

**PRESCOTT UNIFIED SCHOOL DISTRICT**  
**2015-2016 District Instructional Guide**  
**January 15, 2016**  
**Art 1**

<b>Grade Level: 9-12</b>	<b>Subject: Art 1</b>	<b>Time: Semester 1 &amp; 2 Quarter 1-4</b>	<b>Core Text: Art Talk</b>
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Time	Unit/Topic	Standards	Assessments
Quarter 1	Orientation Drawing Foundations	<p><b>Creating: Anchor Standard #1 Generate and conceptualize artistic ideas and work</b>  <b>VA.CR1.HS1a:</b> Use multiple approaches (such as exploring artwork from the past, experimenting with materials, expressing a personal concern) to begin creative endeavors.  <b>VA.CR1.HS1b:</b> Shape an artistic investigation of an aspect of present-day life using contemporary practices of art or design.</p> <p><b>Presenting: Anchor Standard #4 Select, Analyze and Interpret artistic work for presentation</b>  <b>VA.PR.4.HS1:</b> Analyze, select, and curate artifacts (such as pop culture items, heirlooms, personal collections) and/or artworks for presentation (such as in spaces in the classroom, digital presentation, on school campus, local businesses, public spaces)</p> <p><b>Creating: Anchor Standard #2 Organize and develop artistic ideas and work</b>  <b>VA.CR2.HS2b:</b> Demonstrate safe and skillful handling of materials, tools, and equipment; explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools, and equipment.</p> <p><b>VA.CR2.HS2c:</b> Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p><b>Responding: Anchor Standard #9 Apply criteria to evaluate artistic work</b>  <b>VA.RE.9.HS1:</b> Establish relevant criteria, as distinct from personal preference, to evaluate a work of art or collection of works. used by others (such as the general public compared to art specialists) to evaluate a work of art or collection of works.</p>	<p>Formative : Observation of Process</p> <p>Summative: Assignment Rubric</p> <p>Pre Test Elements and Principles of Art</p> <p>Artist Statement</p> <p>Critique</p> <p>Completed Assignment</p> <p>Student Reflection and Critique</p> <p>School and Community Art Shows</p>

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Quarter 2	Drawing Painting	<p><b>Anchor Standard # 3 Refine and complete artistic work</b>  <b>VA.CR3.HS1:</b> Apply traditional, cultural, or contemporary criteria to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p><b>Presenting: Anchor Standard #5 Develop and refine artistic techniques and work for presentation</b>  <b>VA.PR.5.HS1:</b> Analyze and evaluate the reasons (such as showcasing student artwork, recording the past, provoking thought, learning about other cultures, protecting vulnerable artworks) and ways an exhibition is presented (such as examining an exhibition catalogue, visiting an online exhibition, visiting a museum)</p> <p><b>Responding: Anchor Standard #8 Interpret intent and meaning in artistic work</b>  <b>VA.RE.8.HS1:</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence (such as subject matter, media, elements and principles of modern art, artistic norms, of diverse cultures, social issues in contemporary art) found in the work and its various contexts (artists' life and times).</p>	<p>Formative: Observation of Process</p> <p>Summative: Assignment Rubric</p> <p>Artist Statement</p> <p>Critique</p> <p>Completed Assignment</p> <p>Student Reflection and Critique</p> <p>Post test Elements and Principles of Art</p> <p>Semester Final Exam</p> <p>School and Community Art Shows</p>
Quarter 3	Painting	<p><b>Creating: Anchor Standard #2 Organize and develop artistic ideas and work</b>  <b>VA.CR2.HS1a:</b> Engage in making works of art or design both spontaneously and deliberately (such as using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art).</p> <p><b>Responding: Anchor Standard #7 Perceive and analyze artistic work</b>  <b>VA.RE.7.HS1a:</b> Speculate about ways in which art impacts people's perception and understanding of human experiences (such as Diego Rivera's political murals or Pablo Picasso's "Guernica", Jacob Lawrence's "Migration Series").  <b>VA.RE.7.HS1b:</b> Analyze how one's understanding of the world is affected by</p>	<p>Formative: Observation of Process</p> <p>Summative: Assignment Rubric</p> <p>Artist Statement</p> <p>Critique</p> <p>Completed Assignment</p>

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		<p>experiencing visual imagery (such as icons, logos, and advertisements).</p> <p><b>Connecting: Anchor Standard #10 Synthesize and relate knowledge and personal experiences to make art</b></p>	<p>Grading Rubric</p> <p>Student Reflection and Critique</p> <p>School and Community Art Shows</p>
Quarter 4	Mixed Media	<p><b>Presenting: Anchor Standards #6 Convey meaning through the presentation of artistic work</b></p> <p><b>VA.PR.6.HS1:</b> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</p> <p><b>Connecting: Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b></p> <p><b>VA.CN.11.HS1:</b> Describe how knowledge of culture, traditions, and history may influence personal responses to art (such as compare the initial response to an artwork at the beginning of the course and periodically throughout the course to identify changes in perception after study of the context).</p>	<p>Formative: Observation of Process</p> <p>Summative: Assignment Rubric</p> <p>Artist Statement</p> <p>Critique</p> <p>Completed Assignment</p> <p>Grading Rubric</p> <p>Student Reflection and Critique</p> <p>Semester Final Exam</p> <p>School and Community Art Shows</p>