

## `What is it we expect students to learn? Identifying Essential Standards

Grade Level: **High School (9-12)**

Subject: **Art**

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<b>1. Standard/Description</b>	<b>2. Example/Rigor</b>	<b>3. Prior Skills Needed</b>	<b>4. Common Assessment</b>	<b>5. When Taught?</b>	<b>6. Enrichment Standards</b>
Understand art elements, principles of design & art vocabulary  <i>(Strand II EP 1A-G 2A-F VA2 FA2)</i>	Elements Square	Knowledge of how to critique art using art verbiage	Test	1 <sup>st</sup> quarter	Bring in 3-D visuals of each element and principle
Show how composition, line, and lettering can be laid out to create a unified design displaying self expression.  <i>(Strand II EP 1A VA2 FA2)</i>	Create an unusual but interesting design incorporating composition and lettering.	Knowledge of the term composition	Final Product	1 <sup>st</sup> quarter	Use more than one color in a 2 <sup>nd</sup> zentangle
Demonstrate an understanding of Typography  <i>(Strand I PP 1C VA1 FA1)</i>	Monogram Study	Knowledge of terms associated with typeface; Ability to identify type and demonstrate an understanding of visual spacing	Final Product	1 <sup>st</sup> quarter	Use on type to create the shading in a portrait of a person or pet
Incorporate characteristics of historical artworks within a modern layout design.  <i>(Strand V HC 1B VA4 FA5)</i>	Design a clothing line with a famous artist's art and verbiage influence	Basic art history and computer programs	Final Product	2 <sup>nd</sup> quarter	Create the same design on gift tags, wrap and or bags.
Communicate personal expression through design  <i>(Strand 1 PP 1D VA1 FA1 - 3B VA1 FA1)</i>	Create the first edition t-shirt design incorporating an appropriate message	Knowledge of layout and working with different media	Final Product	2hd quarter	Create more editions of shirt design

1. Standard: What is the essential standard to be learned? Describe in student-friendly vocabulary.
2. Example/Rigor: What does proficient student work look like? Provide an example and/or description.
3. Prior Skills Needed: What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?
4. Common Assessment: What assessment(s) will be used to measure student mastery?
5. When will this standard be taught?
6. Enrichment: What supplementary standards/skills enrichment the essential standard?