is a necessary skill in everyday life<br/><b>Evidence Outcomes: a.b.</b></li> <li>3. Art is a lifelong endeavor<br/><b>Evidence Outcomes: a.b.c.</b></li> </ol>   |

## Beginning Level High School Visual Arts Year-at-a-Glance

(\*Note\* Teacher Selected Units can be lengthened or shortened to address time constraints. YAAG Reflects Semester and all Beginning Level Discipline Applications)

---

Notes page: