

Independent Study in Art

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Prerequisite: Art Foundations; recommendation of visual arts teacher

This course is strictly student driven and directed. Each student will come up with their own thematic ideas for projects and artworks to decide which medium they will use. Students will create project proposals, independently work on their art, and write self-evaluations and artist statements. This course allows students to challenge themselves, work at their own pace, and set clear goals. While working individually, they will have the opportunity to receive feedback and demonstration of techniques from the teacher.

Graduation Standards

A | Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes

B | Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

C | Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

D | Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

E | Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and other disciplines, goal-setting, and interpersonal interaction.

Units 1-5 Independent Designed

Summary

Student driven and directed in theme, media, and pace. A digital and/or physical portfolio will be maintained.

Performance
Indicators
Assessed
in Unit

A1 Artist's Purpose

Students research and explain how art and artists reflect and influence culture and periods of time. (MLR A1)

A2 Elements of Art and Principles of Design

Students evaluate all the features of composition.

a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value. (MLR A2a)

b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. (MLR A2b)

A3 Media, Tools, Techniques and Processes

Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3)

B1 Media Skills

Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1)

B2 Composition Skills

Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2)

B3 Making Meaning

Students create a body of original artwork. (MLR B3)

Demonstrate sophisticated use of media, tools, techniques, and processes. (MLR B3a)

Demonstrate knowledge of visual art concepts. (MLR B3b)

Communicate a variety of ideas, feelings, and meanings. (MLR B3c)

B4 Exhibition

Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4)

C1 Application of the Creative Process

Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1)

D1 Aesthetics & Criticism

Students analyze and evaluate art forms. (D1)

a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy. (MLR D1a)

b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or nonprint sources. (MLR D1b)

c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment. (MLR D1c)

d. Research and explain how art and artists reflect and shape their time and culture. (MLR D1d)

E1 The Arts and History and World Cultures

Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1)

E2 The Arts and Other Disciplines

Students analyze skills and concepts that are similar across disciplines. (MLR E2)

E3 Goal-Setting

Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (MLR E3)

E4 Impact of the Art on Lifestyle and Career

Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)

E5 Interpersonal Skills

Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (MLR E5a-i)

- a. Getting along with others
- b. Respecting differences
- c. Working as a team/ensemble
- d. Managing conflict
- e. Accepting/giving/using constructive feedback
- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior
- h. Following established rules/etiquette for observing/listening to art
- i. Demonstrating safe behavior

Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Make-up Work

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

Grading of Formative Assessments

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.