

**PRESCOTT UNIFIED SCHOOL DISTRICT**  
**2015-2016 District Instructional Guide**  
**Art 2 / PHS**

**January 15, 2016**

<b>Grade Level: 10-12</b>	<b>Subject: Art 2</b>	<b>Time: Semester 1 &amp; 2 Quarter 1 - 4</b>	<b>Core Text: Art Talk</b>
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<b>Time</b>	<b>Unit/Topic</b>	<b>Standards</b>	<b>Assessments</b>
Quarter 1	Orientation  Intermediate Drawing  Thursday Sketch Critique  Go Figure Friday	<p><b>Creating: Anchor Standard #1 Generate and conceptualize artistic ideas and work</b>  <i>VA.CR.1.HS2b: Plan personal artwork or design choosing from a range of traditional and contemporary artistic practices.</i></p> <p><b>Creating: Anchor Standard #2 Organize and develop artistic ideas and work</b>  <i>VA.CR.2.HS2a: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form using various approaches (such as using the using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art.</i>  <i>VA.CR.2.HS2b: Use art media with skill, purpose, and craftsmanship; and demonstrate awareness of ethical implications of making and distributing creative work.</i>  <i>VA.CR.2.HS2c: Redesign an artwork, everyday object, or place in response to contemporary issues (such as “Sun Maid”, by Yolanda Lopez, “George Washington Carver Crossing the Delaware”, by Robert Colescott, vacant lot as community garden).</i>  <b>Presenting: Anchor Standard #4 Select, Analyze and Interpret artistic work for presentation</b></p> <p><b>Creating: Anchor Standard # 3 Refine and complete artistic work</b>  <i>VA.CR.3.HS2: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art.</i>  <i>VA.CR.3.HS2: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art.</i></p> <p><b>Responding: Anchor Standard #7 Apply criteria to evaluate artistic work</b>  <i>VA.RE.7.HS2a: Use art-specific vocabulary to describe personal aesthetic responses to designed objects and constructed environments (such as electronic devices, household appliances, shopping malls).</i></p>	<p>Formative : Observation of Process</p> <p>Summative: Assignment Rubric</p> <p>Pre Test Elements and Principles of Art</p> <p>Artist Statement</p> <p>Critique</p> <p>Completed Assignment</p> <p>Grading Rubric</p> <p>Student Reflection and Critique</p> <p>School and Community Art Shows</p>

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		<p>VA.RE.7.HS2b: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences (political posters, ideal images of women, marketing campaigns).</p>	
Quarter 2	<p>Intermediate Painting</p> <p>Thursday Sketch Critique</p> <p>Go Figure Friday</p>	<p><b>Creating: Anchor Standard #1 Generate and conceptualize artistic ideas and work</b></p> <p>VA.CR.1.HS2b: Plan personal artwork or design choosing from a range of traditional and contemporary artistic practices.</p> <p><b>Creating: Anchor Standard #2 Organize and develop artistic ideas and work</b></p> <p>VA.CR.2.HS2a: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form using various approaches (such as using the using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art.</p> <p>VA.CR.2.HS2b: Use art media with skill, purpose, and craftsmanship; and demonstrate awareness of ethical implications of making and distributing creative work.</p> <p>VA.CR.2.HS2c: Redesign an artwork, everyday object, or place in response to contemporary issues (such as “Sun Maid”, by Yolanda Lopez, “George Washington Carver Crossing the Delaware”, by Robert Colescott, vacant lot as community garden).</p> <p><b>Presenting: Anchor Standard #4 Select, Analyze and Interpret artistic work for presentation</b></p> <p>VA.PR.4.HS2: Examine, select, and justify choices of personal artwork for a collection or portfolio presentation</p>	<p>Formative : Observation of Process</p> <p>Summative: Assignment Rubric</p> <p>Artist Statement</p> <p>Critique</p> <p>Completed Assignment</p> <p>Grading Rubric</p> <p>Student Reflection and Critique</p> <p>Semester Final Exam</p> <p>School and Community Art Shows</p>
Quarter 3	<p>Painting</p> <p>Thursday Sketch Critique</p>	<p><b>Presenting: Anchor Standard #4 Select, Analyze and Interpret artistic work for presentation</b></p> <p>VA.PR.4.HS2: Examine, select, and justify choices of personal artwork for a collection or portfolio presentation.</p> <p><b>Creating: Anchor Standard #2 Organize and develop artistic ideas and work</b></p>	<p>Formative : Observation of Process</p> <p>Summative: Assignment Rubric</p>

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	Go Figure Friday	<p><b>Presenting: Anchor Standard #5 Develop and refine artistic techniques and work for presentation.</b></p> <p><b>VA.PR.5.HS2: Evaluate, select, and apply methods or processes appropriate to display and preserve artwork in a specific place (such as spaces in the classroom, on school campus, local businesses, public spaces).</b></p> <p><b>Connecting: Anchor Standard #10 Synthesize and relate knowledge and personal experiences to make art</b></p> <p><b>VA.CN.10.HS2: Utilize inquiry methods of observation, research, and experimentation to explore community concerns through artmaking.</b></p> <p><b>Connecting: Anchor Standard #11</b></p> <p><b>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding VA.CN.11.HS2: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</b></p>	<p>Artist Statement</p> <p>Critique</p> <p>Completed Assignment</p> <p>Grading Rubric</p> <p>Student Reflection and Critique</p> <p>School and Community Art Shows</p>
Quarter 4	<p>Mixed Media</p> <p>Thursday Sketch Critique</p> <p>Go Figure Friday</p>	<p><b>Presenting: Anchor Standards #6 Convey meaning through the presentation of artistic work</b></p> <p><b>VA.PR.6.HS2: Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</b></p> <p><b>Responding: Anchor Standard #7 Perceive and analyze artistic work</b></p> <p><b>VA.RE.7.HS2a: Use art-specific vocabulary to describe personal aesthetic responses to designed objects and constructed environments (such as electronic devices, household appliances, shopping malls).</b></p> <p><b>VA.RE.7.HS2b: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences (political posters, ideal images of women, marketing campaigns).</b></p> <p><b>Connecting: Anchor Standard #10 Synthesize and relate knowledge and personal experiences to make art</b></p> <p><b>Responding: Anchor Standard #8 Interpret intent and meaning in artistic work</b></p>	<p>Formative : Observation of Process</p> <p>Summative: Assignment Rubric</p> <p>Artist Statement</p> <p>Critique</p> <p>Completed Assignment</p> <p>Grading Rubric</p> <p>Student Reflection and Critique</p> <p>Semester Final Exam</p> <p>Post Test Elements of Art Principles of Design</p>

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		<p><b>VA.RE.8.HS2: Construct a persuasive interpretation of an artwork or collection informed by the perspective of an art specialist(s) (such as art historians, art critics, curators, reviewers, and other artists).</b> <b>Responding: Anchor Standard #9 Apply criteria to evaluate artistic work</b></p> <p><b>VA.RE.9.HS2: Determine the relevance of criteria used by others (such as the general public compared to art specialists) to evaluate a work of art or collection of works.</b> <b>Connecting: Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b></p>	School and Community Art Shows
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