

## 1.) Art Vocabulary & Visual Literacy Proficiency Scale

Skill: Use artistic vocabulary to demonstrate understanding of elements, principles, and content of artwork.

Point Level	Description	Indicators of Proficiency
4 (Advanced)	The student uses a wide range of artistic vocabulary accurately and confidently, describing artworks in detail using specific terms for elements (like color, line, shape) and principles (like, balance, contrast, emphasis). The student connects vocabulary to deeper discussions about content.	<ul style="list-style-type: none"> <li>• Uses 10+ specific art terms correctly in critiques or artist statements.</li> <li>• Analyzes artworks with advanced terms (e.g., “chiaroscuro,” “asymmetrical balance”).</li> <li>• Explains the impact of elements and principles on the meaning of an artwork.</li> </ul>
3 (Proficient)	The student uses artistic vocabulary correctly to describe the elements and principles in an artwork, explaining how elements like texture and space are used in compositions. Shows good understanding but may not use advanced or varied terms.	<ul style="list-style-type: none"> <li>• Uses 6-9 specific art terms correctly in discussions.</li> <li>• Describes how specific elements and principles are applied in artwork.</li> <li>• Provides clear explanations of artistic choices using appropriate vocabulary.</li> </ul>
2 (Basic)	The student uses some artistic vocabulary, often in a general or inconsistent way. Familiar with basic terms but struggles with more specific principles like proportion or harmony. Explanations are simple and may lack detail.	<ul style="list-style-type: none"> <li>• Uses 3-5 art terms in a basic context (e.g., “line,” “shape”).</li> <li>• Provides limited descriptions of artworks, often focusing on obvious elements.</li> <li>• Needs prompting to use correct vocabulary in discussions.</li> </ul>
1 (Emerging)	The student uses very limited artistic vocabulary and often uses terms incorrectly, relying mostly on everyday language. Struggles to explain artistic concepts.	<ul style="list-style-type: none"> <li>• Uses 1-2 basic terms, often incorrectly.</li> <li>• Describes artwork using general language without artistic terms.</li> <li>• Requires significant support to identify elements and principles.</li> </ul>
0 (No Evidence)	The student does not use any artistic vocabulary and cannot describe elements, principles, or content of an artwork.	<ul style="list-style-type: none"> <li>• No use of specific art terms.</li> <li>• No attempts to describe or analyze artwork using vocabulary.</li> <li>• Lacks engagement in vocabulary-based activities.</li> </ul>

### Explanation of Each Level:

- **Level 4 (Advanced):** Demonstrates a strong and confident use of a wide range of artistic terms, showing a deep understanding of how vocabulary relates to analyzing and discussing artwork.
- **Level 3 (Proficient):** Shows a solid grasp of using artistic terms correctly, with the ability to discuss how elements and principles affect a composition, though the range of vocabulary may not be as extensive.
- **Level 2 (Basic):** Indicates a beginning understanding of artistic vocabulary, but with limited depth and specificity. Students might be familiar with basic terms but lack confidence or detail in using them.
- **Level 1 (Emerging):** Reflects a minimal use of specific artistic terms, relying on general language, and needing significant support to develop this skill.
- **Level 0 (No Evidence):** Shows that the student is not yet using artistic vocabulary in any capacity, with no demonstration of understanding.

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Point Level	✓	1.) Art Vocabulary and Visual Literacy Checklist
Level 4 (Advanced)		I consistently use a wide variety of artistic terms accurately when describing and analyzing my artwork and others' work.
		I can explain how specific elements (e.g., line color texture) and principles (e.g., balance, contrast, emphasis) are used <b>to create meaning</b> in art.
		I connect artistic vocabulary to broader themes, ideas, and concepts in my work.
		I can use advanced terms (e.g., juxtaposition, negative space, chromatic harmony) in critiques and discussions.
		My artist statements and reflections clearly integrate artistic vocabulary to support my ideas.
Level 3 (Proficient)		I use artistic terms accurately when describing or analyzing my artwork and others' work.
		I can identify and explain basic elements (e.g., line, shape, color) and principles (e.g., balance, rhythm, contrast) in artwork.
		I use artistic vocabulary to explain the choices I made in my projects.
		I include some artistic terms in my artist statements and critiques.
		I can compare and contrast different artworks using appropriate vocabulary.
Level 2 (Basic)		I use artistic terms, but I don't always use them correctly.
		I can identify a few basic elements (e.g., color line, texture) in artwork.
		I can give simple explanations of my artwork but don't always use artistic terms.
		I need help to understand and use more complex terms when talking about art.
		My artist statements and critiques use only a few artistic words and are very simple.
Level 1 (Emerging)		I know a few artistic terms, but I often need reminders to use them.
		I struggle to explain how elements or principles are used in artwork.
		I have trouble describing my artwork or others' work with artistic vocabulary.
		I need teacher support to understand and apply artistic terms.
		My artist statements are incomplete or don't include artistic terms.

**Alignment with Standards****CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.**

- Make visual/verbal connections through recording artistic research, planning, and reflection.
- Evaluate choice of media, techniques, and processes as a means to edit, revise, and modify works of art.
- Maintain notes and class information.

**PR.1 Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.**

- Exhibit works of art with a written supporting artist statement that communicates purpose and/or intent.

**RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.**

- Self-evaluate in-progress and complete work using criteria such as composition, craftsmanship, technical skill, meeting goals of work, and progress over time.
- Develop skills and provide respectful and constructive criticism to peers as part of a community of learners.
- Develop a repertoire of contemporary and historical art examples through art criticism.

**RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.**

- Create a written response to works of art through various approaches.

## 2.) Artistic Techniques & Media Knowledge Proficiency Scale

Skill: Demonstrate knowledge and use of techniques in drawing, painting, printmaking, and sculpture.

Point Level	Description	Indicators of Proficiency
4 (Advanced)	The student demonstrates a high level of skill in painting, drawing, printmaking, and sculpting, using advanced techniques with control, creativity, and precision. Explores different methods and materials to achieve unique effects.	<ul style="list-style-type: none"> <li>• Uses advanced techniques (e.g., glazing in painting, stippling in drawing).</li> <li>• Combines multiple techniques in a single artwork (e.g., mixed media).</li> <li>• Reflects on technique choices in an artist statement or critique.</li> </ul>
3 (Proficient)	The student demonstrates solid knowledge of techniques, applying a variety of methods accurately. Shows control over tools and materials, achieving intended outcomes with some exploration of contemporary approaches.	<ul style="list-style-type: none"> <li>• Uses 2-3 different techniques per medium (e.g., shading, dry brush, relief printing).</li> <li>• Completes artwork with effective use of chosen techniques.</li> <li>• Demonstrates understanding of traditional and some contemporary methods.</li> </ul>
2 (Basic)	The student demonstrates basic knowledge of techniques, using familiar methods with moderate success. Shows some understanding of tools and materials but needs guidance to apply techniques effectively.	<ul style="list-style-type: none"> <li>• Uses 1-2 basic techniques (e.g., flat wash painting, contour drawing).</li> <li>• Completes artwork with basic application of techniques.</li> <li>• Relies on teacher support to use tools correctly.</li> </ul>
1 (Emerging)	The student demonstrates limited knowledge of techniques, often using tools incorrectly. Requires significant support and direction to complete tasks.	<ul style="list-style-type: none"> <li>• Uses only one simple technique per medium, often incorrectly (e.g., incorrect brush handling).</li> <li>• Artworks lack technical refinement.</li> <li>• Needs step-by-step guidance to use materials.</li> </ul>
0 (No Evidence)	The student shows no understanding or use of painting, drawing, printmaking, or sculpting techniques.	<ul style="list-style-type: none"> <li>• No attempt to use any artistic techniques.</li> <li>• Artworks show no evidence of technique application.</li> <li>• Lacks engagement with materials or tools.</li> </ul>

### Explanation of Each Level:

- **Level 4 (Advanced):** The student not only masters standard techniques but also pushes boundaries, showing innovation in their artistic practice. They can explain and demonstrate their technique choices with clear artistic intent.
- **Level 3 (Proficient):** The student has a solid grasp of a range of techniques and can use them effectively to create finished artworks. They are comfortable with the tools and processes of each medium.
- **Level 2 (Basic):** The student is beginning to understand and use various techniques but may need support to refine their skills. They are more comfortable with foundational methods and require encouragement to explore beyond that.
- **Level 1 (Emerging):** The student shows minimal familiarity with techniques and tools, often needing step-by-step guidance. Their work is basic, reflecting early stages of skill development.
- **Level 0 (No Evidence):** The student is either unable or unwilling to demonstrate any use of the techniques in question, showing no engagement with the artistic processes involved.

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Point Level	✓	2.) Artistic Techniques & Media Knowledge Checklist
Level 4 (Advanced)		I confidently use a wide range of techniques in painting, drawing, printmaking, and sculpting.
		I can combine multiple techniques effectively in one project to enhance my work.
		I adjust techniques creatively to fit the purpose or concept of my art.
		I experiment with new or challenging techniques to create unique effects or solutions.
		I can explain my choice of techniques and how they contribute to the meaning or impact of my artwork.
Level 3 (Proficient)		I use a variety of techniques in painting, drawing, printmaking, and sculpting with control and accuracy.
		I select techniques that fit the goals of my project.
		I demonstrate consistent craftsmanship in my work.
		I can explain how and why I used specific techniques in my projects.
		I use feedback to refine my technical skills and improve my artwork.
Level 2 (Basic)		I use some basic techniques in painting, drawing, printmaking and sculpting, but I'm not always consistent.
		I can follow instructions to use techniques, but I struggle to adapt them for creative purposes.
		I make an effort to apply techniques correctly, but my work may lack precision or control.
		I sometimes rely on teacher guidance to complete techniques effectively.
		I can name a few techniques, but I have trouble explaining how to use them or why they are important.
Level 1 (Emerging)		I use very few techniques and often need teacher assistance to complete tasks.
		I have difficulty controlling tools or materials when using techniques.
		I am unsure how to apply techniques consistently in my projects.
		I need step-by-step help to practice and understand techniques.
		I rarely explain how techniques are used in my artwork.

**Alignment with Standards**

**CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.**

**CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.**

- a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.
- b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.
- c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner.

**CR.4 Incorporate formal and informal components to create works of art.**

- a. Use principles of design to organize elements of art to create unified compositions.
- b. Create two-dimensional works of art that incorporate observational contour drawing, value to model form, and an understanding of perspective drawing.
- c. Learn fundamental color theory and the organization of color schemes to create works of art that demonstrate how to create meaning through color.
- d. Create three-dimensional works of art that incorporate a variety of sculptural methods/materials and demonstrate an understanding of relief sculpture and sculpture in the round from a variety of materials (e.g. clay, paper, plaster, wood).

### 3.) Evidence of Ideation & Use of the Creative Process Proficiency Scale

Skill: Demonstrate evidence of ideation in the art-making process, including brainstorming, concept development, experimentation, and refinement of ideas.

Point Level	Description	Indicators of Proficiency
4 (Advanced)	The student shows extensive ideation, generating multiple, original ideas that are well-documented through sketches, notes, and experimentation. Takes risks and explores unconventional approaches, leading to innovative artwork.	<ul style="list-style-type: none"> <li>Creates 5+ concept sketches with variations.</li> <li>Conducts 3+ rounds of experimentation with materials and techniques.</li> <li>Documents brainstorming and reflections in journals and artist statements, showing deep insight.</li> <li>Independently identifies challenges and revises artwork multiple times for improvement.</li> <li>Reflects on ideation process in critiques or artist statements.</li> </ul>
3 (Proficient)	The student demonstrates clear evidence of ideation, developing several thoughtful ideas. Uses brainstorming techniques and preparatory sketches, showing a logical evolution of concepts.	<ul style="list-style-type: none"> <li>Develops clear project plans with 3-4 preparatory sketches or studies.</li> <li>Engages in 1-2 rounds of experimentation with different techniques.</li> <li>Documents thought process with brief notes or annotations.</li> <li>Resolves artistic challenges with teacher guidance.</li> <li>Explores different approaches before deciding on a final concept.</li> <li>Provides reflective responses during critiques, showing understanding of strengths and areas for improvement.</li> <li>Makes at least one set of revisions to their work.</li> </ul>
2 (Basic)	The student shows some evidence of ideation, generating a few ideas with limited exploration. Sketches are present but may lack detail. Requires prompts to expand on initial thoughts.	<ul style="list-style-type: none"> <li>Produces 1-2 concept sketches with minimal variations.</li> <li>Attempts some experimentation but may stick to familiar techniques.</li> <li>Relies on teacher suggestions to develop concepts.</li> <li>Needs prompting to address challenges or make adjustments.</li> <li>Provides brief or vague reflections that lack depth.</li> <li>Makes minor revisions when prompted.</li> </ul>
1 (Emerging)	The student shows minimal ideation, usually sticking to one idea without exploration. Limited documentation of the creative process.	<ul style="list-style-type: none"> <li>Creates a single sketch or rough idea with no alternatives.</li> <li>Little to no brainstorming documentation.</li> <li>Shows reluctance to experiment with materials or techniques.</li> <li>Does not engage in self-reflection or ignores feedback.</li> <li>Needs continuous prompts to generate new ideas.</li> </ul>
0 (No Evidence)	The student demonstrates no evidence of ideation. No signs of concept development, brainstorming, or planning.	<ul style="list-style-type: none"> <li>No sketches or preparatory work.</li> <li>No written or visual documentation ideas.</li> <li>Artwork lacks any planning or conceptual development.</li> </ul>

#### Explanation of Each Level:

- Level 4 (Advanced):** Indicates a student who is highly creative, constantly experimenting and iterating on their ideas. They can clearly articulate their creative process and demonstrate a deep level of thinking and innovation in their artwork.
- Level 3 (Proficient):** Reflects a student who can develop and refine ideas effectively, showing evidence of planning and thoughtful consideration in their work. They understand how to build upon initial ideas to create meaningful artwork.
- Level 2 (Basic):** Suggests a student who is beginning to engage with ideation but needs encouragement to explore ideas more fully. They may require support to move beyond their initial thoughts.
- Level 1 (Emerging):** Shows that the student is struggling with the ideation process, often defaulting to simple or predictable ideas. They need structured guidance to help them brainstorm and develop their concepts.
- Level 0 (No Evidence):** Indicates that the student has not engaged in any visible ideation, with no signs of concept development or creative planning.

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Point Level	✓	3.) Evidence of Ideation & Use of the Creative Process Checklist
Level 4 (Advanced)		I consistently generate original, unique, and meaningful ideas for my artwork.
		I create detailed plans, sketches, or concept boards to develop my ideas before starting a project.
		I take risks and experiment with new approaches, materials, or techniques to solve artistic problems.
		I reflect thoughtfully on my process and refine my work based on feedback and self-evaluation.
		I document my creative process clearly, showing how my ideas evolve over time.
		My final artwork shows a clear connection to my original ideas and concept development.
Level 3 (Proficient)		I generate interesting and thoughtful ideas for my artwork.
		I use sketches, notes, or brainstorming activities to plan my projects.
		I try out different techniques and materials to develop my ideas.
		I make changes and improvements to my work based on feedback or reflection.
		I document my creative process with sketches, revisions, or notes that show how my project developed.
		My final artwork reflects my planning and creative thinking.
Level 2 (Basic)		I generate some ideas for my artwork, but they are simple or lack detail.
		I create basic sketches or notes to plan my projects, but they don't show much thought or exploration.
		I try out a few techniques or materials, but I don't experiment or take risks.
		I make small changes to my work but usually need teacher guidance to improve.
		I document my process, but it's incomplete or doesn't clearly show how my ideas developed.
		My final artwork only partly connects to my original ideas or planning.
Level 1 (Emerging)		I struggle to come up with ideas for my artwork without help.
		I rarely create sketches or plans before starting a project.
		I rely on the same materials or techniques and don't try new approaches.
		I need frequent teacher support to revise or improve my work.
		I don't document my creative process clearly or completely.
		My final artwork shows little connection to my original ideas or planning.

**Alignment with Standards****CR.1 Visualize and generate ideas for creating works of art.**

- Generate and conceptualize artistic ideas and work.
- Consider multiple options, weighing consequences, and assessing results.
- Practice the artistic process by researching, brainstorming, and planning to create works of art.

**CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.****CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).**

- Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- Use creativity and imagination in planning and development of products.
- Use critical thinking and problem solving strategies to conceive of and develop ideas.
- Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

## 4.) Art History and Contemporary Art Proficiency Scale

Skill: Demonstrate knowledge and understanding of traditional art history and contemporary art, including the ability to analyze and connect art movements, styles, and their influence on society.

Point Level	Description	Indicators of Proficiency
4 (Advanced)	The student shows an in-depth understanding of both traditional art history and contemporary art. They can analyze and compare multiple art movements, styles, and artists from different time periods, demonstrating a strong ability to draw connections between historical and contemporary influences. The student articulates the social, cultural, and political contexts of artworks and can critically evaluate their significance.	<ul style="list-style-type: none"> <li>Analyzes 3+ art movements, identifying similarities and differences in techniques, themes and cultural impact.</li> <li>Connects traditional and contemporary art practices, providing detailed examples (e.g., comparing Renaissance techniques to modern realism).</li> <li>Discusses the influence of social, political, and cultural contexts on specific artworks or movements.</li> <li>Articulates well-informed opinions in essays, critiques, or presentations, using advanced art terminology.</li> </ul>
3 (Proficient)	The student demonstrates a solid understanding of traditional art history and contemporary art. They can identify key characteristics of major art movements and recognize the contributions of prominent artists. The student explains how historical and contemporary art reflect societal changes and can compare artworks from different periods.	<ul style="list-style-type: none"> <li>Identifies 2-3 major art movements and their defining characteristics (e.g., Baroque, Impressionism, Abstract Expressionism).</li> <li>Recognizes key artists and their contributions (e.g., Van Gogh, Picasso, Warhol).</li> <li>Provides examples of how art reflects or challenges social norms in different eras.</li> <li>Uses appropriate art terminology in discussions and written reflections.</li> </ul>
2 (Basic)	The student demonstrates a basic understanding of traditional and contemporary art. They can recognize a few key art movements and artists but may struggle with deeper analysis or connections. Their knowledge is limited to surface-level facts, with little understanding of the broader context.	<ul style="list-style-type: none"> <li>Identifies 1-2 art movements with basic descriptions (e.g., "Impressionism uses light and color").</li> <li>Names a few well-known artists with minimal detail about their work.</li> <li>Provides general observations about art's role in society (e.g., "Art can show emotions").</li> <li>Relies on simple language, with limited use of art-specific vocabulary.</li> </ul>
1 (Emerging)	The student shows minimal understanding of art history and contemporary art. They are unfamiliar with major movements, styles, or artists and require significant support to engage in discussions or analysis.	<ul style="list-style-type: none"> <li>Struggles to identify any specific art movements or artists.</li> <li>Provides vague or incorrect information about artworks.</li> <li>Shows little understanding of how art reflects historical or cultural contexts.</li> <li>Needs continuous prompting to participate in class discussions.</li> </ul>
0 (No Evidence)	The student demonstrates no understanding of traditional art history or contemporary art. There is no evidence of knowledge about art movements, artists, or the impact of art on society.	<ul style="list-style-type: none"> <li>No identification of art movements, artists, or styles.</li> <li>No engagement in discussions or assignments related to art history.</li> <li>Unable to connect art to historical or cultural contexts.</li> <li>No use of art vocabulary or critical analysis in any form.</li> </ul>

### Explanation of Each Level:

- Level 4 (Advanced):** Reflects a deep and comprehensive understanding of the evolution of art, from traditional to contemporary practices. The student can articulate how historical art movements influence modern-day artistic expressions and can engage in critical analysis.
- Level 3 (Proficient):** Shows solid knowledge of traditional and contemporary art, recognizing significant movements, artists, and their societal impacts. The student can compare and contrast artworks from different periods with moderate detail.
- Level 2 (Basic):** Indicates foundational knowledge of art history and contemporary art. The student can name a few movements and artists but lacks depth in their understanding and analysis.
- Level 1 (Emerging):** Demonstrates minimal engagement with art history content, struggling to recall even basic facts about art movements or artists. The student needs significant guidance to participate.
- Level 0 (No Evidence):** No demonstration of understanding or engagement with art history or contemporary art, indicating a complete lack of familiarity with the subject matter.

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Point Level	✓	4.) Art History & Contemporary Art Checklist
Level 4 (Advanced)		I can explain how historical and contemporary artworks connect to their cultural, social, or political contexts.
		I use knowledge of both traditional and modern art styles, movements, or techniques to inspire my own work.
		I compare and contrast artworks across time periods, identifying influences and similarities.
		I incorporate ideas or methods from historical and contemporary art into my projects in innovative ways.
		I provide thoughtful critiques that reference art history or contemporary trends.
		I can present and explain the significance of specific historical or contemporary artists and their works.
Level 3 (Proficient)		I recognize how artworks reflect their cultural, social, or political contexts.
		I can name important art styles, movements, or artists from history and contemporary art.
		I use some ideas or techniques from traditional or modern art in my own work.
		I describe similarities or differences between artworks from different periods or cultures.
		I use basic art historical or contemporary terms in critiques and discussions.
		I can explain why specific historical or modern artworks are important or meaningful.
Level 2 (Basic)		I can identify some traditional and modern artworks, but I don't fully understand their significance.
		I know a few art styles, movements, or artists, but I can't explain them in much detail.
		I use basic ideas from traditional or modern art in my work, but they are simple or unconnected.
		I make general observations about how art has changed over time, but I don't give specific examples.
		I need help using art history or contemporary art terms in critiques or discussions.
		I can describe artworks, but I don't connect them to history, culture, or society.
Level 1 (Emerging)		I struggle to recognize or describe traditional or modern artworks.
		I don't understand how art connects to history, culture, or society.
		I rarely use ideas from art history or contemporary art in my own work.
		I can describe artwork very generally but don't use art terms or concepts.
		I need teacher support to identify or discuss historical or contemporary artists.
		I don't connect my critiques or reflections to art history or contemporary practices.
<b>Alignment with Standards</b> <b>CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b> <ol style="list-style-type: none"> <li>Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).</li> <li>Identify various art related careers and post-secondary options.</li> <li>Draw inspiration for works of art from the world and resources outside the traditional classroom.</li> </ol>		



## 5.) Cultural and Personal Awareness Proficiency Scale

Skill: Demonstrate an understanding of cultural and personal identity while exploring and incorporating diverse ideas into the creation and discussion of artwork.

Point Level	Description	Indicators of Proficiency
4 (Advanced)	The student demonstrates a strong understanding of how their culture and personal story connect to art. They use these ideas creatively and meaningfully in their work and can explain how different cultures inspire both their own art and the art of others.	<ul style="list-style-type: none"> <li>• Incorporates unique personal or cultural ideas into artwork in creative and meaningful ways.</li> <li>• Integrates and respects ideas from other cultures in their projects.</li> <li>• Provides thoughtful explanations of how their art connects to their identity and the world.</li> <li>• Analyzes and shares insights about art from different cultures, identifying its significance.</li> </ul>
3 (Proficient)	The student demonstrates a good understanding of how their life and culture can influence their art. They use these ideas in their work and discuss them meaningfully.	<ul style="list-style-type: none"> <li>• Incorporates personal or cultural theses in their artwork with clear intent.</li> <li>• Attempts to apply ideas from other cultures to their art.</li> <li>• Explains how their artwork connects to personal experiences or thoughts.</li> <li>• Participates in discussions about art from other cultures with respect and relevance.</li> </ul>
2 (Basic)	The student demonstrates a basic understanding of personal and cultural ideas in art. Their exploration of these themes is simple or surface-level, and they rarely use ideas from other cultures.	<ul style="list-style-type: none"> <li>• Adds some personal or cultural ideas to their artwork, but these ideas are underdeveloped.</li> <li>• Recognizes art from other cultures but does not incorporate these ideas into their work.</li> <li>• Provides brief or vague explanations about their own art or the work of others.</li> </ul>
1 (Emerging)	The student demonstrates minimal understanding of cultural and personal awareness. They rarely explore these ideas in their art and struggle to recognize diversity or its relevance in artistic practices.	<ul style="list-style-type: none"> <li>• Includes little or no personal or cultural elements in their artwork.</li> <li>• Struggles to identify or discuss cultural diversity in art.</li> <li>• Requires frequent prompting to explain their work or engage in discussions about culture and art.</li> </ul>
0 (No Evidence)	The student demonstrates no understanding of cultural or personal awareness. Their artwork and discussions show no connection to cultural or personal themes.	<ul style="list-style-type: none"> <li>• Produces artwork without any connection to personal or cultural ideas.</li> <li>• Does not acknowledge or use ideas from other cultures in their art.</li> <li>• Does not participate in discussions or reflections on cultural or personal influences.</li> </ul>

### Explanation of Each Level

- **Level 4 (Advanced):** The student deeply explores their identity and culture in their work while thoughtfully integrating diverse ideas and perspectives.
- **Level 3 (Proficient):** The student applies personal and cultural themes in their work and engages meaningfully with discussions about art and culture.
- **Level 2 (Basic):** The student begins to explore personal and cultural ideas but does so at a surface level, with limited incorporation into their artwork or discussions.
- **Level 1 (Emerging):** The student shows minimal engagement with cultural or personal themes and struggles to connect these ideas to art.
- **Level 0 (No Evidence):** The student does not demonstrate any connection between their work and cultural or personal awareness.

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Point Level	✓	5.) Cultural and Personal Awareness Checklist
Level 4 (Advanced)		I can explain how cultural, social, and personal experiences influence my artwork and others' work.
		I incorporate themes, symbols, or techniques from multiple cultures in meaningful ways.
		My artwork reflects deep personal exploration and connects to broader cultural or global issues.
		I actively research cultural and historical contexts to inform my artistic decisions.
		I present and discuss my work with insights, explaining how cultural and personal factors shaped my process.
		I analyze and critique artwork by recognizing diverse cultural perspectives and personal expressions.
Level 3 (Proficient)		I recognize and explain how cultural and personal experiences influence artwork.
		I include themes, symbols, or techniques inspired by specific cultures in my artwork.
		My artwork reflects my personal ideas or experiences.
		I research cultural influences or personal themes to support my artistic choices.
		I discuss my work and others' with an understanding of cultural and personal meaning.
		I can compare and contrast how different cultures or individuals express similar ideas in art.
Level 2 (Basic)		I identify how culture or personal experiences might influence some artworks, but my understanding is limited.
		I include a few cultural or personal elements in my artwork, but they are simple or not fully explored.
		My artwork includes basic personal ideas, but it doesn't connect well to cultural themes.
		I need help researching cultural or personal influences for my projects.
		I participate in discussions but rarely connect my ideas to cultural or personal awareness.
		My critiques of others' work don't fully consider cultural or personal factors.
Level 1 (Emerging)		I struggle to identify cultural or personal influences in artwork.
		My artwork rarely includes cultural or personal themes.
		I need frequent support to include cultural or personal elements in my projects.
		I do not research cultural or personal topics to inform my artwork.
		I have difficulty explaining or discussing how culture or personal experiences relate to my work or others' work.
		My critiques or reflections lack references to cultural or personal awareness.

**Alignment with Standards****RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.****CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.**

- Discuss the intent of works of art in context to historical events.
- Examine universal themes that appear in works of art throughout various times and cultures.
- Analyze the ways in which personal experience affects the understanding and appreciation of works of art.
- Investigate the role of works of art as visual record keeper.
- Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.

## Proficiency Scale Categories & Alignment with Standards

### 1. Art Vocabulary & Visual Literacy

#### **CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.**

- a. Make visual/verbal connections through recording artistic research, planning, and reflection. (IDEATION)
- b. Evaluate choice of media, techniques, and processes as a means to edit, revise, and modify works of art. (PROTOTYPING)
- c. Maintain notes and class information.

#### **PR.1 Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.**

- a. Exhibit works of art with a written supporting artist statement that communicates purpose and/or intent.

#### **RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.**

- a. Self-evaluate in-progress and complete work using criteria such as composition, craftsmanship, technical skill, meeting goals of work, and progress over time.
- b. Develop skills and provide respectful and constructive criticism to peers as part of a community of learners.
- c. Develop a repertoire of contemporary and historical art examples through art criticism.

#### **RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.**

- a. Create a written response to works of art through various approaches.

### 2. Artistic Techniques & Media Knowledge

#### **CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.**

#### **CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.**

- a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.
- b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.
- c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner.

#### **CR.4 Incorporate formal and informal components to create works of art.**

- a. Use principles of design to organize elements of art to create unified compositions.
- b. Create two-dimensional works of art that incorporate observational contour drawing, value to model form, and an understanding of perspective drawing.
- c. Learn fundamental color theory and the organization of color schemes to create works of art that demonstrate how to create meaning through color.
- d. Create three-dimensional works of art that incorporate a variety of sculptural methods/materials and demonstrate an understanding of relief sculpture and sculpture in the round from a variety of materials (e.g. clay, paper, plaster, wood).

### 3. Evidence of Ideation & Use of the Creative Process

#### **CR.1 Visualize and generate ideas for creating works of art.**

- a. Generate and conceptualize artistic ideas and work.
- b. Consider multiple options, weighing consequences, and assessing results. (PROTOTYPING)
- c. Practice the artistic process by researching, brainstorming, and planning to create works of art. (IDEATION)

#### **CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.**

#### **CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).**

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

### 4. Art History & Contemporary Artists

#### **CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.**

- a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).
- b. Identify various art related careers and post-secondary options.
- c. Draw inspiration for works of art from the world and resources outside the traditional classroom.

### 5. Cultural & Personal Awareness

#### **RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.**

#### **CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.**

- a. Discuss the intent of works of art in context to historical events.
- b. Examine universal themes that appear in works of art throughout various times and cultures.
- c. Analyze the ways in which personal experience affects the understanding and appreciation of works of art.
- d. Investigate the role of works of art as visual record keeper.
- e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.