



# Priority Standards

## Subject Priority Standards HS Visual Art – Drawing III & IV

Below is a table of the priority standards.

Creative Process	Priority Standard	Essential Skills
Creating	Cr1.1.IIa - Individually or collaboratively formulate new creative problems based on student's existing artwork.	<ul style="list-style-type: none"> <li>• Use peer/teacher critique to inspire the reworking or next steps in a creative piece of artwork.</li> <li>• Continue to explore ideas learned in drawing 1 &amp; 2, such as color theory, mark making, and composition in making a complete work of art.</li> <li>• Critical thinking and the ability to work independently will become an important part of this semester.</li> </ul>
Creating	Cr1.2.IIa - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	<ul style="list-style-type: none"> <li>• Student will explore alternative media and experimental techniques and then apply them to an original artwork.</li> </ul>
Creating	Cr2.2.IIa - Demonstrate awareness of ethical implications of making and distributing creative work.	<ul style="list-style-type: none"> <li>• Understand the use and maintenance of materials, tools and equipment.</li> <li>• Understand and practice copyright/trademark laws.</li> </ul>
Creating	Cr3.1.IIa - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.	<ul style="list-style-type: none"> <li>• Engage in critique with peers.</li> <li>• Evaluate peer feedback before reworking a selected piece.</li> <li>• Refine artwork through personal reflection.</li> </ul>

Creative Process	Priority Standard	Essential Skills
Presenting	Pr6.1.IIa - Make, explain, and justify connections, between artists or artwork and social, cultural, and political history.	<ul style="list-style-type: none"> <li>• Identify historical images and artworks.</li> <li>• Discuss the relevance of artworks or artistic movements to history.</li> <li>• Choose artworks that speak to past and present cultural events.</li> <li>• Present personal point of view while creating unique works of art.</li> <li>• Communicate ideas through writing artist statements.</li> </ul>
Responding	Re8.1.IIa - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	<ul style="list-style-type: none"> <li>• Know and understand the elements of art and principles of design and how to apply them in works of art.</li> <li>• Engage in various methods of art criticism in order to read visual text.</li> <li>• Recognize works of art and artists from different periods.</li> </ul>
Connecting	Cn10.1.IIa - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.	<ul style="list-style-type: none"> <li>• Brainstorm life application for continued art making.</li> <li>• Create multiple solutions for a presented problem.</li> <li>• Express personal connections and meaning through art.</li> </ul>
Connecting	Cn11.1.IIIa - 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.	<ul style="list-style-type: none"> <li>• Create artworks that help address social, cultural or historical events.</li> <li>• Discuss the impact images have on societies and cultures.</li> <li>• Compare and contrast different themes seen in artworks from different historical times, cultures and or societies.</li> </ul>