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)

### High School Units of Study
- **August:** Sketchbook and Composition skills
- **September:** Teacher selected Unit of Study and 2D/3D Application (5-20 Days)
- **October:** Sketchbook and Composition skills
- **November:** Teacher selected Unit of Study and 2D/3D Application (5-20 Days)
- **December:** Sketchbook and Composition skills
- **January:** Teacher selected Unit of Study and 2D/3D Application (5-20 Days)
- **February:** Sketchbook and Composition skills
- **March:** Teacher selected Unit of Study and 2D/3D Application (5-20 Days)
- **April:** Sketchbook and Composition skills
- **May:** 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)
  - Drawing as a system for perceiving and planning ideas (addressed throughout the discipline practice)
  - 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

#### Grade Level Expectations and Evidence Outcomes: High School

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Evidence Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1. Visual art has inherent characteristics and expressive features</td>
<td>Evidence Outcomes: a.b.c.d.</td>
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<tr>
<td>2. Historical and cultural context are found in visual art</td>
<td>Evidence Outcomes: a.b.c.d.e.f.</td>
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<tr>
<td>3. Art and design have purpose and function</td>
<td>Evidence Outcomes: a.b.c.</td>
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</tbody>
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Adapted from Studio Thinking: The Real Benefits of Visual Arts Education Authors: Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly Sheridan.
### Envision and Critique to Reflect

The **Organizing Concept** of Reflect is connected to **Big Ideas** of Critical thinking through synthesis evaluation and analysis to enhance student learning.

#### ‘Understand, Know and Be able to do...’ Descriptors for Reflect
- **Learning to Envision and Learning to Reflect**
  - To simultaneously cultivate and challenge visual possibilities through flexible, imaginative thinking
  - To expand and cultivate methods of planning and evaluation:
    - To ask intentional questions and to question one’s own process.
    - To evaluate the progression of the art process.
  - To respond to works of art through:
    - Critique and interpretation of meaning in contemporary art. Forming individual opinions about art and art making processes.

#### Grade Level Expectations and Evidence Outcomes: High School
1. Reflective strategies are used to understand the creative process
   - Evidence Outcomes: a.b.c.d.e.
2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes
   - Evidence Outcomes: a.b.c.
3. Interpretation is a means for understanding and evaluating works of art
   - Evidence Outcomes: a.b.c.d.

### Invent and Discover to Create

The **Organizing Concept** of Creating is connected to **Big Ideas** of Generate works of art to enhance student learning.

#### ‘Understand, Know and Be able to do...’ Descriptors for Creating
- **Developing Craft and Learning to Express**
  - Care for safety, materials and tools in the studio classroom:
    - Challenge and deliberately investigate visual vocabulary by connecting to cultural contexts and/or human experience.
  - o Making art with intentionality to communicate to a specific audience:
    - To continue to acquire a discipline of purposeful attention to craftsmanship.
    - To explain the thinking process and refine ideas.
    - Using sketchbooks for experimenting, planning and explaining ideas by building a visual vocabulary.

#### Grade Level Expectations and Evidence Outcomes: High School
1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas
   - Evidence Outcomes: a.b.c.d.
2. Assess and produce art with various materials and methods
   - Evidence Outcomes: a.b.c.d.e.
3. Make judgments from visual messages
   - Evidence Outcomes: a.b.c.

### Relate and Connect to Transfer

The **Organizing Concept** of Transfer is connected to **Big Ideas** of Recognize, articulate, and validates the visual arts to lifelong learning and the human experience to enhance student learning.

#### ‘Understand, Know and Be able to do...’ Descriptors for Transfer
- **Engage and Persial in Art / Stretch and Explore in Art**
  - Connecting art:
    - To individual/original visual vocabulary.
    - To the cause and effect motivations in art making and art.
    - To cultural influences and implications through the human experience.
  - o To cultivate endurance in art making and connecting art:
    - To strategic audiences, personal meaning and artistic intent.
    - 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.

#### Grade Level Expectations and Evidence Outcomes: High School
1. The work of art scholars impacts how art is viewed today
2. Communication through advanced visual methods is a necessary skill in everyday life
3. Art is a lifelong endeavor
   - Evidence Outcomes: a.b.c.