



# Visual Arts Scope and Sequence Grade 9 - 12

The Scope and Sequence document represents an articulation of what students should know and be able to do. The document supports teachers in knowing how to help students achieve the goals of the standards and to understand each standard conceptually. It should be used as a tool to assist in planning and implementing a high quality instructional program.

- The units provide a snapshot of instruction across a year.
- The unpacking section contains rich information and examples of what the standards and benchmarks mean.
- The progressions provide valuable information for pre-assessment as well as information on what follows.

## Visual Arts Standards

### **Standard 1: Creativity**

*Learners understand that the creative process is used to plan, organize, and problem solve.*

### **Standard 2: Elements of Art and Principles of Design**

*Learners understand and demonstrate that the language of art can be used in the creation of art*

### **Standard 3: Media Techniques and Craftsmanship**

*Learners understand the need to develop skills and craftsmanship to create works of art with materials, tools, and techniques*

### **Standard 4: Connection and Communication**

*Learners understand and create art with relation to historical, cultural and social contexts*

### **Standard 5: Historical and Cultural Contexts**

*Learners understand that art has influenced and defined history and culture*

### **Standard 6: Critiquing**

*Learners understand that the language of art is used to describe, interpret and evaluate art works*



# Visual Arts Scope and Sequence Grade 9 - 12

**\*Please note:** HS Visual Art units are offered as electives for the duration of one semester. Students may opt to take one, some or none, dependent upon course preferences and graduation requirements. Year 11/12 and IB Visual Arts is a two- year program.

The Units shown below are the current offerings for Grades 9 – 12 electives and Year 11 or IB1 and Year 12 or IB2 Visual Arts.

## Grade 9-12 Elective Units

### Sculpture

| Unit 1                        | Unit 2        | Unit 3                                   | Unit 4                             |
|-------------------------------|---------------|--|------------------------------------|
| Giacometti and the human form | From 2D to 3D | Body Art, Zentangles and plaster casting | Art and Communication – Persuasion |

### Printmaking

| Unit 1            | Unit 2                   | Unit 3            | Unit 4      |
|-------------------|--------------------------|-------------------|-------------|
| Line and linoleum | 3 types of mono-printing | Dry point etching | Collographs |

### Discover Art

| Unit 1                            | Unit 2  | Unit 3  | Unit 4                         |
|-----------------------------------|---|---|--------------------------------|
| Identity – portraits and painting | Batik – African and Asian textiles. Art creating cultures | 3D Form – paper, Styrofoam and organic sculptures | Visual Language - Illustration |

### Explore Art

| Unit 1             | Unit 2          | Unit 3   | Unit 4   |
|--------------------|-----------------|----------|----------|
| Figure and Gesture | Art vs. Science | Painting | Ceramics |

### Explore Photography

| Unit 1      | Unit 2  | Unit 3  | Unit 4  |
|-------------|---|---|---|
| Composition | Choice out of 8 major projects:<br>All about Apps<br>Animation<br>Documentary | Choice out of 8 major projects:<br>All about Apps<br>Animation<br>Documentary | Choice out of 8 major projects:<br>All about Apps<br>Animation<br>Documentary |



# Visual Arts Scope and Sequence Grade 9 - 12

|  |   |   |   |
|--|---|---|---|
|  | Environment<br>Home Project<br>Nature<br>Photoshop<br>Sonheim | Environment<br>Home Project<br>Nature<br>Photoshop<br>Sonheim | Environment<br>Home Project<br>Nature<br>Photoshop<br>Sonheim |
|--|---|---|---|

## Year 11 and IB1

|                    |                    |                    |
|--------------------|--------------------|--------------------|
| <b>Component 1</b> | <b>Component 2</b> | <b>Component 3</b> |
| Comparative Study  | Process Portfolio  | Exhibition         |

## Year 12 and IB2

|                    |                    |                    |
|--------------------|--------------------|--------------------|
| <b>Component 1</b> | <b>Component 2</b> | <b>Component 3</b> |
| Comparative Study  | Process Portfolio  | Exhibition         |

# Visual Arts Scope and Sequence Grade 9 - 12

| Standard 1: Creativity   |  |   |
|--|--|---|
| Learners understand that the creative process is used to plan, organize, and problem solve.  |  |   |
| Benchmarks   | Performance Indicators   |   |
|  | Grade 9/10   | Grade 11/12   |
| <p><b>1.10</b><br/>Use the creative cycle to plan, organize and problem solve problems during the process of creation.</p>                                       | <ul style="list-style-type: none"> <li>- Investigate, plan, create and evaluate.</li> <li>- Demonstrate understanding of the creative process.</li> <li>- Show evidence of planning, using various approaches, in journals and reach a point of realization in studio work.</li> </ul>   | <ul style="list-style-type: none"> <li>- Investigate, plan, create and evaluate.</li> <li>- Demonstrate understanding of the creative process.</li> <li>- Show evidence of planning, using various approaches, in journals and reach a point of realization in studio work.</li> <li>- Identify own strength in the cycle and demonstrate ability to critique each other's work, give feedback, receive feedback and make improvements.</li> </ul>  |
| <p><b>1.11</b><br/>Use sketches, observational drawings and experiments in their journals as a means to problem solve and plan for creation of works of art.</p> | <ul style="list-style-type: none"> <li>- Use Visual Arts journal to document and record ideas and thoughts showing evidence of sketches, planning, compositional studies and color studies leading to a final piece.</li> <li>- Use the journal independently to make changes to initial ideas and reflect on progress.</li> </ul> | <ul style="list-style-type: none"> <li>- Use Visual Arts journal to document and record ideas and thoughts showing evidence of sketches, planning, compositional studies and color studies leading to a final piece.</li> <li>- Use the journal independently to make changes to initial ideas and reflect on own progress.</li> <li>- Journal shows evidence of students making links to artists and art history.</li> <li>- Connections to historical and cultural context are being identified.</li> </ul> |

# Visual Arts Scope and Sequence Grade 9 - 12

| Standard 2: Elements of Art and Principles of Design   |  |   |
|--|--|---|
| Learners understand and demonstrate that the language of art can be used in the creation of art  |  |   |
| Benchmarks   | Performance Indicators   |   |
|  | Grade 9/10   | Grade 11/12   |
| <p><b>2.7</b><br/>Demonstrate an understanding of the elements and principles in art, as the building blocks to create and analyze art, in a variety of media.</p>                             | <ul style="list-style-type: none"> <li>- Identify the characteristics and qualities of the elements and principles in art.</li> <li>- Demonstrate the use of these as building blocks for their work by identifying them in sketches and compositional work.</li> <li>- Recognize and analyze work of others to identify the elements and principles used.</li> </ul>  | <ul style="list-style-type: none"> <li>- Identify the characteristics and qualities of the elements and principles in art.</li> <li>- Demonstrate the use of these as building blocks for own work by identifying them in sketches and compositional work.</li> <li>- Recognize and analyze work of others to identify the elements and principles used.</li> <li>- Identify the effect and function of the elements and principles in own work in relation to the audience.</li> </ul>   |
| <p><b>2.8</b><br/>Experiment with visual information in a variety of ways such as elaboration, enlargement, and simplification in relation to the elements of art and principles of design</p> | <ul style="list-style-type: none"> <li>- Demonstrate more than one approach to an idea and studio work.</li> <li>- Journal shows a variety of experiments, and creative thinking behaviors lead to one studio work.</li> <li>- Make decisions about the use of the elements and principles in the context of own work, and the medium and technique chosen.</li> </ul> | <ul style="list-style-type: none"> <li>- Demonstrate more than one approach to an idea and studio work.</li> <li>- Journal shows a variety of experiments, and creative thinking behaviors lead to one studio work.</li> <li>- Make decisions about the use of the elements and principles in the context of own work, and the medium and technique which they have chosen.</li> <li>- Journal work, studio work and critiques demonstrate that decisions in the use of the elements and principles were made in support of the personal concept and artistic intention.</li> </ul> |

## Standard 3: Media Techniques and Craftsmanship

Learners understand the need to develop skills and craftsmanship to create works of art with materials, tools, and techniques

| Benchmarks  | Performance Indicators   |  |
|---|--|--|
|   | Grade 9/10   | Grade 11/12  |
| <p><b>3.15</b><br/>Create artworks using various techniques, technology, media and processes.</p>   | <ul style="list-style-type: none"> <li>- Work with different media and understand that choices in media and techniques effect the artwork and the experience for the viewer.</li> <li>- Technology is used in various artworks, either as a research or presentation tool, or as a media in the final product.</li> <li>- Develop both 2 dimensional and 3 dimensional skills and techniques for use to present art to an audience.</li> </ul> | <ul style="list-style-type: none"> <li>- Work with different media and understand that choices in media and techniques effect the artwork and the experience for the viewer.</li> <li>- Technology is used in various artworks, either as a research or presentation tool, or as a media in the final product.</li> <li>- Develop both 2 dimensional and 3 dimensional skills and techniques for use to present art to an audience.</li> <li>- Show ability to make decisions about the media for creations and document the process clearly in the process journals.</li> <li>- Can explain own decisions regarding media.</li> </ul> |
| <p><b>3.16</b><br/>Investigate and experiment with new media and techniques and explore their characteristics and application within art history.</p> | <ul style="list-style-type: none"> <li>- Journal work shows alternative ideas and a variety of approaches.</li> <li>- Techniques are explored and experimented with and an ability to identify the characteristics of work using the elements and the principles is demonstrated.</li> </ul>   | <ul style="list-style-type: none"> <li>- Journal work shows alternative ideas and a variety of approaches.</li> <li>- Techniques are explored and experimented with and an ability to identify the characteristics of their work using the elements and the principles is demonstrated.</li> <li>- Connections are made between own work and that of others.</li> <li>- Understand the relations between own work and art history, either through an artist, art movement or identification and comparison of elements, principles, technique or media.</li> </ul>   |

## Visual Arts Scope and Sequence Grade 9 - 12

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| <p><b>3.17</b><br/>Purposefully select tools, techniques, technology and new media to effectively communicate ideas in art and create or transform an art work.</p> | <ul style="list-style-type: none"> <li>- Knowledge of skills sets applicable to own art work is evident in the process journals.</li> <li>- Identify why a technique or media has been chosen to work with.</li> <li>- Explain how choices influence and shape own work.</li> </ul> | <ul style="list-style-type: none"> <li>- Knowledge of skills sets applicable to art work is evident in the process journals.</li> <li>- Identify why a technique or media has been chosen to work with.</li> <li>- Explain how choices influence and shape own work.</li> <li>- Demonstrate a skill set that allows informed decisions to be made in the application of various approaches to own creation.</li> </ul> |
| <p><b>3.18</b><br/>Investigate properties, commonalities, and differences of various media and techniques.</p>  | <ul style="list-style-type: none"> <li>- Identify work by other artists to describe the work using the elements and principles.</li> <li>- Make connections to own work.</li> </ul>   | <ul style="list-style-type: none"> <li>- Identify work by other artists to describe the work using the elements and principles.</li> <li>- Make connections to own work.</li> <li>- Can describe and explain different media and techniques using art specialist vocabulary.</li> </ul>  |
| <p><b>3.20</b><br/>Practice responsible and safe use of tools, equipment and materials</p>  | <ul style="list-style-type: none"> <li>- Know and apply necessary safety precautions when creating work.</li> <li>- Demonstrate responsibility in class, and in the environments in which they work with peers.</li> </ul>  | <ul style="list-style-type: none"> <li>- Know and apply necessary safety precautions when creating work.</li> <li>- Demonstrate responsibility in class, and in the environments in which they work with peers.</li> <li>- Make independent decisions in their work, recognizing the possibilities of the use of different equipment and tools.</li> </ul>   |

| <b>Standard 4: Connection and Communication</b>   |  |  |
|---|--|--|
| Learners understand and create art with relation to historical, cultural and social contexts  |  |  |
| <b>Benchmarks</b>   | <b>Performance Indicators</b>  |  |
|   | <b>Grade 9/10</b>  | <b>Grade 11/12</b>   |
| <b>4.9</b><br>Identify and apply personal connections in their artworks   | <ul style="list-style-type: none"> <li>- Identify and discuss links to personal context in both artworks and journals.</li> <li>- Artwork starts from an idea or concept and follows it through to the point of realization.</li> <li>- Recognize that art can have various functions and purposes, but that the artist has a range of thinking behaviors and artistic intentions in the process.</li> </ul> | <ul style="list-style-type: none"> <li>- Identify and discuss links to personal context in both artworks and journals.</li> <li>- Artwork starts from an idea or concept and follows it through to the point of realization.</li> <li>- Recognize that art can have various functions and purposes, but that the artist has a range of thinking behaviors and artistic intentions in the process.</li> <li>- A clear and coherent artistic intention is explained and developed in the process journal.</li> <li>- Journal presents and expresses the function and purpose of their work.</li> </ul> |
| <b>4.10</b><br>Identify content, symbolism, function and meaning in imagery and applying to their artworks                            | <ul style="list-style-type: none"> <li>- Play with ideas and experiment to find the most appropriate visuals and techniques to communicate and idea or concept - using a variety of media and art forms. Show evidence of the above in process journal and studio art work.</li> </ul>   | <ul style="list-style-type: none"> <li>- Play with ideas and experiment to find the most appropriate visuals and techniques to communicate and idea or concept - using a variety of media and art forms. Show evidence of the above in process journal and studio art work.</li> <li>- Challenge selves to make connections between own work, what they communicate and links with historical, social and/or cultural contexts.</li> </ul>   |
| <b>4.11</b><br>Identify the roles of artists in mass media, such as television, product packaging, and advertising in relation to the | <ul style="list-style-type: none"> <li>- Understand the role of art in everyday life and explain how art has played a role in shaping cultures globally.</li> <li>- Make connections to demonstrate the presence of art in daily lives, and show an understanding of the importance of art in a personal context and culture.</li> </ul>   | <ul style="list-style-type: none"> <li>- Understand the role of art in everyday life and explain how art has played a role in shaping cultures globally. Make connections to demonstrate the presence of art in daily lives, and show an understanding of the importance of art in a personal context and culture</li> </ul>   |

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| culture within which it is embedded   |   | <ul style="list-style-type: none"> <li>- Observe and respond to the changing role of art and artists over time and the related impact on them and the world around them.</li> </ul>  |
| <b>4.12</b><br>Communicate contexts, symbols, imagery and function and make connections with their own creations. | <ul style="list-style-type: none"> <li>- Process journal and preparatory work shows a link between own work, ideas and plans and what has already been achieved in art history with the same concept, idea or topic.</li> </ul> | <ul style="list-style-type: none"> <li>- Process journal and preparatory work shows a link between own work, ideas and plans and what has already been achieved in art history with the same concept, idea or topic.</li> <li>- Transfer learning about art history to own setting.</li> </ul> |

| <b>Standard 5: Historical and Cultural Contexts</b>   |  |  |
|---|--|--|
| Learners understand that art has influenced and defined history and culture   |  |  |
| <b>Benchmarks</b>   | <b>Performance Indicators</b>  |  |
|   | <b>Grade 9/10</b>  | <b>Grade 11/12</b>   |
| <b>5.10</b><br>Investigate and/or create works of art within a context that references artists in various cultures, times, and places | <ul style="list-style-type: none"> <li>- Show ability to study an artist, place this artist in historical context and identify the main characteristics of the concepts and the elements which the artist used.</li> </ul>   | <ul style="list-style-type: none"> <li>- Show ability to study an artist, place this artist in historical context and identify the main characteristics of the concepts and the elements which the artist used.</li> <li>- Own work explores the art movements of the time, the artists involved and explains how the piece would have been viewed and perceived by an audience then and now.</li> </ul> |
| <b>5.11</b><br>Compare and contrast ways art has been used as a means of communication throughout history                             | <ul style="list-style-type: none"> <li>- Show an ability to create artworks that communicate a message or an idea.</li> <li>- Art as a visual language is explored and researched, and illustration, advertising and propaganda are studied as art forms.</li> </ul> | <ul style="list-style-type: none"> <li>- Show an ability to create artworks that communicate a message or an idea.</li> <li>- Art as a visual language is explored and researched, and illustration, advertising and propaganda are studied as art forms.</li> <li>- Demonstrate how acquired knowledge about art forms shape decisions when creating their own work.</li> </ul>                         |

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|---|--|---|
| <p><b>5.12</b><br/>Analyze differences in media used in major works by recognized artists from various cultures</p>   | <ul style="list-style-type: none"> <li>- Demonstrate ability to analyze art using the elements, principles and formal elements and show evidence in research, presentations process journals and written assignments.</li> <li>- Make connections to historical contexts and interpret the meaning of the art works</li> </ul> | <ul style="list-style-type: none"> <li>- Demonstrate ability to analyze art using the elements, principles and formal elements and show evidence in research, presentations process journals and written assignments.</li> <li>- Make connections to historical contexts and interpret the meaning of the art works</li> <li>- Critique the work of others to respond to the artworks.</li> </ul> |
| <p><b>5.13</b><br/>Discuss the purpose of art from major time periods and cultures from prehistoric times to the present</p>  | <ul style="list-style-type: none"> <li>- Cover an artist and an art movement in relation to each unit and understand why this artist was important in art history and what the major characteristics were of the art movement of which they were a member.</li> </ul>  | <ul style="list-style-type: none"> <li>- Cover an artist and an art movement in relation to each unit and understand why this artist was important in art history and what the major characteristics were of the art movement of which they were a member.</li> <li>- Demonstrate, in own work, inspiration from art history, and identify corresponding similarities and differences.</li> </ul> |
| <p><b>5.14</b><br/>Demonstrate ability to explore and apply conceptual ideas in their artwork and use art as a means to communicate a message, an emotion or an idea, which is personally relevant.</p> | <ul style="list-style-type: none"> <li>- Make decisions with regard to focus and/or concept to drive research and planning in own work, when required.</li> <li>- Communicate concept through completion of own art work</li> </ul>  | <ul style="list-style-type: none"> <li>- Make decisions with regard to focus and/or concept to drive research and planning in own work, when required.</li> <li>- Communicate concept through completion of own art work.</li> <li>- Identify major concepts and ideas which have been used as inspiration in art in art history and certain art movements.</li> </ul>                            |
| <p><b>5.15</b><br/>Research, explore and create a piece of art integrated with social, emotional, and/or service learning</p>   | <ul style="list-style-type: none"> <li>- Communicate issues in their host country through own art choices, determining how color and technique can help to express emotions and mood in art.</li> </ul>  | <ul style="list-style-type: none"> <li>- Identify artists who have used art to communicate similar social issues as their own.</li> <li>- Use own art to raise awareness and persuade their viewers of issues raised through own art.</li> </ul>  |

| <b>Standard 6: Critiquing</b>   |   |  |
|---|---|--|
| Learners understand that the language of art is used to describe, interpret and evaluate art works  |   |  |
| <b>Benchmarks</b>   | <b>Performance Indicators</b>   |  |
|   | <b>Grade 9/10</b>   | <b>Grade 11/12</b>   |
| <b>6.10</b><br>Evaluate the influences of historical, political, economic, social, cultural and religious factors upon the development of selected artworks | <ul style="list-style-type: none"> <li>- Identify and discuss the function and purpose of own art and the art of others.</li> <li>- Analyze and indicate the purpose of the work within the cultural context in which it was created.</li> </ul>  | <ul style="list-style-type: none"> <li>- Identify and discuss the function and purpose of own art and the art of others.</li> <li>- Analyze and indicate the purpose of the work within the cultural context in which it was created.</li> <li>- Identify the symbols and imagery used to support an informed research.</li> </ul> |
| <b>6.11</b><br>Use art specific vocabulary and terminology to describe, analyze and communicate ideas about existing art works.                             | <ul style="list-style-type: none"> <li>- Correct vocabulary is used in process journal, critiques and discussions, and glossary sheets in journals are utilized.</li> <li>- Describe techniques and media using the correct terminology in all class critiques.</li> </ul>  | <ul style="list-style-type: none"> <li>- Correct vocabulary is used in process journal, critiques and discussions, and glossary sheets in journals are utilized.</li> <li>- Describe techniques and media using the correct terminology in all class critiques.</li> </ul>   |
| <b>6.12</b><br>Reflect and evaluate on their own work to identify areas for improvement and solve challenging problems in the creative process.             | <ul style="list-style-type: none"> <li>- All process work has continuous reflections to show thoughts and ideas.</li> <li>- Reflections and evaluations are used to review and refine initial ideas.</li> <li>- Each idea is used as a starting point, and through reflections, is adapted and improved.</li> </ul> | <ul style="list-style-type: none"> <li>- All process work has continuous reflections to show thoughts and ideas.</li> <li>- Reflections and evaluations are used to review and refine initial ideas.</li> <li>- Each idea is used as a starting point, and through reflections, is adapted and improved.</li> </ul>                |
| <b>6.13</b><br>Develop the use of appropriate terminology and language when observing and critiquing the work of others and their own                       | <ul style="list-style-type: none"> <li>- Correct vocabulary is used in process journal, critiques and discussions, and glossary sheets in journals are utilized.</li> <li>- Describe techniques and media using the correct terminology in all class critiques.</li> </ul>  | <ul style="list-style-type: none"> <li>- Correct vocabulary is used in process journal, critiques and discussions, and glossary sheets in journals are utilized.</li> <li>- Describe techniques and media using the correct terminology in all class critiques.</li> </ul>   |
| <b>6.14</b><br>Demonstrate the ability to reflect, evaluate and compare their work  | <ul style="list-style-type: none"> <li>- Process journals show the use of a cycle demonstrating reflection and evaluation as well as creation of the studio work.</li> </ul>  | <ul style="list-style-type: none"> <li>- Process journals show the use of a cycle demonstrating reflection and evaluation as well as creation of the studio work.</li> </ul>   |



## Visual Arts Scope and Sequence Grade 9 - 12

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| <p>critically. They can describe and critique their creative process and development and make changes accordingly.</p> | <ul style="list-style-type: none"><li>- Simultaneous work on process, development and studio work should be shown.</li><li>- Rubrics and criteria specific to each task within a unit can be seen to have been used to determine changes.</li></ul> | <ul style="list-style-type: none"><li>- Simultaneous work on process, development and studio work should be shown.</li><li>- Rubrics and criteria specific to each task within a unit can be seen to have been used to determine changes</li></ul> |
|--|---|--|