

Note: All artwork produced during art class can illustrate knowledge pertaining to all outcomes. All activities are cumulative and inter-related by the nature of the skills needed and employed in the art class: attention, perception, hands-on work, conceptual decision making, visualizing and materials management.

Outcome	Proficient:	High Performance	Instructional Activities
<p>Student effectively uses visual imagery and text to illustrate ideas and create meaning.</p>	<p>Work successfully includes at least two different media (art materials and techniques) completed applications of word and image to create meaning and message.</p> <p>Student participates in formal and informal written and oral class critiques, and interpretation sessions.</p>	<p>Work includes originality in concept, greater exploration of the media goals and craftsmanship.</p> <p>Student uses specific vocabulary words to make connections with other areas of communication.</p>	<p>Includes all activities related to Poster Art and the graphic image.</p> <p>Collage with message (alter and create a message), sketching a social message, Power Point Presentation on Poster Art as social intervention, concluding the unit with final project POSTERS with social message:</p> <p>Social Justice Fair Project: My Vision for a Better World!</p>
<p>Student applies four types of SYMMETRY: rotation, reflection, translation and glide reflection to create composition with Pattern.</p>	<p>Work illustrates at basic level at least three of the content components to the goals of the outcome.</p> <p>Student participates in formal and informal written and oral class critiques, and interpretation sessions.</p>	<p>Work successfully illustrates a deeper exploration of both content and specific media (art materials and techniques used to make projects), including attention to detail and craftsmanship.</p> <p>Student applies specific vocabulary words to make connections with other areas of art and communication.</p> <p>Originality in concept and execution.</p>	<p>Students identify, describe, apply and interpret systems of Symmetry and Patterns.</p> <p>Short writing assignments, class discussions on: Identifying and describing an aesthetic experience (inspired by patterns and Symmetries).</p>
<p>Student applies the processes and techniques of relief printmaking to create image multiples.</p>	<p>Student creates a linoleum stencil.</p> <p>Student applies color separation, registration and printing.</p>	<p>Student creates linoleum stencil by exploring in greater depth and complexity the language of the media: number of colors used, quality of the carving and design of the stencil, registration and number of prints.</p>	<p>Students design, carve and print a number of linoleum prints.</p> <p>Students self-manage during a multi – leveled process.</p>

<p>Participates in class discussions and critical evaluations of several artists' works as a means of affecting social change.</p>	<p>Student is able to analyze, interpret and create opinions based on artistic and visual evidence, both written and oral.</p>	<p>Student is able to evaluate art work (own and others), and make connections to other areas of content.</p> <p>Student is using specific vocabulary words and evidence to support opinions.</p>	<p>Informal writing assignments (bell ringers, quizzes)</p> <p>Formal writing assignments (artist statements)</p> <p>Participation in class discussions.</p>
<p>Student applies shape, line and color to create visually balanced compositions.</p>	<p>Work successfully includes at least two out of three goals of the outcome to create balanced composition.</p>	<p>Work also includes originality and indications of connecting artistic content to the intent of creating balanced compositions.</p>	<p>Includes all works and all media which requires the skills to apply the idea of composing visual elements.</p>
<p>Student applies the Golden Mean to create art work.</p>	<p>Student can find artwork and construct a rectangle using the Golden Mean to create composition.</p>	<p>Student can identify artwork and construct a basic composition using the Golden Mean.</p> <p>Student is able to make connections with other fields of life and/or subject matters and the Golden Mean.</p>	<p>Constructing a golden mean rectangle.</p> <p>Fibonacci's numbers, artists as scientists, Leonardo da Vinci, the concept of perfect proportion to create BEAUTY, discovering nature with the golden mean etc.</p>
<p>Student consistently stays on task, follows directions and communicates respectfully.</p>	<p>See Classroom activities for explanation of Behavior Chart:</p> <p>Majority Yellow 50% (and max 2 Reds) = P</p> <p>5 Greens cancel out 1 Red/Pink</p> <p>More than 3 Reds = NY</p>	<p>See Classroom activities for explanation of Behavior Chart:</p> <p>Majority 75% Green = HP</p> <p>(subject to changed based on extraordinary improvement over time)</p>	<p>Behavior Charts filled out by the teachers each class period. Students are introduced to the rules for the behavior chart: Each instance of a behavior issue is recorded with a dot on the attendance sheet. Tardiness, excessive talking, rudeness, failure to properly use and/or cleanup materials = one instance red.</p>