

# Visual Arts/Grade Span Expectation For Proficiency Based Graduation

## Creating

### *Content Standard:*

*C1 Engaging in self or group expression by creating original artwork and interpreting works of art*

#### Performance Standards: Grade 8

- C1.1 Applying visual arts concepts and functions to solve visual arts problems
- C1.2 Visually communicating an emerging understanding of how human knowledge is recorded in symbol systems
- C1.3 Documenting personal progress by maintaining a portfolio of their artwork, identifying works' strengths and weaknesses

#### Performance Standards: Grade 10

- C1.1 Applying visual arts concepts and functions to solve visual arts problems by using analysis, synthesis, and evaluation
- C1.2 Visually communicating an understanding of how human knowledge is recorded in symbol systems and demonstrating an awareness of context
- C1.3 Documenting personal progress by maintaining a portfolio of their artwork, identifying works' strengths and weaknesses and making necessary modifications

#### Performance Standards: Grade 12

- C1.1 Applying visual arts concepts and functions to solve visual arts problems by demonstrating in-depth analysis, synthesis, and evaluation
- C1.2 Visually communicating an advanced understanding of how human knowledge is recorded in symbol systems and demonstrating an awareness of context
- C1.3 Documenting personal progress by maintaining a portfolio of their artwork, analyzing works' strengths and weaknesses and making necessary modifications

***Content Standard:***

***C2 Developing the ability to communicate in the language of art forms through the use of materials, tools, and techniques***

Performance Standard: Grade 8

C2.1 Exploring media, techniques, tools, and processes with skill, craftsmanship and personalization to communicate meaning

Performance Standard: Grade 10

C2.1 Using media, techniques, tools, and processes with evidence of skill, craftsmanship and personalization to communicate meaning

Performance Standard: Grade 12

C2.1 Selecting specific media, techniques, tools and processes with skill, craftsmanship and personalization to communicate meaning

***Content Standard:***

***C3 Making Connections between the visual arts and other disciplines***

Performance Standard: Grade 8

C3.1 Comparing and applying the content of the visual arts and other arts disciplines, the humanities, or the sciences, to expand the meaning of their artwork

Performance Standard: Grade 10

C3.1 Analyzing and utilizing concepts and content of the visual arts and other arts disciplines, the humanities, or the sciences, to expand the meaning of their artwork

Performance Standard: Grade 12

C3.1 Synthesizing the concepts and content of the visual arts and other arts disciplines, the humanities, or the sciences, to expand the meaning of their artwork

## Responding

### ***Content Standard:***

***R1 Choosing and evaluating a range of subject matter, symbols, and ideas***

Performance Standard:       Grade 8

R1.1 Describing the subject matter, symbols, and ideas of exemplar artworks

Performance Standard:       Grade 10

R1.1 Analyzing the subject matter, symbols, and ideas of exemplar artworks

Performance Standard:       Grade 12

R1.1 Analyzing the subject matter, symbols, and ideas of exemplar artworks

### ***Content Standard:***

***R2 Understanding the relationships within personal, social, cultural, and historical contexts***

Performance Standard:       Grade 8

R2.1 Reflecting upon their artwork and describing their process in creating it, what it means to them, and their personal assessment of it

R2.2 Describing artworks produced by various cultures and art historical periods

R2.3 Describing the role of the visual arts in culture and society, and how it records, reflects, shapes and interprets history at various times and places

R2.4 Describing the value gained by your personal involvement in the visual arts

Performance Standard:       Grade 10

R2.1 Reflecting upon their artwork and analyzing their process in creating it, what it means to them, and their personal assessment of it

R2.2 Analyzing artworks produced by various cultures and art historical periods

R2.3 Analyzing the role of the visual arts in culture and society, and how it records, reflects, shapes and interprets history at various times and places

R2.4 Analyzing the value gained by your personal involvement in the visual arts

Performance Standard: Grade 12

- R2.1 Reflecting upon their artwork and evaluating their process in creating it, what it means to them, and their personal assessment of it
- R2.2 Evaluating artworks produced by various cultures and art historical periods
- R2.3 Evaluating the role of the visual arts in culture and society, and how it records, reflects, shapes and interprets history at various times and places
- R2.4 Evaluating the value gained by your personal involvement in the visual arts

***Content Standard:***

***R3 Making connections between the visual arts and other disciplines***

Performance Standard: Grade 8

- R3.1 Describing how concepts and content learned in the visual arts and in other disciplines are connected

Performance Standard: Grade 10

- R3.1 Analyzing how concepts and content learned in the visual arts and in other disciplines are connected

Performance Standard: Grade 12

- R3.1 Evaluating how concepts and content learned in the visual arts and in other disciplines are connected

## Visual Arts Proficiency - Based Graduation Portfolio

### Student Record

- *A certified Visual Arts teacher using PBGR-VA standards and rubrics must assess all student work pertaining to the PBGR-VA.*
- *The teacher and the student must sign the checklist. This document must be stored securely.*
- *Student work must be maintained in a portfolio or photographic /digital documentation of the work.*

Student Name \_\_\_\_\_ Graduation Year \_\_\_\_\_

A proficiency portfolio must contain any combination of the following:

- Two-dimensional artwork such as drawing, painting, digital images, mixed media, photography
- Video/film (on student or district provided technology)
- Three-dimensional artwork (such as: sculpture, ceramics, models, jewelry etc.) or documentation of the work from various angles in photographic/digital format

The body of work or portfolio supplied by the student may include items collected over a number of years, as well as documented evidence provided from experiences outside the formal school setting.

### CREATING

Students must obtain proficiency in a minimum of 8 and a maximum of 12 artworks selected from the following components:

- Minimum of three drawings with two from direct observation
- Minimum of one work that employs effective use of color
- Minimum of one three dimensional work
- Any two of the artworks must utilize concepts and content from other subject areas
- A sketchbook or process materials that include preliminary work for at least two of the portfolio artworks

**Proficiency Scoring Level:**

Advanced 4

Proficient 3

Emerging 2

Beginning 1

Type of Student Work	Level Earned	Assessing Teacher's Signature	Date
Drawing from direct observation (#1)	_____	-----	_____
Drawing from direct observation (#2)	_____	-----	_____
Drawing (#3)	_____	-----	_____
Artwork that employs effective use of color (#1)	_____	-----	_____
Three-dimensional artwork (#1)	_____	-----	_____
Concepts and content from other subject area(s) Interdisciplinary (#1)	_____	-----	_____
Concepts and content from other subject area(s) Interdisciplinary (#2)	_____	-----	_____
Sketchbook or process materials that include preliminary work for portfolio artwork (#1)	_____	-----	_____
Sketchbook or process materials that include preliminary work for portfolio artwork (#2)	_____	-----	_____
Additional artwork	_____	-----	_____

**RESPONDING**

**A minimum of three documented responses selected from the following:**

- A narrative reflective statement about exemplar work
- A documented response to a discussion or debate about art
- A narrative statement about the student’s own work included in the portfolio
- Evidence of knowledge of at least three different cultures and/or artistic periods

**Proficiency Scoring Level:**

Advanced 4

Proficient 3

Emerging 2

Beginning 1

**Students must achieve proficiency in a minimum of 3 categories**

Type of Student Artwork	Level Earned	Assessing Teacher’s Signature	Date
A narrative reflective statement about an exemplar work of art	_____	-----	_____
A documented response to a discussion or debate about a work of art	_____	-----	_____
A narrative statement about the student’s own work included in the portfolio	_____	-----	_____
Evidence of knowledge of at least three (3) different cultures and/or artistic periods	_____	-----	_____

\* \* \*

Upon deciding to pursue proficiency in the visual arts, a student must sign and date this form, acknowledging:

I \_\_\_\_\_ have reviewed the requirements for the visual arts graduation proficiency portfolio.

Student signature

Date \_\_\_\_\_.

Hard copy of completed document must be signed by student and teacher upon successful completion of entire portfolio. This signed document must be contained in student’s PBGR Portfolio along with digital copies of the work.

Student’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Final Visual Art Teacher’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_