

Standard A: Use media, techniques and processes for making art.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student will ...</p> <p>1. use a variety of media, techniques and processes to communicate clear ideas. (21<sup>st</sup> - F, E, T)</p>	<p>I can...</p> <p>a. use a variety of media to create clear images and designs.</p> <p>b. choose and use the appropriate media or technique for my idea.</p> <p>c. transfer techniques from one project to another.</p>	<ul style="list-style-type: none"> <li>• Observation of process using checklists, anecdotal notes, or observation marks/tallies</li> <li>• Discussion with review of vocabulary and artistic intent</li> <li>• Worksheet or quiz for identification of media, tech. and processes</li> <li>• Evaluation of final product with               <ul style="list-style-type: none"> <li>○ criteria based on media, techniques &amp; processes as well as clarity of ideas</li> <li>○ reflection of intent</li> </ul> </li> <li>• Self-evaluation with same criteria</li> <li>• Critique</li> </ul>

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 ☒ = not reported

(21<sup>st</sup> -F)=Financial Literacy  
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 (21<sup>st</sup>-H)=Health Literacy

Standard B: Uses art elements and design principles in art works.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student will...  1. use art elements and principles to communicate meaning. (21 <sup>st</sup> -F)	I can...  a. identify and use the art elements. b. identify and use the art principles. c. organize, visualize and plan for my art work. d. communicate meaning in both 2-dimensional and 3-dimensional work.	<ul style="list-style-type: none"> <li>• Question and response (individually or in discussion)</li> <li>• Observation of process</li> <li>• Review of products using criteria based on the use of elements and principles</li> <li>• Self-evaluation/reflection</li> <li>• Critique</li> </ul>

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Standard C: Choose a variety of images and original ideas.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student will...</p> <p>1. communicate personal meaning and original ideas with the context of varied themes. (21<sup>st</sup> -E)</p> <p>2. use thinking skills to solve artistic problems. (21<sup>st</sup> -F, E)</p>	<p>I can...</p> <p>a. explore and use varied artistic styles in expressing my ideas.</p> <p>b. create art that is unique to me.</p> <p>c. choose and use varied imagery.</p> <p>d. express personal ideas within a theme.</p> <p>e. work through art processes independently.</p> <p>f. apply my previous learning.</p> <p>g. solve artistic problems in original ways.</p>	<ul style="list-style-type: none"> <li>• Observation of process</li> <li>• Evidence of originality, varied images, and communication of meaning.</li> <li>• Identification worksheets or quizzes</li> <li>• Review of thematic connections</li> <li>• Evaluation of final product, looking at specific criteria</li> <li>• Self-Evaluation/reflection</li>   <li>• Observation of process, including independent and self-directed work</li> <li>• Evaluation of final product, looking for specific evidence of artistic problem solving (fluency, flexibility, planning, complexity, uniqueness, etc.)</li> <li>• Student self-reflection and self-evaluation using project criteria</li> <li>• Critique</li> </ul>

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Standard D: Explores the arts within cultures, times and places.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <p>1. identifies works of art as belonging to particular cultures, times and places. (21<sup>st</sup> -E)</p> <p>2. compare how different cultures look at art, talk about art and make art. (21<sup>st</sup> -E)</p>	<p>I can...</p> <p>a. identify the work of some cultures.</p> <p>b. identify the work of some artists.</p> <p>c. recognize some art history periods.</p> <p>d. compare and contrast art works from different cultures.</p> <p>e. respect the art that is made by others.</p>	<ul style="list-style-type: none"> <li>• Discussions and critiques with observation of use of vocabulary</li> <li>• Worksheets or quizzes focused on identification of cultures, artists and art history periods</li> <li>• Discussion and critique, looking for:               <ul style="list-style-type: none"> <li>○ depth and accuracy of comparisons</li> <li>○ respect for varied cultures and styles</li> <li>○ use of vocabulary</li> <li>○ connection to art concepts or meaning</li> </ul> </li> <li>• Worksheets or quizzes using vocabulary, comparisons and art concepts</li> <li>• Observation of respectful behaviors</li> <li>• Evaluation of any final products looking for use of cultural connection with personal ideas and student interpretation</li> </ul>

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Standard E: Reflects upon works of art.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student ...</p> <p>1. contributes positively to discussions about art and artists. (21<sup>st</sup> -E)</p> <p>2. describes and analyzes works of art. (21<sup>st</sup> -F, E)</p>	<p>I can...</p> <p>a. discuss my own art and the art of others respectfully and thoughtfully.</p> <p>b. use art vocabulary and concepts during discussion about art and artists.</p> <p>c. find personal meaning in art.</p> <p>d. identify how something was made.</p> <p>e. share insight and personal ideas about art.</p> <p>f. reflect upon and evaluate my own work.</p> <p>g. use art vocabulary.</p>	<ul style="list-style-type: none"> <li>• Discussion and critique, observing:               <ul style="list-style-type: none"> <li>○ respect for others' ideas and their work</li> <li>○ use of vocabulary</li> <li>○ personal meaning</li> </ul> </li> <li>• Anecdotal notes</li> <li>• Checklists</li> <li>• Questioning and response (individually or in group discussions)</li> <li>• Check for use of vocabulary</li> <li>• Observe clarity and complexity of description.</li> <li>• Assess written or verbal analysis for depth of ideas, insight and understanding of concepts.</li> <li>• Observe for further personal interpretation and questioning.</li> <li>• Observe references to aesthetic questions.</li> <li>• Student self-reflection and assessment</li> <li>• Peer discussions and assessment</li> <li>• Anecdotal notes from discussions</li> </ul>

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