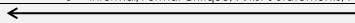
Advanced Level High School Visual Arts Year-at-a-Glance

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

August	September	October	November		December		January		February		arch	April		May
High School Units of Study	Sketchbook and Composition skills Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)	Sketchbook and Composition skills Teacher selected Unit of Study and 2D/ 3D Application (5-20Days)	Sketchbook and Composition skills Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)	•	Sketchbook and Composition skills Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)	•	Sketchbook and Composition skills Teacher selected Unit of Study and 2D/3D Application (5-20 Days)	•	Sketchbook and Composition skills Teacher selected Unit of Study and 2D/3D Application (5-20 Days)	•	Sketchbo Composi Teacher Unit of St 2D/ 3D A (5-20 Day	tion skills selected udy and pplication	•	Sketchbook and Composition skills Teacher selected Unit of Study and 2D/ 3D Application (5-20 Days)

High School Discipline Applications

- Teacher selected discipline applications
- Refer to Advanced Level Unit Plan in the course discipline for greater detail and discipline specific applications
 - Sketchbooks and systems for reflection, discovery, planning (addressed throughout the discipline practice)
 - o Drawing as a system for perceiving and planning ideas (addressed throughout the discipline practice)
 - o Informal/Formal Critique, Artist's Statements, Assessment in summative and/or formative as well as additional assessment forms (addressed throughout teacher selected Units of Study)



High School Colorado Visual Arts Academic Standards

(45-80 Days)

Observe and Learn to Comprehend

The Organizing Concept of Comprehension is connected to Big Idea of Expression, Communicating and Meaning to enhance student learning.

'Understand, Know and Be able to do...' Descriptors for Comprehension Understanding the Art World and Learning to Observe

Challenge and question thinking about an original visual

- Investigating and observing one's own art process through observation of artist's process and artists' works.
 - Informal and written formal critique of looking at one's own work and work of other artists in the art world.
 - Practiced and recorded Intentional Questioning of one's own process.
 - Consistent and deliberate, thoughtful evaluation of one's visual vocabulary.
- o To look at art with intentionality and purpose
- o Challenge and question thinking about an original visual vocabulary.
- o To think like an artist and to interact with other artists:
 - To describe and apply techniques with art vocabulary.
 - To interpret, observe and infer to make meaning. To innovatively apply the structure and process of art practice.

Adapted from Studio Thinking: The Real Benefits of Visual Arts Education Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan

Grade Level Expectations and Evidence Outcomes: High School

- 1. Visual art has inherent characteristics and expressive features
 - Evidence Outcomes: a.b.c.d.
- 2. Historical and cultural context are found in visual art **Evidence Outcomes: a.b.c.d.e.f.**
 - 271461166 6616611163. 4.2.6.4.6...
- 3. Art and design have purpose and function **Evidence Outcomes:** a.b.c.

Visual Arts DLEA 2012

Visual Arts | High School

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Envision and Crit	tique to Reflect
The Organizing Concept of Reflect is connected to Big Ideas of Critical think	
"Understand, Know and Be able to do" Descriptors for Reflect	Grade Level Expectations and Evidence Outcomes: High School
Learning to Envision and Learning to Reflect	1.Reflective strategies are used to understand the creative process
To simultaneously cultivate and challenge visual possibilities through flexible, imaginative thinking	Evidence Outcomes: a.b.c.d.e.
Expand and cultivate methods of planning and evaluation:	
To ask intentional questions and to question one's own process.	2. A personal philosophy of art is accomplished through use of sophisticated language and
To evaluate the progression of the art process.	studio art processes
Responding to works of art through:	Evidence Outcomes: a.b.c.
Critique and interpretation of meaning in contemporary art. Forming individual	3. Interpretation is a means for understanding and evaluating works of art
opinions about art and art making processes	Evidence Outcomes: a.b.c.d.
Opinions about art and art making processes. Adapted from Studio Thinking: The Real Benefits of Visual Arts Education Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan	
Invent and Disc	over to Create
The Organizing Concept of Creating is connected to Big Id	leas of Generate works of art to enhance student learning.
'Understand, Know and Be able to do' Descriptors for Creating	Grade Level Expectations and Evidence Outcomes: High School
Developing Craft and Learning to Express	
Care for safety, materials and tools in the studio classroom	1. Demonstrate competency in traditional and new art media, and apply appropriate and available
 Challenge and deliberately investigate visual vocabulary by connecting to cultural contexts and /or human 	technology to express ideas
experience.	Evidence Outcomes: a.b.c.d.
 Making art with intentionality to communicate to a specific audience: 	
 To continue to acquire a discipline of purposeful attention to craftsmanship. 	2. Assess and produce art with various materials and methods
 To explain the thinking process and refine ideas. 	Evidence Outcomes: a.b.c.d.e.
 Using sketchbooks for experimenting, planning and explaining ideas by building a visual vocabulary. 	3. Make judgments from visual messages
Adapted from Studio Thinking: The Real Benefits of Visual Arts Education Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan	Evidence Outcomes: a.b.c.
Relate and Conr	nect to Transfer
The Organizing Concept of Transfer is connected to Big Ideas of Recognize, articulate, and validates the visual arts to life	
'Understand, Know and Be able to do' Descriptors for Transfer	Grade Level Expectations and Evidence Outcomes: High School
Engage and Persist in Art / Stretch and Explore in Art	
Connecting art:	1.The work of art scholars impacts how art is viewed today
To individual/original visual vocabulary.	Evidence Outcomes: a.b.
 To the cause and effect motivations in art making and art. 	2. Communication through advanced visual methods is a necessary skill in everyday life
 To cultural influences and implications through the human experience. 	Evidence Outcomes: a.b.
 To cultivate endurance in art making and connecting art: 	3. Art is a lifelong endeavor
 To strategic audiences, personal meaning and artistic intent. 	Evidence Outcomes: a.b.c.
 To challenge, to explore and connect the investigations of technique, process and materials. 	
To respond to art in a variety of ways: Environmental, Societal, Historical and Cultural, the Human Condition.	
Adapted from Studio Thinking: The Real Benefits of Visual Arts Education Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan	

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