

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 art materials, techniques and processes to communicate ideas. (21st-F, E, T)</p>	<p>I can...</p> <p>a. use a variety of media to create clear images.</p> <p>b. choose and use the appropriate media or technique for my idea.</p> <p>c. transfer skills from one project to another.</p>	<ul style="list-style-type: none"> • Observation of process using checklists, anecdotal notes, or observation marks/tallies • Discussion with review of vocabulary and artistic intent • Worksheet or quiz for identification of media, tech. and processes • Evaluation of final product with: <ul style="list-style-type: none"> ○ criteria based on media, techniques & processes as well as clarity of ideas ○ reflection of intent • Self-evaluation with same criteria

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 ★ = SEB assesses this skill
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 (21st-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 st -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"> • Question and response (individually or in discussion) • Observation of process • Review of products using criteria based on the use of elements and principles as well as organization and planning • Self-evaluation/reflection • Critique

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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. (21st -E)</p> <p>2. use thinking skills to solve artistic problems. (21st -F, E)</p>	<p>I can...</p> <p>a. explore 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"> • Observation of process • Evidence of originality, varied images, and communication of meaning. • Identification worksheets or quizzes • Review of thematic connections • Evaluation of final product, looking at specific criteria • Self-Evaluation/reflection • Observation of process, including independent and self-directed work • Evaluation of final product, looking for specific evidence of artistic problem solving (fluency, flexibility, planning, complexity, uniqueness, etc.) • Student self-reflection and self-evaluation using project criteria • Critique

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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 some works of art as belonging to particular cultures, times and places. (21st -E)</p> <p>2. compare how different cultures look at art, talk about art and make art. (21st -E)</p>	<p>I can...</p> <p>a. identify the art 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"> • Discussions and critiques with observation of vocabulary usage • Worksheets or quizzes focused on identification of cultures, artists and art history periods • Discussion and critique, looking for: <ul style="list-style-type: none"> ○ depth and accuracy of comparisons ○ respect for varied cultures and styles ○ use of vocabulary ○ connection to art concepts or meaning • Worksheets or quizzes using vocabulary, comparisons and art concepts • Observation of respectful behaviors • Evaluation of any final products looking for use of cultural connection with personal ideas and student interpretation

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

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