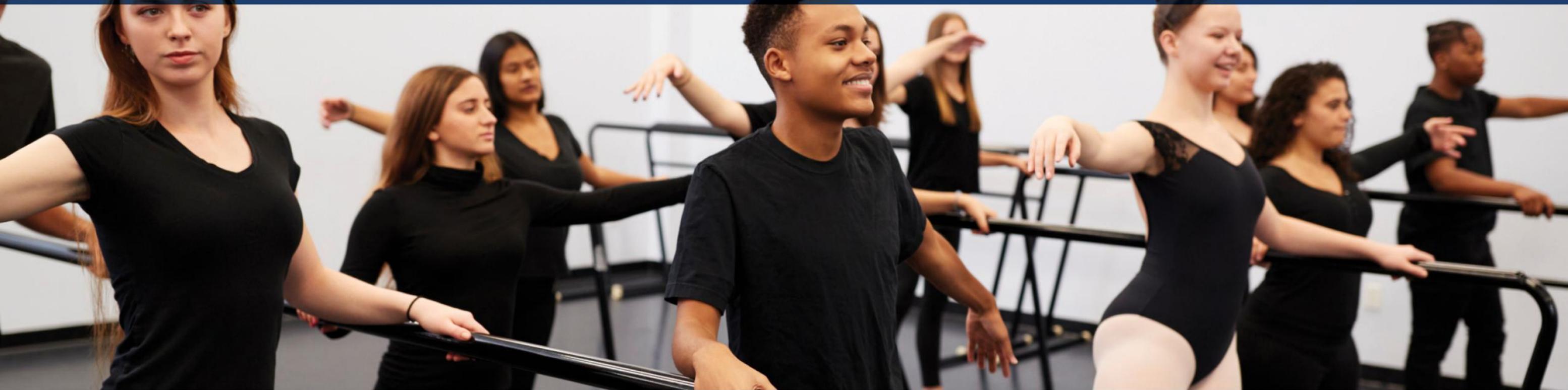


Ohio's Model Curriculum for Fine Arts



Visual Art

2025



Department of
Education &
Workforce

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Executive Summary

The **Visual Art Model Curriculum** provides a comprehensive framework to support teaching visual art in K-12 settings, emphasizing *Artistic Literacy* and the role of visual art in promoting creativity, cultural understanding, and personal expression. The model curriculum is designed to develop students' creative, technical, and analytical skills through the *Artistic Processes* of creating, performing, responding, and connecting. It includes sample lesson plans for different grade levels, highlighting the importance of visual awareness, safe practices, and collaboration, to model how the Ohio Learning Standards for Fine Arts can be applied in practice. Additionally, it provides assessment rubrics and instructional strategies to guide educators in implementing the standards effectively.

Overall, the Visual Art Model Curriculum aims to foster a deep understanding and appreciation of visual art as an art form, while preparing students for post-secondary success and lifelong engagement with the arts. The model curriculum is structured to be adaptable to local contexts, ensuring that it meets the varied needs of students across Ohio. By fostering creativity, critical thinking, and technical skills, the Visual Art Model Curriculum aims to cultivate a new generation of artists who possess a deep understanding of visual art concepts and techniques, as well as an appreciation for the role that visual art plays in society.

Visual Arts and The Science of Reading

The integration of the science of reading and fine arts, including visual arts, plays a crucial role in the holistic development of students. The science of reading emphasizes evidence-based practices that enhance literacy skills, enabling students to decode, comprehend, and engage with texts effectively. This foundation is essential for academic success and lifelong learning.

On the other hand, fine arts, including visual arts, foster creativity, critical thinking, and emotional expression. Visual arts education, as outlined in the Visual Arts Model Curriculum Framework, promotes artistic literacy and the development of artistic technique, cultural understanding, and personal expression. It encourages students to engage in the artistic processes of creating, performing, responding, and connecting, which are vital for developing technical and analytical skills.

Combining these disciplines enriches the educational experience by providing diverse avenues for students to explore and express their ideas. The science of reading equips students with the tools to understand and interpret information, while fine arts, including visual arts, offer a medium for creative expression and cultural appreciation. Together, they prepare students for post-secondary success and lifelong engagement with the arts and literacy.

The [Writing Standards for Literacy in Technical Subjects in Ohio's Learning Standards in English Language Arts](#) demonstrate ways literacy skills can be integrated across grades 6-12 to define college and career readiness expectations.

MODEL CURRICULUM DOMAINS AND DESCRIPTORS

Ohio's Learning Standards and Model Curriculum provide a framework from which local curricula can be developed. It is not the curriculum; the curriculum is a local responsibility. The essential elements of the Model Curriculum Framework progress from the conception of *Artistic Literacy* and the *Artistic Processes*. Beginning with defining the desired outcomes or *Enduring Understandings* the framework clarifies *Content Elaborations*, associated *Essential Questions*, and *Expectations for Learning*. The discipline-specific standards provide the grade- and skill-level specific performance indicators to guide instruction.

DOMAIN WHAT IT DESCRIBES

Standards	<i>Standards</i> describe what students should know and be able to do throughout K-12.
Enduring Understandings	<i>Enduring Understandings</i> describe what students will carry forward from instruction.
Content Elaborations	<i>Content Elaborations</i> are break down the artistic and cognitive rigor, skills, and thinking dispositions of the <i>Enduring Understandings</i> so the learner can understand, discuss, and demonstrate growth and mastery as they progress through the grade-/skill-levels. They serve as anchoring taxonomies.
Essential Questions	<i>Essential Questions</i> focus the big ideas of the enduring understandings. They are questions intended to stimulate thought, provoke inquiry, and spark more questions.
Expectations for Learning	<i>Expectations for Learning</i> clarify the conceptual, procedural, and application skills in the arts students will be able to demonstrate. They are macro-level expectations that require additional scaffolding based on the local contexts.
Career Connections	<i>Career Connections</i> help students develop a vision and realistic plan for their futures – during K-12 and beyond.



Access more information about the Ohio Model Curriculum for Fine Arts in the Implementation Toolkit. The toolkit is a comprehensive resource that includes research-based, practical guidance and resources for teachers, administrators, and parents/families.

Visual Art Model Curriculum Framework

Artistic Literacy			
Artistic Processes			
Creating	Performing	Responding	Connecting
Artists/Students conceive and develop new artistic ideas and work.	Artists/students realize artistic ideas and work through interpretation and presentation.	Artists/students understand and evaluate how the arts convey meaning.	Artists/students relate artistic ideas and work with personal meaning and external content.
Enduring Understandings			
Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
Content Elaborations			
<ol style="list-style-type: none"> Creativity and design thinking are essential life skills that can be developed. Visual artists work to discover different ways of communicating meaning. <ol style="list-style-type: none"> Visual artists experiment with forms, structures, materials, concepts, media, and art-making approaches. Visual artists balance experimentation and safety, and freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Visual artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime. 	<ol style="list-style-type: none"> Visual artists consider various techniques, methods, venues, and criteria when preparing and curating artworks, designs, and object artifacts for presentation. Visual artists use a variety of techniques and artistic skills to prepare artworks and designs for presentation. <ol style="list-style-type: none"> Visual artists, curators, and others consider a variety of factors and methods including evolving technologies, when preparing and refining artwork for presentation in various contexts and/or when deciding if and how to preserve and protect it. Objects, artifacts, and artwork collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. 	<ol style="list-style-type: none"> Individual aesthetic and artistic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual imagery influences understanding of and responses to the world. People gain insights into meanings of artworks by engaging in the process of art criticism. 	<ol style="list-style-type: none"> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Visual arts and visual literacy contribute to student post-secondary goals.
Essential Questions			
<ol style="list-style-type: none"> Where do visual artists get ideas for art? <ol style="list-style-type: none"> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? What influences choice-making in art-making? <ol style="list-style-type: none"> Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? How do visual artists create works of visual art that effectively communicate? How are creativity and innovation developed within and through the art-making process? How do artists grow and become accomplished in art forms? <ol style="list-style-type: none"> What role does persistence play in revising, refining, and developing work? How does collaboratively reflecting on a work 	<ol style="list-style-type: none"> What techniques, methods, and processes are used to prepare work for presentation? <ol style="list-style-type: none"> How do artists select and apply technical skills to prepare work for presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? How are artworks cared for and by whom? How do visual artists select and apply various methods and technologies to prepare and refine artwork for presentation or preservation? <ol style="list-style-type: none"> What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, portfolio, or a collection? How are creativity and innovation developed within and through the art-making process? How do visual artists present artwork? <ol style="list-style-type: none"> How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How can presenting or sharing visual art in a 	<ol style="list-style-type: none"> How is visual art understood? <ol style="list-style-type: none"> How do visual artists analyze visual art? How is visual art interpreted? <ol style="list-style-type: none"> Where and how do we encounter images in our world? How do images influence our views of the world? What criteria are used to evaluate visual art? <ol style="list-style-type: none"> How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art? What is the value of engaging in the process of art criticism? 	<ol style="list-style-type: none"> How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? <ol style="list-style-type: none"> How do life experiences influence the way we relate to art? How does learning about art impact how we perceive the world? How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How does art help us understand the lives of people of different times, places, and cultures? <ol style="list-style-type: none"> How is art used to impact the views of a society? How does art preserve aspects of life? How does investigating these relationships inform and deepen visual artists understanding and work? How does cultivating visual arts skills and visual literacy prepare students for post-secondary success?

Artistic Literacy

Artistic Processes

Creating	Performing	Responding	Connecting
<p>help us experience it more completely?</p> <p>c. What is required to create an artwork that conveys purpose, meaning, and artistic quality?</p>	<p>public format help artists learn and grow?</p> <p>c. How do objects, artifacts, and artwork collected, preserved, or presented, cultivate appreciation and understanding?</p>		
Expectations for Learning			
<ol style="list-style-type: none"> Students can identify various sources visual artists use to generate and conceptualize work (individually and collaboratively) <ol style="list-style-type: none"> Students can make artistic choices to form effective and original artworks. Students can identify factors that encourage or prevent creative risk-taking. Students can explain how collaboration contributes to creativity. Students can make decisions on how to organize their artistic ideas and designs (individually and collaboratively). <ol style="list-style-type: none"> Students can identify traditional norms in visual arts and explain how and why artists choose to follow or break from these established traditions. Students can create criteria to formulate artistic investigations. Students can create artistic works which convey an idea. Students can demonstrate creative and innovative thinking throughout the art making process. Students can reflect and apply feedback to improve the quality of visual artworks and to communicate meaning. <ol style="list-style-type: none"> Students can demonstrate persistence through revising and refining artistic work. Students can identify how collaboration contributes to creating original artworks. Students can identify various components to create and refine art that convey a purpose, intent, or artistic quality. 	<ol style="list-style-type: none"> Visual artists consider various techniques, methods, venues, and criteria when preparing and curating artworks, designs, and object artifacts for presentation. <ol style="list-style-type: none"> Students can define criteria for how people might value objects, artifacts, or artworks and how to select them for presentation. Students can identify who cares for artworks and how artwork is cared for. How do visual artists select and apply various methods and technologies to prepare and refine artwork for presentation or preservation? <ol style="list-style-type: none"> Students can demonstrate ability to perform various techniques and methods in preparing or preserving artwork. Students can identify and apply criteria when selecting work for presentations, portfolios, and collections. Students can demonstrate creative and innovative thinking (individually and collaboratively) throughout the art-making process. Students can identify the various forums where visual art is shared and the differing purposes of each. <ol style="list-style-type: none"> Students can explain how sharing artwork informs ideas, beliefs, and experiences for the viewer. Students can explain how presenting art contributes to personal improvement. Students can explain how preservation of art and artifacts preserves knowledge and can foster appreciation and understanding. 	<ol style="list-style-type: none"> Students can analyze various artistic works to determine meaning. <ol style="list-style-type: none"> Students can apply various approaches to analyze visual art. Students can use verbal, written, or abstract forms of communication to interpret intent and meaning in visual art. <ol style="list-style-type: none"> Students can identify various and common images in their world and the various contexts in which images are encountered. Students can cite evidence of how images influence world views. Students can use visual art-specific vocabulary when analyzing art for intent and meaning. Students can identify and apply criteria to evaluate art (both their own and others). <ol style="list-style-type: none"> Students can apply visual literacy skills to identify and understand elements in art. Students can provide criticism and feedback that contributes to improving art making. Students can defend the value of art criticism during and after presentation of work. 	<ol style="list-style-type: none"> Students can connect knowledge and personal experience to deepen understanding. <ol style="list-style-type: none"> Students can explain how life experiences inform how people relate to art. Students can relate various artistic components and how they contribute to the meaning or understanding of the work. Students can explain how art enriches lives and connects to the world. Students can relate the historical, societal, cultural, or community context to how art is understood and performed. <ol style="list-style-type: none"> Students can explain how visual art communicates meaning and reflect cultural and historical context. Students can explain how art is used to inform views of society. Students can express ideas about how art preserves aspects of life. Students can investigate relationships between the historical, societal, cultural, and community context of various art to their understanding of art and their own artistic works. Students can connect their learning of artistic skills, thinking dispositions, and creative processes to personal goals for college, career, and beyond.
Discipline Specific Performance Indicators			
Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards

OHIO'S LEARNING STANDARDS FOR VISUAL ART

 Access the [full standards documents](#) on the Fine Arts website.

Creating	Performing	Responding	Connecting
<p>PERFORMANCE INDICATORS</p> <p>K.1CR Explore environments and experiences to generate original artmaking ideas.</p> <p>K.2CR Engage in self-directed play with various materials.</p> <p>K.3CR Discover how the elements of art can be used in artmaking.</p>	<p>PERFORMANCE INDICATORS</p> <p>K.1PE Demonstrate willingness to try new processes.</p> <p>K.2PE Explore a variety of materials and tools to create works of art.</p> <p>K.3PE Communicate an idea using the elements of art.</p>	<p>PERFORMANCE INDICATORS</p> <p>K.1RE Use visual art vocabulary to distinguish between art forms.</p> <p>K.2RE Describe processes used to make art.</p> <p>K.3RE Observe and describe works of art.</p>	<p>PERFORMANCE INDICATORS</p> <p>K.1RE Use visual art vocabulary to distinguish between art forms.</p> <p>K.2RE Describe processes used to make art.</p> <p>K.3RE Observe and describe works of art.</p>
<p>PERFORMANCE INDICATORS</p> <p>1.1CR Differentiate between personal ideas and the ideas of others when developing artmaking concepts.</p> <p>1.2CR Explore materials to devise imagery and symbols.</p> <p>1.3CR Experiment with various elements of art to communicate meaning.</p>	<p>PERFORMANCE INDICATORS</p> <p>1.1PE Develop independence during artmaking.</p> <p>1.2PE Engage with materials and tools to develop artmaking skills.</p> <p>1.3PE Convey ideas and emotions using the elements of art.</p>	<p>PERFORMANCE INDICATORS</p> <p>1.1RE Describe the meaning of symbols and images in works of art.</p> <p>1.2RE Recognize and identify strengths in personal artwork.</p> <p>1.3RE Explore and describe how works of art are produced.</p>	<p>PERFORMANCE INDICATORS</p> <p>1.1CO Use historical and cultural works of art to answer questions about daily life.</p> <p>1.2CO Identify examples of art and artists in students' everyday lives.</p> <p>1.3CO Communicate personal emotions and read emotional content in works of art.</p>
<p>PERFORMANCE INDICATORS</p> <p>2.1CR Generate artmaking ideas from multiple sources.</p> <p>2.2CR Combine materials to explore personal artistic ideas.</p> <p>2.3CR Investigate ways to organize elements of art to express meaning.</p>	<p>PERFORMANCE INDICATORS</p> <p>2.1PE Show perseverance in the creative process.</p> <p>2.2PE Apply increasing skill in the appropriate use of materials and tools.</p> <p>2.3PE Produce works that intentionally incorporate the elements of art.</p>	<p>PERFORMANCE INDICATORS</p> <p>2.1RE Compare works of art using descriptive language.</p> <p>2.2RE Use self-assessment strategies with current artworks to inform future artmaking.</p> <p>2.3RE Share personal interpretations of works of art.</p>	<p>PERFORMANCE INDICATORS</p> <p>2.1CO Recognize and discuss the different ways in which art communicates ideas and serves many purposes.</p> <p>2.2CO Analyze how art, exhibited inside and outside of schools, contributes to communities.</p> <p>2.3CO Respect and support peer ideas and creativity.</p>
<p>PERFORMANCE INDICATORS</p> <p>3.1CR Identify problems as sources in preparation for artmaking.</p> <p>3.2CR Investigate artistic challenges using various materials and tools.</p> <p>3.3CR Experiment with the elements of art to explore connections with the principles of design.</p>	<p>PERFORMANCE INDICATORS</p> <p>3.1PE Demonstrate flexible thinking in revising personal works of art.</p> <p>3.2PE Demonstrate expressive and purposeful use of materials and tools.</p> <p>3.3PE Use principles of design to arrange the elements of art.</p>	<p>PERFORMANCE INDICATORS</p> <p>3.1RE Compare and contrast personal interpretations of works of art with those of peers.</p> <p>3.2RE Use feedback and self-assessment to improve the techniques utilized in personal artworks.</p> <p>3.3RE Generate and defend established criteria for determining what is a work of art.</p>	<p>PERFORMANCE INDICATORS</p> <p>3.1CO Understand that the context impacts the creation, interpretation, and perception of an artwork.</p> <p>3.2CO Explain the reasons and value of documenting and preserving works of art.</p> <p>3.3CO Consider the opinions of others when working toward a common goal in art.</p>
<p>PERFORMANCE INDICATORS</p> <p>4.1CR Discover and solve problems of personal relevance and interest when developing artmaking ideas.</p> <p>4.2CR Select materials and processes to solve artistic problems.</p> <p>4.3CR Consider the elements of art and principles of design to create visually effective compositions.</p>	<p>PERFORMANCE INDICATORS</p> <p>4.1PE Engage and persist in artistic risk-taking.</p> <p>4.2PE Select and vary materials, tools, and processes to achieve innovative outcomes.</p> <p>4.3PE Utilize innovative ways to apply the elements of art and principles of design.</p>	<p>PERFORMANCE INDICATORS</p> <p>4.1RE Identify qualities that contribute to the design and meanings of works of art.</p> <p>4.2RE Provide and receive constructive feedback for personal skill development.</p> <p>4.3RE Analyze art forms, techniques, and artistic styles from a variety of cultures and historical periods.</p>	<p>PERFORMANCE INDICATORS</p> <p>4.1CO Explore artists and works of art that impact the history and culture of Ohio.</p> <p>4.2CO Explore universal themes expressed across arts disciplines.</p> <p>4.3CO Demonstrate empathetic reactions in response to works of art.</p>

Creating	Performing	Responding	Connecting
<p>PERFORMANCE INDICATORS</p> <p>5.1CR Experiment with various ideas to address contemporary issues.</p> <p>5.2CR Investigate ideas and inform artmaking through available resources.</p> <p>5.3CR Select and use the elements of art and principles of design to investigate interdisciplinary concepts.</p>	<p>PERFORMANCE INDICATORS</p> <p>5.1PE Incorporate constructive feedback throughout the artmaking process.</p> <p>5.2PE Develop technical skills to strengthen artmaking.</p> <p>5.3PE Communicate an interdisciplinary concept using the elements of art and principles of design.</p>	<p>PERFORMANCE INDICATORS</p> <p>5.1RE Use established criteria to assess works of art individually and collaboratively.</p> <p>5.2RE Develop personal criteria to assess work and set goals for growth.</p> <p>5.3RE Evaluate the relationship between works of art and human experiences.</p>	<p>PERFORMANCE INDICATORS</p> <p>5.1CO Investigate works of art and the social and cultural contexts that shaped their creation.</p> <p>5.2CO Recognize that art is a tool for advocacy and civic engagement.</p> <p>5.3CO Evoke emotional responses for a desired outcome through works of art.</p>
<p>PERFORMANCE INDICATORS</p> <p>6.1CR Reference multiple sources for visual expression.</p> <p>6.2CR Brainstorm and experiment independently with ideas.</p> <p>6.3CR Synthesize the elements of art and principles of design to plan works of art.</p> <p>6.4CR Recognize ethical uses of visual resources.</p>	<p>PERFORMANCE INDICATORS</p> <p>6.1PE Compare and contrast various levels of artisanship.</p> <p>6.2PE Identify technical skills that impact artmaking.</p> <p>6.3PE Purposefully incorporate the elements of art and principles of design to construct works of art.</p> <p>6.4PE Select artwork for exhibition based on established criteria.</p>	<p>PERFORMANCE INDICATORS</p> <p>6.1RE Select relevant vocabulary to define and describe works of art.</p> <p>6.2RE Identify self-assessment criteria to inform goals within the artmaking process.</p> <p>6.3RE Describe how elements of art and principles of design are used in art criticism.</p> <p>6.4RE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.</p>	<p>PERFORMANCE INDICATORS</p> <p>6.1CO Identify how art reflects changing cultures over time.</p> <p>6.2CO Identify the importance of lifelong involvement and advocacy in visual arts.</p> <p>6.3CO Link observations, life experiences, and imagination for personal and creative expression.</p> <p>6.4CO Define a variety of aesthetic stances.</p>
<p>PERFORMANCE INDICATORS</p> <p>7.1CR Explore influences on style and choice of subject matter.</p> <p>7.2CR Investigate organizational strategies to develop original ideas.</p> <p>7.3CR Practice visual fluency through the application of elements of art and principles of design.</p> <p>7.4CR Consider ethics when interacting with visual resources.</p>	<p>PERFORMANCE INDICATORS</p> <p>7.1PE Demonstrate persistence and artisanship during the artmaking process.</p> <p>7.2PE Explore materials to design and create works of art.</p> <p>7.3PE Demonstrate artistic style through the use of the elements of art and principles of design.</p> <p>7.4PE Provide and receive feedback as part of exhibition practices.</p>	<p>PERFORMANCE INDICATORS</p> <p>7.1RE Apply relevant vocabulary to define and describe works of art.</p> <p>7.2RE Design self-assessment techniques to inform goals within the artmaking process.</p> <p>7.3RE Interpret art by analyzing the characteristics of its context and media.</p> <p>7.4RE Connect various art forms to their social, cultural, or historical purposes.</p>	<p>PERFORMANCE INDICATORS</p> <p>7.1CO Analyze how art is used to inform or influence the beliefs, values, or behaviors of a community.</p> <p>7.2CO Investigate cultural institutions that support lifelong engagement with visual arts.</p> <p>7.3CO Explore how personal experiences influence style and choice of subject matter.</p> <p>7.4CO Explore personal aesthetic beliefs.</p>
<p>PERFORMANCE INDICATORS</p> <p>8.1CR Determine how the choice of media relates to the ideas and images in works of art.</p> <p>8.2CR Brainstorm, refine, and select solutions for original works of art.</p> <p>8.3CR Demonstrate visual literacy through the application of the elements of art and principles of design to communicate an idea.</p> <p>8.4CR Analyze and apply what it means to ethically create and share works of art.</p>	<p>PERFORMANCE INDICATORS</p> <p>8.1PE Apply artisanship when preparing and presenting works of art.</p> <p>8.2PE Select materials and techniques to independently create works of art.</p> <p>8.3PE Make aesthetic decisions using the elements of art and principles of design.</p> <p>8.4PE Collect personal works of art for a portfolio.</p>	<p>PERFORMANCE INDICATORS</p> <p>8.1RE Build relevant vocabulary to describe and analyze works of art.</p> <p>8.2RE Differentiate between established criteria and personal goals throughout the learning process.</p> <p>8.3RE Distinguish visual characteristics related to the meaning of works of art.</p> <p>8.4RE Understand how cultural factors affect what contemporary artists create.</p>	<p>PERFORMANCE INDICATORS</p> <p>8.1CO Interpret how community context, beliefs, and resources influence works of art.</p> <p>8.2CO Research artistic professions of personal interest.</p> <p>8.3CO Discover how cultural differences impact personal perceptions.</p> <p>8.4CO Identify aesthetic choices within works of art.</p>

Creating	Performing	Responding	Connecting
<p>PERFORMANCE INDICATORS HSP.1CR Evaluate various sources for visual reference. HSP.2CR Explore multiple solutions to artistic problems. HSP.3CR Identify visual literacy strategies as a means to communicate concepts. HSP.4CR Determine and apply what it means to create and share works of art ethically.</p>	<p>PERFORMANCE INDICATORS HSP.1PE Determine appropriate levels of artisanship through persistence. HSP.2PE Demonstrate increasing skill with materials and techniques. HSP.3PE Integrate selected elements of art and principles of design to construct works of art. HSP.4PE Select works of art for a foundational portfolio.</p>	<p>PERFORMANCE INDICATORS HSP.1RE Increase relevant vocabulary to describe and analyze components related to visual art. HSP.2RE Engage with self-assessment to set and monitor goals to document personal growth. HSP.3RE Utilize art criticism methods when responding to works of art. HSP.4RE Identify the relationships between community or cultural values and trends in visual art.</p>	<p>PERFORMANCE INDICATORS HSP.1CO Understand how works of art reflect diverse communities, viewpoints, and perspectives. HSP.2CO Recognize contributions of the visual arts in everyday life. HSP.3CO Examine personal and social contexts related to works of art. HSP.4CO Examine various aesthetic theories and visual culture.</p>
<p>PERFORMANCE INDICATORS HSI.1CR Develop a practice of engaging with sources for idea generation. HSI.2CR Select the appropriate creative processes for potential solutions to artistic problems. HSI.3CR Explore visual literacy strategies as a means to develop individual communication. HSI.4CR Develop a practice of ethical use of visual resources.</p>	<p>PERFORMANCE INDICATORS HSI.1PE Refine levels of artisanship while modeling persistence. HSI.2PE Apply and defend the selection of materials and techniques. HSI.3PE Organize the elements of art and principles of design to intentionally construct works of art. HSI.4PE Select, prepare, and present works of art for a portfolio.</p>	<p>PERFORMANCE INDICATORS HSI.1RE Expand relevant vocabulary to analyze and interpret works of art. HSI.2RE Apply self-assessment and goal-setting practices to revise artworks and document personal growth. HSI.3RE Develop art criticism methods when responding to artworks. HSI.4RE Explain the relationship between cultures, communities, and artists.</p>	<p>PERFORMANCE INDICATORS HSI.1CO Explore how works of art can impact issues relevant to various communities. HSI.2CO Connect universal themes in the visual arts to personal life experiences. HSI.3CO Investigate emotional experiences through personal and collaborative artistic processes. HSI.4CO Compare aesthetic theory and visual culture to inform personal aesthetic development.</p>
<p>PERFORMANCE INDICATORS HSAC.1CR Utilize sources to conceptualize a personally relevant idea. HSAC.2CR Develop aesthetic and stylistic solutions to artistic problems through preparatory work. HSAC.3CR Expand visual literacy strategies to express personal meaning. HSAC.4CR Utilize practices that protect personal works of art from unethical use.</p>	<p>PERFORMANCE INDICATORS HSAC.1PE Demonstrate skilled artisanship through persistence. HSAC.2PE Broaden the selection of materials and techniques while demonstrating technical skills. HSAC.3PE Use selected elements of art and principles of design to inform personal style. HSAC.4PE Determine criteria used in the personal selection of works of art for an accomplished portfolio.</p>	<p>PERFORMANCE INDICATORS HSAC.1RE Apply relevant vocabulary to interpret and evaluate works of art. HSAC.2RE Refine self-assessment and goal-setting strategies to understand progress and prioritize steps for improvement. HSAC.3RE Use art criticism methods independently when responding to works of art. HSAC.4RE Analyze the work of individual artists and explain how they are influenced by cultural factors.</p>	<p>PERFORMANCE INDICATORS HSAC.1CO Articulate evidence of how works of art impact communities. HSAC.2CO Assess the impact of advocacy in the visual arts personally and professionally. HSAC.3CO Analyze the personal impact of art experiences. HSAC.4CO Develop a personal philosophy of art based on aesthetic theory and an understanding of visual culture.</p>
<p>PERFORMANCE INDICATORS HSAD.1CR Utilize multiple sources to establish a central theme for a body of work. HSAD.2CR Determine potential solutions for artistic problems with independence and purpose. HSAD.3CR Synthesize visual literacy strategies to fluently communicate meaning. HSAD.4CR Defend the ethical incorporation of visual resources in personal works of art.</p>	<p>PERFORMANCE INDICATORS HSAD.1PE Initiate sophisticated levels of artisanship through self-motivated persistence. HSAD.2PE Justify the intentional selection of materials and techniques while exhibiting advanced technical skills. HSAD.3PE Shape a body of work with independently selected elements of art and principles of design. HSAD.4PE Justify the selection of individual pieces for a portfolio of cohesive work.</p>	<p>PERFORMANCE INDICATORS HSAD.1RE Utilize relevant vocabulary to interpret, evaluate, and defend works of art. HSAD.2RE Provide evidence of self-assessment and goal-setting throughout the production of artworks. HSAD.3RE Develop a personal art criticism method to defend the merits of works of art. HSAD.4RE Justify how individual artists impact cultural developments.</p>	<p>PERFORMANCE INDICATORS HSAD.1CO Develop strategies for artmaking that impact communities. HSAD.2CO Demonstrate personal strategies for lifelong involvement and advocacy in the visual arts. HSAD.3CO Predict potential impact and responses to works of art based on contextual considerations. HSAD.4CO Defend a personal philosophy of art based on aesthetic theory and visual culture.</p>

SAMPLE CONTENT ELABORATION PROGRESSIONS BY GRADE-BAND

Creating	Performing	Responding	Connecting
<p>Creativity and design thinking are essential life skills that can be developed:</p> <ul style="list-style-type: none"> K-2: Students can begin to understand the importance of making creative choices based on their own experiences and the context in which they are creating art. They can experiment with different ideas and approaches to express their ideas. 3-5: Students can make informed creative choices based on their growing expertise and understanding of artistic context. They can experiment with different artistic elements and structures, and creative ways to express their ideas. 6-8: Students can make sophisticated, creative choices based on their growing expertise and understanding of artistic context and creative processes. They can experiment with various artistic elements and structures to enhance their images and artistic work. HS: Students can make highly informed, creative choices based on their advanced expertise and understanding of artistic context. They can master the use of various artistic elements and structures to create complex and innovative images or artwork. 	<p>Visual artists consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for presentation:</p> <ul style="list-style-type: none"> K-2: Students can experiment with different techniques and materials to express their ideas. They can identify and demonstrate common criteria, methods, and processes, and how they contribute to artistic expression and presentation. 3-5: Students can experiment with different artistic elements, techniques, and structures to express their ideas. They can identify and demonstrate common criteria, methods, and processes, and how they contribute to artistic expression and presentation. They can select and prepare a few pieces for presentation. 6-8: Students can experiment with various artistic elements, structures, and techniques to enhance their images and artistic work. They can define criteria for how people might value objects, artifacts, or artworks and how to select them for presentation. They can select and demonstrate appropriate techniques for a variety of visual arts styles. HS: Students can master the use of various artistic elements, structures, and techniques to create complex and innovative images or artworks. They can select and justify their choices for their selection of artworks for preservation or presentation. They can demonstrate advanced techniques for various visual arts styles. 	<p>Individual aesthetic and artistic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments:</p> <ul style="list-style-type: none"> K-2: Students can discuss why they like certain things in visual arts. 3-5: Students can relate their personal experiences to their aesthetic preferences. They can discuss, write, or reflect on their artistic choices and the artistic choices of visual artists. 6-8: Students can document, reflect on, and explain their shifts in aesthetic awareness. They can articulate their preferences and cite evidence. HS: Students can explain how life experiences and various artistic components contribute to how visual art conveys meaning. They can justify artistic choices based on personal aesthetic awareness. 	<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences:</p> <ul style="list-style-type: none"> K-2: Students can connect knowledge and personal experience to deepen understanding by discussing how their artwork reflects their own experiences and perception. They can explain how visual art communicates meaning and reflect cultural and historical context by talking about what they see in their own and others' artwork. 3-5: Students can explain how visual art communicates meaning and reflect cultural and historical context by analyzing how different elements in their artwork convey meaning. They can explain how art enriches lives and connects to the world by discussing how their artwork connects to broader cultural and historical contexts. 6-8: Students can explore a wide range of sources for inspiration, including literature, art, and personal experiences, to create images and artistic work that convey complex ideas and emotions. They can connect knowledge and personal experience to deepen understanding by analyzing how their artwork reflects their own experiences and perceptions. They can explain how visual art communicates meaning and reflect cultural and historical context by examining how different elements in their artwork convey meaning and reflect cultural and historical contexts. HS: Students can delve into diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can connect knowledge and personal experience to deepen understanding by synthesizing how their artwork reflects their own experiences and perceptions. They can explain how art enriches lives and connects to the world by discussing how their artwork connects to broader cultural and historical contexts and enriches their understanding of the world.

Creating	Performing	Responding	Connecting
<p>Visual artists work to discover different ways of communicating meaning:</p> <ul style="list-style-type: none"> • K-2: Students can explore basic artistic concepts by using their imagination and everyday experiences to create simple visual images and designs. They can create one idea in more than one way and consider how the artistic choices communicate meaning differently. • 3-5: Students can create visual images and designs that express various sources of inspiration. They can make artistic and creative choices with the intent of communicating a specific meaning. • 6-8: Students create images, designs, and artistic work that conveys complex ideas and emotions. They can explain how their artistic and creative choices contribute to the communication of intent and meaning. • HS: Students can create artistic images, designs, and work that convey deep and nuanced meaning. They can justify the artistic and creative choices they make and apply their understanding of the creative process to communicate various meanings through visual art. 	<p>Visual artists, curators, and others consider a variety of factors and methods, including evolving technologies, when preparing and refining artwork for presentation and/or when deciding if and how to preserve and protect it:</p> <ul style="list-style-type: none"> • K-2: Students can apply basic technical skills and methods to prepare work for presentation. • 3-5: Students can apply technical skills and methods to prepare artistic work for presentation. They can document their artistic process and products through written descriptions and portfolios. • 6-8: Students can apply more complex or advanced technical skills, methods, and technologies to prepare artistic work for presentation. They can document their artistic work through detailed written descriptions, portfolios, and digital portfolios. • HS: Students apply advanced techniques, methods, and technologies to prepare and refine artistic work for presentation. They can document their artistic process and products through professional-quality portfolios, detailed written descriptions, and digital portfolios. 	<p>Visual imagery influences understanding of and responses to the world:</p> <ul style="list-style-type: none"> • K-2: Students can explore basic artistic concepts by using their imagination and everyday experiences to create simple images and work. They express how basic artistic techniques can change how their ideas are communicated using simple visual arts vocabulary. • 3-5: Students can examine various visual images and discuss how context affects how visual art is understood. They can cite evidence of how images inform personal views of the world using basic visual arts vocabulary. • 6-8: Students can analyze various visual images and discuss how context affects the understanding of visual art. They can explore how different historical, cultural, and social contexts influence the interpretation of artworks. Students can cite specific examples and evidence to support their analysis, explaining how images inform their personal views of the world using intermediate or genre-specific visual arts vocabulary. • HS: Students can conduct in-depth analysis of diverse visual images, examining how context affects the understanding and interpretation of visual art. They can investigate how different historical, cultural, and social contexts shape the meaning of artworks. Students can provide detailed evidence and examples to support their analysis, discussing how images influence their personal perspectives and views of the world using advanced visual arts vocabulary. 	<p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art:</p> <ul style="list-style-type: none"> • K-2: Students can explain how visual art communicates meaning and reflect cultural and historical context by talking about what they see in their own and others' artwork. • 3-5: Students can explain how art enriches lives and connects to the world by discussing how their artwork connects to broader cultural and historical contexts. They can relate the historical, societal, cultural, or community context to how art is understood and presented. • 6-8: Students can explain how art is used to inform views of society. They can investigate relationships between historical, societal, cultural, and community context and consider how it relates to their understanding of art and their own artistic works • HS: Students can explore a wide range of sources for inspiration, including literature, art, and personal experiences, to create images and artistic work that convey complex ideas and emotions. They can justify how visual art communicates meaning and reflects cultural and historical context by examining how different elements in their artwork convey meaning and reflect cultural and historical contexts. They can research relationships between historical, societal, cultural, and community context of various art and compare it to their understanding of art and their own artistic works.

Creating	Performing	Responding	Connecting
<p>Visual Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime:</p> <ul style="list-style-type: none"> • K-2: Students can make revisions their work (from teacher prompting or self-reflection) with the intention of improvement. • 3-5: Students can provide simple feedback with the intention of improving artistic work. They can apply feedback to revise and refine artistic works and designs. • 6-8: Students can reflect on how practice, constructive critique, and revising and refining work contributes to improving creative and original artistic works and designs. They can demonstrate constructive critique, self-reflection, and the ability to revise and refine work overtime. • HS: Students can use practice, constructive criticism, and self-reflection to revise and refine original creative works and designs. They can explain why practice, critique, reflection, and revision are important for artistic excellence. 	<p>Objects, artifacts, and artwork collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding:</p> <ul style="list-style-type: none"> • K-2: Students can identify who cares for artworks and how artwork is cared for. • 3-5: Students explore different ways that visual artists collect, preserve, and present visual art and how collections of visual art, images, and designs communicate meaning and ideas. • 6-8: Students can explain the thinking behind various collections of artwork. They can select objects, artifacts, and artwork for collections based on social, cultural, and political experiences. • HS: Students can determine criteria for the selection of objects, artifacts, and artwork to be used in personal collections, portfolios, and exhibitions. 	<p>People gain insights into meanings of artworks by engaging in the process of art criticism:</p> <ul style="list-style-type: none"> • K-2: Students can learn to reflect on their artistic creations, discussing what they liked and what they would change. They can use feedback from peers and teachers to refine their work. • 3-5: Students can engage in more detailed analysis of their artistic creations, using feedback from peers and teachers to refine their work. They can provide written and verbal criticism with the intention to improve art making. • 6-8: Students can engage in thorough analysis and evaluation of their artistic creations, using self-reflection and peer feedback to refine their work. They can apply various criteria and offer feedback to contribute to the improvement of art-making processes and products. • HS: Students can conduct comprehensive analysis and evaluation of their artistic creations, using advanced techniques and tools to refine their work. They can define artistic criteria and apply them to provide criticism and feedback for self and others with the intention of improving the presentation of work. 	<p>Visual arts and visual literacy contribute to student post-secondary goals:</p> <ul style="list-style-type: none"> • K-2: Students can safely and appropriately use materials for art-making. They can demonstrate creative and innovative thinking throughout the creative process. They can identify how the process of revision can contribute to improving visual art. • 3-5: Students can demonstrate ability to safely and appropriately use materials for art-making. They can explain how revision and feedback processes contribute to improving the quality and enjoyment of visual art. • 6-8: Students can select appropriate materials and techniques for art projects based on the context. They can document their revision and creative processes through detailed written descriptions, process portfolios, and digital portfolios. Students can explain how visual arts informs their approach to learning other subjects. • HS: Students can create plans for revision and presentations. They can document their creative and revision processes through detailed written descriptions, process portfolios, and digital portfolios. They can explain how visual arts and the artistic process relate and support their goals for college, career, and beyond.

Sample Lesson Plan Ideas

SAMPLE LESSON PLAN: 2ND GRADE VISUAL ART CLASS

Lesson Title: Exploring and Creating Art with Intentional Elements

Grade Level: 2nd Grade

Duration: 5 Class Periods (30 minutes each)

Standards:

- **2.3CR:** Investigate ways to organize elements of art to express meaning.
- **2.3PE:** Produce works that intentionally incorporate the elements of art.
- **2.2RE:** Use self-assessment strategies with current artworks to inform future artmaking.

Essential Questions:

- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- What is the value of engaging in the process of art criticism?

Learning Objectives:

- Students will investigate ways to organize elements of art to express meaning.
- Students will produce artworks that intentionally incorporate the elements of art.
- Students will use self-assessment strategies to reflect on their current artworks and inform future artmaking.

Content-Specific Vocabulary:

- Line
- Shape
- Color
- Texture
- Meaning
- Self-Assessment

Success Criteria:

- **Organizing Elements of Art (2.3CR):**
 - I can explore different ways to organize elements of art, such as line, shape, color, and texture, to express meaning.
 - I can explain how the organization of these elements helps to convey a message or feeling in my artwork.
- **Producing Artworks (2.3PE):**
 - I can create artworks that intentionally use elements of art to express meaning.
 - I can demonstrate my understanding of the elements of art through my creative choices.
- **Self-Assessment (2.2RE):**
 - I can use self-assessment strategies to reflect on my current artworks.
 - I can identify areas for improvement and set goals for my future artmaking.

Learning Experiences and Instruction:

- **Day 1:** Introduction to the elements of art. Students will explore different elements of art such as line, shape, color, and texture. They will discuss how these elements can be organized to express meaning in artworks. Students will create simple drawings that focus on one or two elements of art.
 - Begin with a brief discussion on the elements of art. Explain that the elements of art are the building blocks used by artists to create artworks. Introduce the elements of line, shape, color, and texture. Provide visual aids and examples of artworks that highlight each element. Discuss how artists use these elements to create meaning and express emotions in their work.

- Focus on the elements of line and shape. Explain that lines can be straight, curved, thick, thin, etc., and shapes can be geometric (like squares and circles) or organic (like leaves and clouds). Show examples of different types of lines and shapes in artworks. Discuss how artists use lines and shapes to create patterns, movement, and structure in their work. Have students practice drawing different types of lines and shapes on paper. Encourage them to experiment with creating patterns and designs using lines and shapes.
- Shift the focus to the elements of color and texture. Explain that colors can be warm (like red and yellow) or cool (like blue and green), and textures can be smooth, rough, bumpy, etc. Show examples of how artists use color and texture to create mood and depth in their artworks. Discuss how different colors and textures can evoke different feelings and responses. Have students practice using different colors and textures in their drawings. Provide materials such as crayons, markers, and textured paper to help them experiment with these elements.
- Ask students to create simple drawings that focus on one or two elements of art. Encourage them to think about how they can use lines, shapes, colors, and textures to express meaning in their drawings. Provide prompts to inspire creativity, such as "Create a drawing using only lines and shapes" or "Create a drawing that uses warm colors and rough textures." Allow time for students to work on their drawings. Provide guidance and feedback as needed, helping them to refine their ideas and techniques.
- **Day 2:** Focus on organizing elements of art. Students will experiment with different ways to organize elements of art in their drawings. They will create artworks that intentionally use these elements to convey a message or feeling. Students will share their artworks with the class and discuss their creative choices.
 - Begin with a brief review of the elements of art introduced on Day 1, such as line, shape, color, and texture. Discuss how these elements can be organized in different ways to create meaning in artworks. Provide examples of artworks that use different arrangements of elements to convey specific messages or feelings.
 - Provide students with drawing materials such as paper, crayons, markers, and colored pencils. Have students experiment with organizing the elements of art in different ways. Encourage them to try various arrangements of lines, shapes, colors, and textures to see how they can create different effects. Provide prompts to inspire creativity, such as "Create a drawing using only lines and shapes to show happiness" or "Use warm colors and rough textures to create a drawing that feels exciting."
 - Ask students to create a drawing that intentionally uses the elements of art to convey a specific message or feeling. Encourage them to think about how they can use lines, shapes, colors, and textures to express their ideas. Provide guidance and feedback as needed to help them refine their ideas and techniques.
 - Have each student share their artwork with the class. Encourage them to explain how they used the elements of art to convey their intended message or feeling. Facilitate a class discussion where students can provide positive feedback and suggestions for improvement. Use prompts such as:
 - What do you like about this artwork and why?
 - How well does this artwork convey the intended message or feeling?
 - What suggestions do you have for enhancing this artwork?
- **Day 3:** Producing intentional artworks. Students will create more complex artworks that incorporate multiple elements of art. They will focus on using these elements intentionally to express meaning. Students will work in pairs or small groups to provide feedback on each other's artworks.
 - Begin with a brief review of the elements of art introduced on Days 1 and 2, such as line, shape, color, and texture. Discuss how these elements can be combined and organized to create more complex artworks that convey specific messages or feelings.
 - Provide students with drawing materials such as paper, crayons, markers, and colored pencils. Ask students to create a more complex artwork that incorporates multiple elements of art. Encourage them to think about how they can use lines, shapes, colors, and textures intentionally to express a specific message or feeling. Provide prompts to inspire creativity, such as "Create a drawing that shows a happy scene using bright colors and smooth textures" or "Draw a picture of a stormy day using dark colors and jagged lines." Allow time for students to work on their artworks. Provide guidance and feedback as needed to help them refine their ideas and techniques.
 - Divide students into pairs or small groups and have them share their artworks with each other. Encourage students to provide constructive feedback on their peers' artworks. Facilitate a class discussion where students can share their thoughts and experiences, fostering a supportive and collaborative learning environment. Use prompts such as:
 - What do you like about this artwork and why?
 - How well does this artwork convey the intended message or feeling?
 - What suggestions do you have for enhancing this artwork?
 - Ask students to write a short journal entry reflecting on their experience of creating and sharing their artworks. Provide prompts such as:
 - What did you enjoy about creating your artwork?
 - How did you use the elements of art to express your message or feeling?
 - What feedback did you receive, and how can you use it to improve your artwork?
- **Day 4:** Self-assessment and reflection. Students will use self-assessment strategies to reflect on their current artworks. They will identify areas for improvement and set goals for their future artmaking. Students will create a self-assessment journal entry that includes their reflections and goals.
 - Begin with a brief discussion on the importance of self-assessment in the creative process. Explain how reflecting on their own work can help students identify strengths and areas for improvement. Provide examples of self-assessment strategies, such as asking questions about their artwork, considering feedback from peers, and comparing their work to their initial goals.

- Have students take out their current artworks and spend a few minutes looking at them closely. Encourage them to think about what they like about their work and what they think could be improved. Provide prompts to guide their reflection, such as:
 - What do you like most about your artwork and why?
 - What was challenging about creating this artwork?
 - What would you like to improve in your artwork?
- Ask students to identify specific areas of their artwork that they would like to improve. Encourage them to think about elements such as line, shape, color, and texture. Have students write down their thoughts and ideas for improvement in their notebooks. Provide guidance and support as needed to help them articulate their ideas.
- Lead a discussion on the importance of setting goals for future artmaking. Explain how setting specific, achievable goals can help students focus on improving their skills and techniques. Ask students to set one or two goals for their future artmaking based on their reflections. Encourage them to think about how they can use the elements of art to achieve their goals. Have students write down their goals in their notebooks. Provide prompts to inspire goal setting, such as:
 - I want to use more vibrant colors in my next artwork.
 - I want to practice drawing different types of lines to create interesting patterns
- **Day 5:** Final artworks and reflective discussions. Students will create final artworks that incorporate the elements of art and reflect their self-assessment goals. They will present their artworks to the class and explain how they used the elements of art to express meaning. Students will participate in a reflective discussion about their learning experiences and share their thoughts on how they developed their artistic skills.
 - Provide students with drawing materials such as paper, crayons, markers, and colored pencils. Ask students to create their final artworks, incorporating the elements of art (line, shape, color, texture) and reflecting their self-assessment goals. Encourage them to think about how they can use these elements intentionally to express a specific message or feeling. Allow time for students to work on their artworks. Provide guidance and feedback as needed to help them refine their ideas and techniques.
 - Have each student present their final artwork to the class. Encourage them to explain how they used the elements of art to express their intended message or feeling. Ask students to describe how their self-assessment goals influenced their artistic choices and the overall outcome of their artwork. Lead a class discussion where students can reflect on their learning experiences and the process of creating their final artworks. Encourage students to share their thoughts and experiences, fostering a supportive and collaborative learning environment. Ask questions like:
 - What did you learn about using the elements of art to express meaning?
 - How did your self-assessment goals help you improve your artwork?
 - What challenges did you face, and how did you overcome them?
 - Ask students to write a short journal entry reflecting on their overall learning experience. Provide prompts such as:
 - What did you learn about the importance of the elements of art in creating meaningful artworks?
 - How did your self-assessment goals help you improve your artistic skills?
 - What are your goals for future art projects?

Assessment:

- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final presentation of the artworks, assessed using a rubric that evaluates the organization of elements of art, intentional use of elements, and self-assessment reflections.

Reflection:

- After the final presentations, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:

- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as a specific element of art or self-assessment strategy.
- **Modeling:** Demonstrate how to organize elements of art and create intentional artworks, highlighting key elements such as line, shape, color, and texture.
- **Guided Practice:** Lead students through structured exploration and creation exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to create and refine their artworks.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:

- **Spaced Practice:** Review and practice organizing elements of art and creating intentional artworks over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., exploring elements of art, creating artworks, self-assessment) within each class to enhance retention and application of skills.

- **Retrieval Practice:** Have students recall and perform previously learned techniques and skills at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their artworks.
- **Concrete Examples:** Use visual aids and videos of professional artworks to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

SAMPLE ASSESSMENT RUBRIC: 2ND GRADE VISUAL ART CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Organizing Elements of Art (2.3CR)	Demonstrates exceptional ability to organize elements of art to express meaning. Uses elements creatively and effectively to convey a message or feeling.	Organizes elements of art to express meaning. Uses elements to convey a message or feeling.	Organizes some elements of art to express meaning. Uses elements to convey a message or feeling, but may lack consistency or depth.	Struggles to organize elements of art to express meaning. Limited use of elements to convey a message or feeling.
Producing Artworks (2.3PE)	Demonstrates exceptional ability to create artworks that intentionally incorporate elements of art. Uses elements creatively and effectively to express meaning.	Creates artworks that intentionally incorporate elements of art. Uses elements to express meaning.	Creates artworks that incorporate some elements of art. Uses elements to express meaning but may lack consistency or depth.	Struggles to create artworks that intentionally incorporate elements of art. Limited use of elements to express meaning.
Self-Assessment (2.2RE)	Demonstrates exceptional ability to use self-assessment strategies to reflect on current artworks. Provides detailed and insightful reflections and sets meaningful goals for future artmaking.	Uses self-assessment strategies to reflect on current artworks. Provides reflections and sets goals for future artmaking.	Uses some self-assessment strategies to reflect on current artworks. Reflections and goals may lack depth or clarity.	Struggles to use self-assessment strategies to reflect on current artworks. Reflections and goals are unclear or incomplete.

SAMPLE LESSON PLAN: 5TH GRADE VISUAL ART

Lesson Title: Investigating Art and Its Contexts

Grade Level: 5th Grade

Duration: 5 Class Periods (30 minutes each)

Standards:

- **5.1CO:** Investigate works of art and the social and cultural contexts that shaped their creation.
- **5.3RE:** Evaluate the relationship between works of art and human experiences.
- **5.2CR:** Investigate ideas and inform artmaking through available resources.

Essential Questions:

- How does art help us understand the lives of people in different times, places, and cultures?
- How is art understood?

Learning Objectives:

- Students will investigate works of art and understand the social and cultural contexts that shaped their creation.
- Students will evaluate the relationship between works of art and human experiences.
- Students will investigate ideas and use available resources to inform their artmaking.

Content-Specific Vocabulary:

- Social Context
- Cultural Context

Success Criteria:

- **Investigating Art and Contexts (5.1CO):**
 - I can investigate works of art and understand the social and cultural contexts that shaped their creation.
 - I can explain how the context of a work of art influences its meaning and significance.
- **Evaluating Art and Human Experiences (5.3RE):**
 - I can evaluate the relationship between works of art and human experiences.
 - I can provide examples of how art reflects and influences human experiences.
- **Informing Artmaking (5.2CR):**
 - I can investigate ideas and use available resources to inform my artmaking.
 - I can create artworks that reflect my understanding of the investigated ideas and contexts.

Learning Experiences and Instruction:

- **Day 1:** Introduction to investigating art and its contexts. Students will explore various works of art and discuss the social and cultural contexts that shaped their creation. They will take notes on the key elements and contexts of each artwork.
 - Begin with a brief discussion on the importance of understanding the context in which artworks are created. Explain that the social and cultural contexts can greatly influence the meaning and interpretation of art. Provide examples of famous artworks and briefly discuss the historical and cultural contexts in which they were created. Highlight how these contexts influenced the artists' choices and the messages conveyed in their works.
 - Display a variety of artworks from different time periods and cultures. These can include paintings, sculptures, and other visual art forms. Divide students into small groups and assign each group a set of artworks to explore. Provide each group with a worksheet to take notes on the key elements and contexts of each artwork. Encourage students to consider factors such as the time period, cultural background, and social issues reflected in the artworks.
 - Have each group share their findings with the class. Encourage students to think critically about how the context influences their interpretation of the artworks. Ask questions to guide the discussion, such as:
 - What time period and culture does this artwork represent?
 - What social or cultural issues are reflected in this artwork?

- How do the elements of the artwork (e.g., colors, shapes, symbols) convey its meaning?
- Ask students to write a short journal entry reflecting on what they learned about the importance of context in understanding art. Provide prompts such as:
 - What did you find interesting about the social and cultural contexts of the artworks?
 - How did the context help you understand the meaning of the artworks?
 - What questions do you have about the contexts of other artworks?
- **Day 2:** Focus on evaluating the relationship between art and human experiences. Students will analyze how different works of art reflect and influence human experiences. They will discuss examples of how art can convey emotions, tell stories, and represent cultural values.
 - Begin with a brief discussion on how art can reflect and influence human experiences. Explain that art can convey emotions, tell stories, and represent cultural values. Provide examples of famous artworks and discuss the emotions, stories, and cultural values they convey. Highlight how these elements are represented through the use of color, shape, line, and texture.
 - Display a variety of artworks from different time periods and cultures. These can include paintings, sculptures, and other visual art forms. Divide students into small groups and assign each group a set of artworks to analyze. Provide each group with a worksheet to take notes on the key elements and contexts of each artwork. Encourage students to consider factors such as the emotions conveyed, the story told, and the cultural values represented.
 - Have each group share their findings with the class. Encourage students to think critically about how the elements of art are used to convey these aspects of human experiences. Ask questions to guide the discussion, such as:
 - What emotions are conveyed in this artwork, and why do you think that (explain your thinking)?
 - What story is being told through this artwork?
 - What cultural values are represented in this artwork?
 - Ask students to write a short journal entry reflecting on what they learned about the relationship between art and human experiences. Provide prompts such as:
 - What did you find interesting about how art can convey emotions?
 - How can art tell stories and represent cultural values?
 - What questions do you have about the relationship between art and human experiences?
- **Day 3:** Investigating ideas and informing artmaking. Students will use available resources (e.g., books, online articles, videos) to investigate ideas related to their chosen artworks. They will brainstorm and sketch ideas for their own artworks that reflect their understanding of the investigated ideas and contexts.
 - Begin with a brief discussion on the importance of investigating ideas and contexts when creating art. Explain that understanding the background and context of an artwork can help inform and inspire their own creations. Provide examples of how artists use research to inform their work. Show examples of artworks that were influenced by historical events, cultural practices, or personal experiences.
 - Provide students with access to various resources such as books, online articles, and videos related to their chosen artworks. Ensure that the resources cover a wide range of topics and contexts. Divide students into small groups and assign each group a set of resources to explore. Encourage them to take notes on the key ideas and contexts they discover. Provide guiding questions such as:
 - What is the historical or cultural context of this artwork?
 - What themes or messages are conveyed in this artwork, and why do you think that (explain your thinking)?
 - How does the artist's background influence their work?
 - Have each group share their findings with the class. Facilitate a discussion on how the investigated ideas and contexts can inform their own artworks. Ask students to brainstorm ideas for their own artworks based on the information they gathered. Encourage them to think about how they can incorporate the themes, messages, and contexts they discovered into their own creations. Provide each student with drawing materials such as paper, pencils, and colored pencils. Have them sketch their ideas, focusing on how they can use the elements of art (line, shape, color, texture) to express their understanding of the investigated ideas and contexts.
 - Have each student share their sketches with the class. Encourage them to explain how their ideas were influenced by the investigated contexts and how they plan to develop their artworks further. Facilitate a class discussion where students can provide positive feedback and suggestions for improvement. Use prompts such as:
 - What do you like about this sketch?
 - How well does this sketch reflect the investigated ideas and contexts?
 - What suggestions do you have for enhancing this artwork?
- **Day 4:** Creating artworks. Students will use their sketches and ideas to create their own artworks. They will focus on incorporating elements that reflect the social and cultural contexts they investigated. Students will work in pairs or small groups to provide feedback on each other's artwork.
 - Begin with a brief review of the sketches and ideas students created on Day 3. Encourage students to think about how they can incorporate the social and cultural contexts they investigated into their final artworks. Provide prompts to guide their thinking, such as "How can you use colors, shapes, and symbols to reflect the cultural context of your artwork?" and "What elements from your research can you include to convey the social context?"

- Provide students with drawing materials such as paper, crayons, markers, and colored pencils. Ask students to create their final artworks, focusing on incorporating the elements of art (line, shape, color, texture) and reflecting the social and cultural contexts they investigated. Allow time for students to work on their artworks. Provide guidance and feedback as needed to help them refine their ideas and techniques.
- Divide students into pairs or small groups and have them share their artworks with each other. Encourage students to provide constructive feedback on their peers' artworks. Facilitate a class discussion where students can share their thoughts and experiences, fostering a supportive and collaborative learning environment. Use prompts such as:
 - What do you like about this artwork and why?
 - How well does this artwork reflect the social and cultural context?
 - What suggestions do you have for enhancing this artwork?
- Ask students to write a short journal entry reflecting on their experience of creating and sharing their artworks. Provide prompts such as:
 - What did you enjoy about creating your artwork?
 - How did you use the elements of art to express the social and cultural context?
 - What feedback did you receive, and how can you use it to improve your artwork?
- **Day 5:** Final presentations and reflective discussions. Students will present their artworks to the class and explain how they investigated ideas and contexts to inform their artmaking. They will reflect on their learning experiences and discuss how their artwork reflects the relationship between art and human experiences.
 - Begin with a brief review of the previous days' activities and the importance of using ideas and contexts to inform artmaking. Allow students time to make any final adjustments to their artworks, ensuring they are ready for presentation.
 - Have each student present their artwork to the class. Encourage them to explain how they investigated ideas and contexts to inform their artmaking. Ask students to describe the specific ideas and contexts they explored and how these influenced their artistic choices. Encourage them to discuss the social and cultural contexts of their artworks and how these contexts are reflected in their pieces.
 - Lead a class discussion where students can reflect on their learning experiences and the process of creating their artworks. Encourage students to share their thoughts and experiences, fostering a supportive and collaborative learning environment. Ask questions like:
 - What did you learn about using ideas and contexts to inform your artmaking?
 - How did your artistic choices enhance the presentation of your artwork?
 - What challenges did you face during the artmaking process, and how did you overcome them?
 - Ask students to write a short journal entry reflecting on their overall learning experience. Provide prompts such as:
 - What did you learn about the importance of ideas and contexts in artmaking?
 - How did your artistic choices enhance the presentation of your artwork?
 - What are your goals for future art projects?

Assessment:

- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final presentation of the artworks, assessed using a rubric that evaluates the investigation of art and contexts, evaluation of the relationship between art and human experiences, and the use of ideas and resources to inform artmaking.

Reflection:

- After the final presentations, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:

- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as investigating art contexts or evaluating the relationship between art and human experiences.
- **Modeling:** Demonstrate how to investigate works of art and their contexts, highlighting key elements such as social and cultural influences.
- **Guided Practice:** Lead students through structured exploration and creation exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to investigate ideas and create their artworks.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:

- **Spaced Practice:** Review and practice investigating art contexts and creating artworks over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., investigating art, evaluating human experiences, creating artworks) within each class to enhance retention and application of skills.

- **Retrieval Practice:** Have students recall and perform previously learned techniques and skills at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their artworks.
- **Concrete Examples:** Use visual aids and videos of professional artworks to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

SAMPLE ASSESSMENT RUBRIC: 5TH GRADE VISUAL ART CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Investigating Art and Contexts (5.1CO)	Demonstrates exceptional ability to investigate works of art and understand the social and cultural contexts that shaped their creation. Provides detailed and insightful explanations of how context influences meaning and significance.	Investigates works of art and understands the social and cultural contexts that shaped their creation. Explains how context influences meaning and significance.	Investigates some works of art and understands some social and cultural contexts. Explanations may lack depth or clarity.	Struggles to investigate works of art and understand the social and cultural contexts. Explanations are unclear or incomplete.
Evaluating Art and Human Experiences (5.3RE)	Demonstrates exceptional ability to evaluate the relationship between works of art and human experiences. Provides detailed and insightful examples of how art reflects and influences human experiences.	Evaluates the relationship between works of art and human experiences. Provides examples of how art reflects and influences human experiences.	Evaluates some aspects of the relationship between works of art and human experiences. Examples may lack depth or clarity.	Struggles to evaluate the relationship between works of art and human experiences. Examples are unclear or incomplete.
Informing Artmaking (5.2CR)	Demonstrates exceptional ability to investigate ideas and use available resources to inform artmaking. Creates artworks that reflect a deep understanding of the investigated ideas and contexts.	Investigates ideas and uses available resources to inform artmaking. Creates artworks that reflect an understanding of the investigated ideas and contexts.	Investigates some ideas and uses some resources to inform artmaking. Artworks may lack consistency or depth in reflecting the investigated ideas and contexts.	Struggles to investigate ideas and use resources to inform artmaking. Artworks are limited or unclear in reflecting the investigated ideas and contexts.

SAMPLE LESSON PLAN: 8TH GRADE VISUAL ART

Lesson Title: Creating and Presenting Original Works of Art

Grade Level: 8th Grade

Duration: 5 Class Periods (50 minutes each)

Standards:

- **8.2CR:** Brainstorm, refine, and select solutions for original works of art.
- **8.1PE:** Apply artisanship when preparing and presenting works of art.
- **8.3PE:** Make aesthetic decisions using the elements of art and principles of design.
- **8.4CO:** Identify aesthetic choices within works of art.

Essential Questions:

- Where do visual artists get ideas for visual art?
- How do artists select and apply technical skills to prepare work for presentation?

Learning Objectives:

- Students will brainstorm, refine, and select solutions for their original works of art.
- Students will apply artisanship in preparing and presenting their works of art.
- Students will make aesthetic decisions using the elements of art and principles of design.
- Students will identify aesthetic choices within works of art.

Content-Specific Vocabulary:

- Artisanship
- Elements of art
- Principles of design
- Aesthetic choices

Success Criteria:

- **Brainstorming and Refining Solutions (8.2CR):**
 - I can brainstorm multiple ideas for my original work of art.
 - I can refine my ideas and select the best solution for my artwork.
- **Applying Artisanship (8.1PE):**
 - I can demonstrate craftsmanship and attention to detail in preparing and presenting my artwork.
 - I can use appropriate techniques and materials to enhance the quality of my artwork.
- **Making Aesthetic Decisions (8.3PE):**
 - I can make informed aesthetic decisions using the elements of art and principles of design.
 - I can explain how my aesthetic choices contribute to the overall impact of my artwork.
- **Identifying Aesthetic Choices (8.4CO):**
 - I can identify and analyze aesthetic choices within works of art.
 - I can provide examples of how aesthetic choices affect the meaning and interpretation of artworks.

Learning Experiences and Instruction:

- **Day 1:** Introduction to brainstorming and refining ideas. Students will brainstorm multiple ideas for their original works of art. They will discuss their ideas with peers and refine them based on feedback. Students will select the best solution for their artwork and create initial sketches.
 - Begin with a brief discussion on the importance of brainstorming in the creative process. Explain that brainstorming helps generate a wide range of ideas and encourages creative thinking. Provide examples of brainstorming techniques, such as mind mapping, free writing, and listing. Demonstrate how to use these techniques to generate ideas for an artwork.

- Have students brainstorm multiple ideas for their original works of art. Encourage them to use the brainstorming techniques discussed earlier. Provide prompts to inspire creativity, such as "Create an artwork that represents a personal experience" or "Design a piece that reflects a social or cultural issue." Allow students to work individually or in pairs to generate as many ideas as possible. Encourage them to think outside the box and explore different themes, styles, and mediums.
- Divide students into small groups and have them share their brainstorming ideas with their peers. Encourage them to discuss the strengths and weaknesses of each idea and provide constructive feedback. Use prompts to guide the discussion, such as "What do you like about this idea?" and "How can this idea be improved or expanded?" Encourage students to take notes on the feedback they receive and consider how they can refine their ideas based on the input from their peers.
- Ask students to review their brainstorming ideas and the feedback they received. Have them select the best solution for their artwork based on the discussion. Provide each student with drawing materials such as paper, pencils, and erasers. Have them create initial sketches of their selected idea, focusing on the composition, elements, and overall design of the artwork. Encourage students to experiment with different approaches and make adjustments to their sketches as needed. Provide guidance and feedback to help them refine their ideas and develop a clear vision for their final artwork.
- **Day 2:** Focus on applying artisanship. Students will begin working on their artworks, demonstrating craftsmanship and attention to detail. They will use appropriate techniques and materials to enhance the quality of their artwork.
 - Begin with a brief discussion on the importance of craftsmanship and attention to detail in creating high-quality artworks. Explain that artisanship involves using appropriate techniques and materials to enhance the overall quality of the artwork. Provide examples of artworks that demonstrate exceptional craftsmanship. Discuss the techniques and materials used by the artists to achieve a high level of detail and quality.
 - Have students review their initial sketches and ideas from Day 1. Encourage them to think about the techniques and materials they will use to bring their ideas to life. Provide a variety of materials such as different types of paper, paints, brushes, pencils, and other art supplies. Explain the properties and uses of each material. Ask students to select the techniques and materials that best suit their artwork. Encourage them to consider how these choices will enhance the quality and detail of their work.
 - Allow students time to begin working on their artworks. Encourage them to focus on demonstrating craftsmanship and attention to detail. Provide guidance and feedback as students work on their pieces. Offer tips on how to use the selected techniques and materials effectively to achieve the desired results. Encourage students to take their time and work carefully, paying attention to the details that will enhance the overall quality of their artwork.
 - Divide students into pairs or small groups and have them share their progress with their peers. Facilitate a class discussion where students can share their thoughts and experiences, fostering a supportive and collaborative learning environment. Encourage them to provide constructive feedback on each other's work. Use prompts to guide the feedback session, such as:
 - What do you like about this artwork and why?
 - How well do the techniques and materials enhance the quality of the artwork?
 - What suggestions do you have for improvement?
- **Day 3:** Making aesthetic decisions. Students will make informed aesthetic decisions using the elements of art and principles of design. They will explain how their aesthetic choices contribute to the overall impact of their artwork.
 - Begin with a brief discussion on the importance of making aesthetic decisions in art. Explain that aesthetic decisions involve choosing how to use the elements of art (line, shape, color, texture, space, form, value) and principles of design (balance, contrast, emphasis, movement, pattern, rhythm, unity) to create a visually appealing and meaningful artwork. Provide examples of artworks that demonstrate strong aesthetic decisions. Discuss how the artists used the elements of art and principles of design to enhance the overall impact of their work.
 - Display a variety of artworks from different artists and time periods. These can include paintings, sculptures, and other visual art forms. Divide students into small groups and assign each group an artwork to analyze. Provide each group with a worksheet to take notes on the key elements and principles used in the artwork. Encourage students to consider questions such as:
 - What elements of art are most prominent in this artwork?
 - How has the artist used the principles of design to organize the elements?
 - What impact do these aesthetic choices have on the overall meaning and visual appeal of the artwork?
 - Have students review their initial sketches and ideas from previous lessons. Encourage them to think about how they can make informed aesthetic decisions to enhance their artworks. Provide each student with drawing materials such as paper, pencils, and colored pencils. Ask them to create a more detailed version of their artwork, focusing on using the elements of art and principles of design intentionally. Allow time for students to work on their artworks. Provide guidance and feedback as needed to help them refine their ideas and techniques.
 - Have each student present their artwork to the class. Encourage them to explain the aesthetic decisions they made and how these choices contribute to the overall impact of their artwork. Facilitate a class discussion where students can provide positive feedback and suggestions for improvement. Use prompts such as:
 - What do you like about this artwork and why?
 - How well do the aesthetic choices enhance the visual appeal and meaning of the artwork?
 - What suggestions do you have for enhancing this artwork?

- **Day 4:** Identifying aesthetic choices. Students will analyze aesthetic choices within different works of art. They will discuss how these choices affect the meaning and interpretation of the artworks. Students will apply this analysis to their own artworks.
 - Begin with a brief discussion on the concept of aesthetic choices in art. Explain that aesthetic choices include decisions about color, line, shape, texture, space, form, and value, and how these elements are used to create meaning and evoke emotions in artworks. Provide examples of famous artworks and discuss the aesthetic choices made by the artists. Highlight how these choices contribute to the overall impact and interpretation of the artworks.
 - Display a variety of artworks from different artists and time periods. These can include paintings, sculptures, and other visual art forms. Divide students into small groups and assign each group an artwork to analyze. Provide each group with a worksheet to take notes on the key aesthetic choices made in the artwork. Encourage students to consider questions such as:
 - What colors are used in this artwork, and how do they affect the mood?
 - How does the use of line and shape contribute to the composition?
 - What textures are present, and how do they enhance the visual experience?
 - How does the artist use space and form to create depth and perspective?
 - Have each group present their findings to the class. Facilitate a discussion on how the aesthetic choices identified by the students affect the meaning and interpretation of the artworks. Ask questions to guide the discussion, such as:
 - How do the colors used in this artwork influence your emotional response?
 - What impact do the lines and shapes have on the overall composition?
 - How do the textures add to the visual interest and tactile quality of the artwork?
 - In what ways does the use of space and form create a sense of depth and realism?
 - Have students review their own artworks and consider the aesthetic choices they have made. Encourage them to think about how these choices affect the meaning and interpretation of their work. Provide each student with drawing materials such as paper, pencils, and colored pencils. Ask them to make any necessary adjustments to their artworks based on the analysis and feedback they received. Allow time for students to work on their artworks. Provide guidance and feedback as needed to help them refine their ideas and techniques.
- **Day 5:** Final presentations and reflective discussions. Students will present their completed artworks to the class. They will explain their brainstorming process, aesthetic decisions, and how they applied artisanship in their work. Students will participate in a reflective discussion about their learning experiences and share their thoughts on how they developed their artistic skills.
 - Begin with a brief review of the previous days' activities and the importance of using brainstorming, aesthetic decisions, and artisanship in creating artworks. Allow students time to make any final adjustments to their artworks, ensuring they are ready for presentation.
 - Have each student present their completed artwork to the class. Encourage them to explain their brainstorming process, the aesthetic decisions they made, and how they applied artisanship in their work. Ask students to describe the specific techniques and materials they used and how these choices contributed to the overall impact of their artwork.
 - Lead a class discussion where students can reflect on their learning experiences and the process of creating their artworks. Encourage students to share their thoughts and experiences, fostering a supportive and collaborative learning environment. Ask questions like:
 - What did you learn about using brainstorming to generate ideas for your artwork?
 - How did your aesthetic decisions enhance the visual appeal and meaning of your artwork?
 - What challenges did you face during the artmaking process, and how did you overcome them?
 - Ask students to write a short journal entry reflecting on their overall learning experience. Provide prompts such as:
 - What did you learn about the importance of brainstorming, aesthetic decisions, and artisanship in creating meaningful artworks?
 - How did your artistic choices enhance the presentation of your artwork?
 - What are your goals for future art projects?

Assessment:

- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final presentation of the artworks, assessed using a rubric that evaluates brainstorming and refining solutions, applying artisanship, making aesthetic decisions, and identifying aesthetic choices.

Reflection:

- After the final presentations, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:

- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as brainstorming techniques or applying artisanship.
- **Modeling:** Demonstrate how to brainstorm ideas, refine solutions, and apply artisanship in creating artworks.
- **Guided Practice:** Lead students through structured exploration and creation exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to brainstorm, refine, and create their artworks.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:

- **Spaced Practice:** Review and practice brainstorming, refining ideas, and applying artisanship over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., brainstorming, creating artworks, analyzing aesthetic choices) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned techniques and skills at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their artworks.
- **Concrete Examples:** Use visual aids and videos of professional artworks to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

SAMPLE ASSESSMENT RUBRIC: 8TH GRADE VISUAL ART CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Brainstorming and Refining Solutions (8.2CR)	Demonstrates exceptional ability to brainstorm multiple ideas and refine them into a well-developed solution.	Brainstorms multiple ideas and refines them into a solution.	Brainstorms some ideas and refines them into a solution but may lack depth or clarity.	Struggles to brainstorm and refine ideas into a solution.
Applying Artisanship (8.1PE)	Demonstrates exceptional craftsmanship and attention to detail in preparing and presenting artwork.	Demonstrates craftsmanship and attention to detail in preparing and presenting artwork.	Demonstrates some craftsmanship and attention to detail but may lack consistency.	Struggles to demonstrate craftsmanship and attention to detail.
Making Aesthetic Decisions (8.3PE)	Demonstrates exceptional ability to make informed aesthetic decisions using the elements of art and principles of design.	Makes informed aesthetic decisions using the elements of art and principles of design.	Makes some aesthetic decisions using the elements of art and principles of design, but may lack depth or clarity.	Struggles to make informed aesthetic decisions.
Identifying Aesthetic Choices (8.4CO)	Demonstrates exceptional ability to identify and analyze aesthetic choices within works of art.	Identifies and analyzes aesthetic choices within works of art.	Identifies some aesthetic choices within works of art but may lack depth or clarity.	Struggles to identify and analyze aesthetic choices within works of art.

SAMPLE LESSON PLAN: HIGH SCHOOL VISUAL ART

Lesson Title: Exploring Artistic Solutions and Ethical Art Practices

Grade Level: High School

Duration: 5 Class Periods (50 minutes each)

Standards:

- **HSAD.2CR:** Determine potential solutions for artistic problems with independence and purpose.
- **HSAD.4CR:** Defend the ethical incorporation of visual resources in personal works of art.
- **HSAD.1PE:** Initiate sophisticated levels of artisanship through self-motivated persistence.
- **HSAD.2PE:** Justify the intentional selection of materials and techniques while exhibiting advanced technical skills.
- **HSAD.2RE:** Provide evidence of self-assessment and goal setting throughout the production of artworks.
- **HSAD.4CO:** Defend a personal philosophy of art based on aesthetic theory and visual culture.

Essential Questions:

- What influences choice-making in art-making?
- How do artists select and apply technical skill to prepare work for presentation?

Learning Objectives:

- Students will determine potential solutions for artistic problems with independence and purpose.
- Students will defend the ethical incorporation of visual resources in their personal works of art.
- Students will initiate sophisticated levels of artisanship through self-motivated persistence.
- Students will justify their selection of materials and techniques, demonstrating advanced technical skills.
- Students will provide evidence of self-assessment and goal setting throughout the production process.
- Students will defend a personal philosophy of art based on aesthetic theory and visual culture.

Content-Specific Vocabulary:

- Ethical incorporation
- Artisanship
- Self-motivation
- Self-assessment
- Philosophy
- Aesthetic theory
- Visual culture
- Persistence

Success Criteria:

- **Determining Solutions (HSAD.2CR):**
 - I can independently determine potential solutions for artistic problems.
 - I can explain the purpose behind my chosen solutions.
- **Ethical Incorporation (HSAD.4CR):**
 - I can defend the ethical incorporation of visual resources in my artwork.
 - I can explain how I ethically sourced and used visual resources.
- **Artisanship (HSAD.1PE):**
 - I can demonstrate sophisticated levels of artisanship through self-motivated persistence.
 - I can show dedication and effort in refining my artistic skills.
- **Selection of Materials and Techniques (HSAD.2PE):**

- I can justify my selection of materials and techniques for my artwork.
- I can demonstrate advanced technical skills in the execution of my work.
- **Self-Assessment and Goal setting (HSAD.2RE):**
 - I can provide evidence of self-assessment and goal setting throughout the production process.
 - I can reflect on my progress and set goals for improvement.
- **Personal Philosophy of Art (HSAD.4CO):**
 - I can defend my personal philosophy of art based on aesthetic theory and visual culture.
 - I can articulate how my philosophy influences my artistic choices.

Learning Experiences and Instruction:

- **Day 1:** Introduction to theme exploration. Students will explore multiple sources to identify potential themes for their body of work. They will discuss their findings and select a central theme to focus on. Students will begin brainstorming ideas for their artworks.
 - Begin with a brief discussion on the importance of themes in art. Explain that themes help to unify and give meaning to a body of work.
 - Provide students with access to various visual resources such as art books, online articles, and images. Encourage them to explore these resources to identify potential themes.
 - Divide students into small groups and have them discuss their findings. Ask each group to select a central theme to focus on.
 - Have students begin brainstorming ideas for their artworks based on the selected theme. Encourage them to create mind maps or lists of potential ideas in their sketchbooks.
- **Day 2:** Focus on materials and techniques. Students will begin working on their artworks, demonstrating craftsmanship and attention to detail. They will use appropriate techniques and materials to enhance the quality of their artwork
 - Review the importance of craftsmanship and attention to detail in creating high-quality artworks. Provide examples of artworks that demonstrate exceptional artisanship.
 - Model how to use one or more of the techniques demonstrated in the artwork. Have students practice the new technique with guidance.
 - Have students review their initial sketches and ideas from Day 1. Ask them to select the techniques and materials that best suit their artwork.
 - Allow students time to begin working on their artworks. Provide guidance and feedback as they work, focusing on demonstrating craftsmanship and attention to detail.
- **Day 3:** Shaping the body of work. Students will use independently selected elements of art and principles of design to shape their body of work. They will work in small groups to develop cohesive and well-designed theatrical presentations.
 - Discuss the importance of making aesthetic decisions in art. Provide examples of artworks that demonstrate strong aesthetic choices. Prompts include:
 - Look at the provided examples of artworks. What elements of art (line, shape, color, texture, space, form, value) and principles of design (balance, contrast, emphasis, movement, pattern, unity) can you identify in these works?
 - How do these elements and principles work together to create a cohesive and impactful piece?
 - What specific aesthetic choices stand out to you, and why?
 - Have students review their initial sketches and ideas from previous lessons. Encourage them to think about how they can make informed aesthetic decisions to enhance their artworks.
 - Allow students time to work on their artworks, focusing on using the elements of art and principles of design intentionally. Provide guidance and feedback as needed. Prompts include:
 - What are some specific aesthetic decisions you plan to make in your artwork? How do you think these choices will enhance the overall impact of your piece?
 - How can you use color to convey a particular mood or emotion in your artwork?
 - How can the use of texture add depth and interest to your piece?
 - As you work on your artwork, what challenges are you facing in making aesthetic decisions?
 - How are you using the elements of art and principles of design intentionally in your work?
 - What techniques and materials are you using to achieve your desired aesthetic effects?
 - Facilitate a class discussion on the importance of aesthetic decisions. Prompts include:
 - Why do you think making aesthetic decisions is important in art?
 - Can you think of an artwork that you find visually appealing? What aesthetic choices did the artist make that contribute to its appeal?
 - How do aesthetic decisions impact the overall meaning and interpretation of an artwork?
- **Day 4:** Self-assessment and goal setting. Students will reflect on their progress and provide evidence of self-assessment and goal setting. They will set goals for improvement and discuss strategies for achieving them.
 - Display a variety of artworks from different artists and time periods. Divide students into small groups and assign each group an artwork to analyze. Prompts include:

- What might have influenced the artist's choices?
- How might the historical and cultural context have informed the artist?
- What elements of visual art are most prominent in the artwork, and how do they provide clues to the time period this work was created?
- Have each group present their findings to the class. Facilitate a discussion on how the aesthetic choices identified by the students affect the meaning and interpretation of the artworks.
- Provide students time to continue working on their artwork. Provide support as needed.
- Have students review their own artworks and consider the aesthetic choices they have made. Encourage them to make any necessary adjustments based on the analysis and feedback they received.
- Ask students to write a short journal entry reflecting on their overall learning experience. Prompts include:
 - After working on your artwork, take a moment to reflect on your progress. What aesthetic decisions are you most proud of?
 - How has the feedback from your peers and teacher helped you improve your artwork?
 - What goals do you have for the next steps in your artmaking process?
- **Day 5:** Final presentations and reflective discussions. Students will present their theatrical works and use relevant vocabulary to interpret, evaluate, and defend their pieces. They will participate in a critique session, providing and receiving feedback from their peers.
 - Allow students time to make any final adjustments to their artworks, ensuring they are ready for presentation.
 - Have each student present their completed artwork to the class. Encourage them to explain their brainstorming process, the aesthetic decisions they made, and how they applied artisanship in their work.
 - Lead a class discussion where students can reflect on their learning experiences and the process of creating their artworks. Encourage students to share their thoughts and experiences, fostering a supportive and collaborative learning environment.
 - Ask students to write a short journal entry reflecting on their overall learning experience. Provide prompts such as:
 - What did you learn about the importance of brainstorming, aesthetic decisions, and artisanship in creating meaningful artworks?
 - How did your artistic choices enhance the presentation of your artwork?
 - What are your goals for future art projects?

Assessment:

- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final presentation of the theatrical body of work, assessed using a rubric that evaluates theme establishment, selection of materials and techniques, shaping of the body of work, self-assessment and goal setting, and interpretation and defense of works of art.

Reflection:

- After the final presentations, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:

- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as theme exploration or advanced technical skills.
- **Modeling:** Demonstrate how to explore themes, select materials, and create design elements, highlighting key elements such as cohesion and technical skill.
- **Guided Practice:** Lead students through structured exploration and creation exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to create and refine their theatrical pieces.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:

- **Spaced Practice:** Review and practice theme exploration, material selection, and design techniques over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., exploring themes, creating design elements, rehearsing) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned techniques and skills at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their theatrical pieces.
- **Concrete Examples:** Use visual aids and videos of professional theatrical performances to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

SAMPLE ASSESSMENT RUBRIC: HIGH SCHOOL VISUAL ART CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Establishing a Central Theme (HSAD.1CR)	Demonstrates exceptional ability to use multiple sources to establish a central theme. Explains how the theme is reflected in the theatrical pieces with clarity and insight.	Uses multiple sources to establish a central theme. Explains how the theme is reflected in the theatrical pieces.	Uses some sources to establish a central theme. Explanation of how the theme is reflected may lack depth or clarity.	Struggles to use sources to establish a central theme. Explanation of how the theme is reflected is unclear or incomplete.
Selection of Materials and Techniques (HSAD.2PE)	Justifies the selection of materials and techniques with exceptional clarity. Demonstrates advanced technical skills in the execution of the work.	Justifies the selection of materials and techniques. Demonstrates technical skills in the execution of the work.	Provides some justification for the selection of materials and techniques. Demonstration of technical skills may lack consistency or depth.	Struggles to justify the selection of materials and techniques. Demonstration of technical skills is limited or unclear.
Shaping a Body of Work (HSAD.3PE)	Shapes the body of work with exceptional creativity and cohesion. Uses independently selected elements of art and principles of design effectively.	Shapes the body of work using independently selected elements of art and principles of design.	Shapes the body of work with some creativity and cohesion. Use of elements of art and principles of design may lack consistency or depth.	Struggles to shape the body of work. Use of elements of art and principles of design is limited or unclear.
Self-Assessment and Goal setting (HSAD.2RE)	Provides exceptional evidence of self-assessment and goal setting. Reflects on progress with clarity and sets meaningful goals for improvement.	Provides evidence of self-assessment and goal setting. Reflects on progress and sets goals for improvement.	Provides some evidence of self-assessment and goal setting. Reflection and goal setting may lack depth or clarity.	Struggles to provide evidence of self-assessment and goal setting. Reflection and goal setting are limited or unclear.
Interpreting and Defending Works of Art (HSAD.1RE)	Uses relevant vocabulary to interpret, evaluate, and defend works of art with exceptional clarity and insight. Provides thoughtful and well-supported critiques.	Uses relevant vocabulary to interpret, evaluate, and defend works of art. Provides critiques of works of art.	Uses some relevant vocabulary to interpret, evaluate, and defend works of art. Critiques may lack depth or clarity.	Struggles to use relevant vocabulary to interpret, evaluate, and defend works of art. Critiques are unclear or incomplete.

Career Connections

Career Connections in this model curriculum are organized by grade band, providing an example per grade band that includes more than one *Artistic Process*. In this way, teachers can see how these connections relate to key *Artistic Processes*, knowledge, and skills in each strand and progress by grade band. Again, these are a suggested starting point for educators and can be modified or expanded.

CAREER AWARENESS K-2

Lesson Plan: Exploring the Career of a Visual Artist

Objective: Students will learn about the career of a visual artist, develop independence during artmaking, explore and describe how works of art are produced, and identify examples of art and artists in their everyday lives.

Standards:

- 1.1PE Develop independence during artmaking.
- 1.3RE Explore and describe how works of art are produced.
- 1.2CO Identify examples of art and artists in students' everyday lives.

Content-Specific Vocabulary:

- Independence
- Production
- Engaging

Introduction:

1. Begin with a brief discussion about what a visual artist does. Explain that visual artists create artworks like paintings, drawings, and sculptures.
2. Ask students if they have ever made any art. Encourage them to share their experiences and favorite types of art.
3. Introduce the concept of art in everyday life and ask students to identify examples of art and artists they see around them, such as murals, illustrations in books, or designs on clothing.

Activity 1: Watching a Video Clip:

1. Show a short video clip of a visual artist creating art. Make sure the clip is age-appropriate and engaging.
2. After the video, discuss what the artist was doing and how they made their artwork. Write down key points on the whiteboard.
3. Encourage students to explore and describe the process of creating art.

Activity 2: Hands-On Art Creation:

1. Provide students with art supplies and ask them to create their own piece of visual art. Encourage them to think about what they learned from the video and discussion.
2. Allow students to choose their preferred medium (e.g., drawing, painting) and give them time to work on their artwork.
3. Walk around the classroom and provide guidance and support as needed.
4. Emphasize the importance of developing independence during artmaking by allowing students to make their own creative choices. Walk around the classroom and provide guidance and support as needed.

Conclusion:

1. Gather the students and have them share their artwork with the class. Ask them to explain what they created and why they chose that particular subject or medium.
2. Discuss what they learned about being a visual artist and what they enjoyed most about the activity.
3. Emphasize the importance of creativity and self-expression in visual arts.

Assessment:

- Participation in discussions and activities
- Ability to create a piece of visual art
- Engagement and enthusiasm during the hands-on activity

Lesson Plan: Exploring the Career of a Visual Artist

Objective: Students will learn about the career of a visual artist by selecting materials and processes to solve artistic problems, utilizing innovative ways to apply the elements of art and principles of design, and exploring artists and works of art that impact the history and culture of Ohio.

Standards:

- 4.2CR Select materials and processes to solve artistic problems.
- 4.3PE Utilize innovative ways to apply the elements of art and principles of design.
- 4.1CO Explore artists and works of art that impact the history and culture of Ohio.

Content-Specific Vocabulary:

- Materials
- Processes
- Innovation
- Elements of art
- Principles of design

Introduction:

1. Begin with a brief discussion about what a visual artist does. Explain that visual artists create artworks such as paintings, drawings, sculptures, and digital art.
2. Ask students if they have ever created any artwork. Encourage them to share their experiences and favorite types of art.
3. Introduce the concept of careers in visual arts and explain that there are many different roles that visual artists can have, such as painters, illustrators, sculptors, and digital artists.

Activity 1: Watching a Video Clip:

1. Show a short video clip that highlights the work of a visual artist. Make sure the clip is age-appropriate and engaging.
2. After the video, discuss what the visual artist was doing and how they created their artwork. Write down key points on the whiteboard.
3. Encourage students to think about the materials and processes the artist used to solve artistic problems.

Activity 2: Exploring Ohio Artists:

1. Provide handouts with information about Ohio artists and their works of art.
2. Discuss how these artists and their works have impacted the history and culture of Ohio.
3. Ask students to think about how their own environment might influence their art. Encourage students to identify examples of art and artists they see in their everyday lives

Activity 3: Hands-On Art Creation:

1. Provide students with art supplies and ask them to create their own piece of visual art. Encourage them to think about what they learned from the video and discussion.
2. Allow students to choose their preferred medium (e.g., drawing, painting, sculpting) and give them time to work on their artwork. Emphasize the importance of selecting materials and processes to solve artistic problems and utilizing innovative ways to apply the elements of art and principles of design.
3. Walk around the classroom and provide guidance and support as needed. Encourage students to be creative and express themselves through their art.

Conclusion:

1. Gather the students and have them share their artwork with the class. Ask them to explain what they created and why they chose that particular subject or medium.
2. Discuss what they learned about being a visual artist and what they enjoyed most about the activity.
3. Emphasize the importance of creativity and self-expression in visual arts.

Assessment:

- Participation in discussions and activities
- Ability to create a piece of visual art
- Engagement and enthusiasm during the hands-on activity

Lesson Plan: Exploring Careers in Visual Arts

Objective: Students will explore various careers in the visual arts and design industry, understand the skills required for these careers, demonstrate persistence and artisanship during the artmaking process, and investigate cultural institutions that support lifelong engagement with visual arts.

Standards:

- 7.1PE Demonstrate persistence and artisanship during the artmaking process.
- 7.2CO Investigate cultural institutions that support lifelong engagement with visual arts

Content-Specific Vocabulary:

- Persistence
- Artisanship
- Cultural institutions
- Engagement

Introduction:

1. Begin with a brief discussion about what visual arts and design are and why they are important.
2. Ask students if they have ever created any artwork or designed something. Encourage them to share their experiences and favorite types of art or design.
3. Introduce the concept of careers in visual arts and design, explaining that there are many different roles, such as painters, illustrators, graphic designers, sculptors, and digital artists.

Activity 1: Career Exploration:

1. Show a short video clip that highlights various careers in visual arts and design. Make sure the clip is age-appropriate and engaging.
2. After the video, discuss each career briefly and write the names of the careers on the whiteboard.
3. Hand out the career descriptions and have students read them aloud. Discuss the skills and education needed for each role.
4. Provide students with information about cultural institutions that support lifelong engagement with visual arts, such as museums, galleries, and art schools. Discuss how these institutions contribute to the development and appreciation of visual arts. Encourage students to think about how they can engage with these institutions throughout their lives.

Activity 2: Hands-On Art and Design Project:

1. Provide students with art supplies and ask them to create their own piece of visual art or design project. Encourage them to think about what they learned from the video and discussion.
2. Allow students to choose their preferred medium (e.g., drawing, painting, graphic design) and give them time to work on their project.
3. Walk around the classroom and provide guidance and support as needed. Encourage students to be creative and express themselves through their art or design.

Conclusion:

1. Gather the students and have them share their artwork or design projects with the class. Ask them to explain what they created and why they chose that particular subject or medium.
2. Discuss what they learned about the different careers in visual arts and design, and what they enjoyed most about the activity.
3. Emphasize the importance of creativity, self-expression, and the various career opportunities in visual arts and design.

Assessment:

- Participation in discussions and activities
- Ability to create a piece of visual art or design project
- Engagement and enthusiasm during the hands-on activity.

Lesson Plan: Career Planning in Visual Arts

Objective: Students will explore various careers in the visual arts industry, understand the skills required for these careers, utilize sources to conceptualize a personally relevant idea, demonstrate skilled artisanship through persistence, assess the impact of advocacy in the visual arts personally and professionally, and analyze the personal impact of art experiences.

Standards:

- HSAC.1CR Utilize sources to conceptualize a personally relevant idea.
- HSAC.1PE Demonstrate skilled artisanship through persistence
- HSAC.2CO Assess the impact of advocacy in the visual arts personally and professionally.
- HSAC.3CO Analyze the personal impact of art experiences.

Content-Specific Vocabulary:

- Conceptualization
- Artisanship
- Advocacy
- Analysis

Introduction:

1. Begin with a brief discussion about the importance of career planning and how it can help students achieve their goals.
2. Ask students if they have thought about their future careers and what interests them in the visual arts industry.
3. Introduce the concept of career planning and explain that it involves setting goals, researching careers, and creating a plan to achieve those goals.

Activity 1: Career Exploration:

1. Show a short video clip that highlights various careers in visual arts, such as painters, illustrators, graphic designers, sculptors, and digital artists.
2. After the video, discuss each career briefly and write the names of the careers on the whiteboard.
3. Hand out the career descriptions and have students read them aloud. Discuss the skills and education needed for each role.

Activity 2: Career Planning:

1. Provide students with career planning templates that include sections for setting goals, researching careers, and creating a plan.
2. Have students choose a career in visual arts that interests them and fill out the template with their goals, the skills and education needed for the career, and steps they can take to achieve their goals.
3. Encourage students to think about both short-term and long-term goals and how they can gain experience and build their skills.

Activity 3: Hands-On Art and Design Project:

1. Provide students with sources such as art books, online galleries, and articles about visual arts. Ask them to utilize these sources to conceptualize a personally relevant idea for an art project. Encourage students to think about how their personal experiences and interests can influence their art. Have them write down their ideas in their journals or notebooks
2. Provide students with art supplies and ask them to create a piece of visual art based on their conceptualized idea. Emphasize the importance of demonstrating skilled artisanship through persistence. Encourage students to take their time and focus on the details of their work. Walk around the classroom and provide guidance and support as needed.

Conclusion:

1. Gather the students and discuss what they learned about the different careers in visual arts and the importance of career planning.
2. Ask students to share their career plans and what steps they will take to achieve their goals.
3. Emphasize the importance of setting goals, gaining experience, and continuously learning and improving.
4. Encourage students to think about how their experiences with art have shaped their goals and aspirations in the visual arts industry
5. Discuss the concept of advocacy in the visual arts and how it can impact both the artist and the community. Provide examples of artists who have used their work to advocate for social or political causes. Ask students to assess the impact of advocacy in the visual arts personally and professionally. Have them write a reflection in their journals about how they can use their art to advocate for causes they care about.



Assessment:

- Participation in discussions and activities
- Understanding of different visual arts careers as demonstrated in their career plans
- Ability to create a career plan and articulate their goals and steps to achieve them
- Engagement and creativity in the hands-on art and design project

Arts Integrated Ideas

Arts integration is:

- an approach to teaching and learning that involves students learning and demonstrating understanding through an art form of another subject while meeting evolving objectives in both.

Arts integration is distinctly different from arts as curriculum (traditional arts courses and programs) and arts-enhanced curriculum (including arts projects in other subject areas) and is recognized as an evidence-based approach to teaching and learning.

This table outlines sample lesson activity ideas which integrate learning standards from the arts and other grade-level subject standards. The matrix of ideas is intended as a collection of ideas to spark innovation and the imagination about how to integrate the arts and other content areas. The matrix is not exhaustive and is intended to describe rather than prescribe how to create arts-integrated lessons.

Visual Art

K-2 Nine Cats Named Sam (Math and Literacy)

Students will read or listen to Warhol's book, "25 Cats Named Sam." They will create their own version of Andy Warhol's pop art to illustrate a subtraction word problem. Students will represent a subtraction problem by drawing some of their 9 cats as visible in the frame and others as hiding, using pop art background lines to indicate the hidden cats. They will combine different shapes to create images of cats and use watercolor relief to create background colors for their frames. Finally, students will write a few sentences describing the story of their 9 cats, accurately explaining how many are "hidden" and how many remain.

Calder Torn Paper and Coding Multiplication (Math)

Students will create original adaptations of Alexander Calder's Torn Paper designs, demonstrating their ability to manipulate paper by tearing. They will express their understanding of the differences between organic and geometric shapes. Additionally, students will encode three multiplication equations using patterns of dots on pieces of torn paper (e.g., 3 black dots on 3 blue blobs represent $3 \times 3 = 9$, 4 black dots on 4 red blobs represent $4 \times 4 = 16$, and 2 black dots on 2 yellow blobs represent $2 \times 2 = 4$). Students will apply criteria to observe and evaluate artistic work, selecting and generating feedback and evaluation criteria aligned with various goals of artistic expression and techniques.

6-8 Constitutional Visual Essays (Social Studies)

Students create a visual essay (compilation of images, symbols, and artwork) illustrating key themes from the preamble to the Constitution. Students integrate visual images, designs, and information with primary source documents (visual and text) to select, organize, and refine a compelling presentation. Students provide feedback through discussions and develop evaluation criteria.

9-12 Making an Impression (World Languages and Cultures)

Students recreate or create an original interpretation of a piece of impressionist or post-impressionist art (in a traditional medium or a contemporary medium, e.g., as a framed painting or an image on a T-shirt). Students learn relevant language and intercultural content in French (or target language). Students describe in French (or target language) the historical style, artistic medium, and their rationale for selection). Students demonstrate proficiency in the techniques appropriate during the impressionist and post-impressionist period. Students create evaluation criteria to assess own and peer artwork.