

# Visual Arts Course of Study 2014



Wickliffe City School District  
2221 Rockefeller Road  
Wickliffe, Ohio 44092

**Wickliffe City Schools**  
Visual Art - Kindergarten - Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
August-October Unit 1 How Artists Contribute to Society	5PR: Engage in art making that explores & combines various forms of symbolic representation including words, symbols, images, music and movement. 6PR: Create artwork that explores a central theme across disciplines. 4RE: Communicate the ideas and stories they see in works of art. 8RE: Consider and talk about why people make and enjoy works of art.
<b>Quarter 2</b>	
Unit	Standards
November-January Unit 2 Communicating Personal Expression	1PE: Describe the meaning in the marks they make on paper. 2PR: Generate ideas & images for artwork based on observation, memory, imagination & experience. 1RE: Describe their artworks & efforts and share their art making processes. 2RE: Show confidence & pride in their artistic accomplishments. 7PE: Explore their environments and experiences for art making ideas. 1PR: Experiment w/a range of art materials and tools to communicate personal meaning.
<b>Quarter 3</b>	
Unit	Standards
January - March Unit 3 Combining Technical Skill and Personal Expression	4PE: Distinguish between common visual art forms (e.g. ptg., dwg., sculp.). 5PE: Identify and name materials used in visual art. 6PE: Recognize and point out basic elements of art in their own artworks and that of others. 3PR: Discover, select and combine art and design elements to communicate subject matter in various visual forms. 4PR: Reduce objects into basic shapes and lines in relation to the whole image.
<b>Quarter 4</b>	
Unit	Standards
April-June Unit 4 Consumers, Critics and Creators	2PE: Name and point out subject matter and details observed in works of art. 3PE: Describe different ways that an artwork expresses an emotion or mood. 5RE: Describe what they see and feel in selected works of art. 6RE: Recognize and point out the similarities and differences between artistic styles. 7RE: Recognize that people have different opinions and responses to works of art.

**Wickliffe City Schools**  
Visual Art - Grade 1 - Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
August-October Unit 1 How Artists Contribute to Society	1PE: Recognize and describe that people create art & art objects to communicate ideas and serve different purposes. 3PE: Examine one or more cultural & historical artworks and respond to the visual, expressive features in the work. 5PE: Identify and discuss what an artist does and find examples of works by artists in their school and community. 5RE: Discuss the meanings of visual symbols, images and icons observed in artworks. 6RE: Select an art object and describe its personal, functional or decorative purpose.
<b>Quarter 2</b>	
Unit	Standards
November-January Unit 2 Communicating Personal Expression	6PE: Generate art making ideas from their daily experiences and the environment. 2PR: Invent imagery & symbols to express thoughts and feelings. 3PR: Explore and use a range of subject matter to create original works of art. 4PR: Create an artwork based on observation of familiar objects and scenes. 4RE: Explain how personal interests and experiences are reflected in the subject matter of artworks.
<b>Quarter 3</b>	
Unit	Standard
January - March Unit 3 Combining Technical Skill and Personal Expression	4PE: Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary. 1PR: Demonstrate beginning skill and craftsmanship in the use of art materials and tools. 5PR: Use selected art and design elements & principles to explore ideas, feelings & relationships. 6PR: Engage in art making to produce work combining music, movement, dramatic play w/art. 7RE: Describe how elements and principles communicate meaning in works of art.
<b>Quarter 4</b>	
Unit	Standard
April-June Unit 4 Consumers, Critics and Creators	2PE: Explore and describe how a selected art object was made. 1RE: Recognize and point out the strengths in their artworks & how the work could be improved. 2RE: Revise works of art to a level of personal satisfaction. 3RE: Share their art making processes with peers. 8RE: Express and share their own responses to works of art and consider the responses of others.

**Wickliffe City Schools**  
Visual Arts - Grade 2 Art- Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
August-October Unit 1 How Artists Contribute to Society	4PE: Identify and compare the purposes for creating art objects from various cultures. 5PE: Identify and describe cultural symbols, images and contexts of works of art. 6PE: Identify and share uses of visual art outside the classroom and provide examples. 6PR: Use visual art materials to express an idea that reflects their own social or cultural identity. 6RE: Identify and articulate important historical and cultural contributions of selected visual artists.
<b>Quarter 2</b>	
Unit	Standards
November-January Unit 2 Communicating Personal Expression	7PE: Generate art making ideas from daily life experiences and the environment. 2PR: Envision what cannot be observed directly and depict it visually. 3PR: Create artworks based on imagination and observation of familiar objects and scenes. 1RE: Use basic self-assessment strategies to improve their artworks. 3RE: Relate the subject matter and ideas in their own artworks to those in the works of others.
<b>Quarter 3</b>	
Unit	Standards
January - March Unit 3 Combining Technical Skill and Personal Expression	3PE: Compare the form, materials and techniques in selected works of art using descriptive language. 1PR: Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities. 4PR: Demonstrate flexibility in their creative processes and use of art materials. 5PR: Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (nuances of surface, contour, pattern, tone). 5RE: Describe how an artist uses elements and principles of design to create expressive impact in a work of art.
<b>Quarter 4</b>	
Unit	Standards

<p>April-June Unit 4 Consumers, Critics and Creators</p>	<p>1PE: Notice and point out details and respond to expressive features in artworks. 2PE: Distinguish the subject matter and artistic style of two or more visual artists. 2RE: Understand the differences between assessing the quality of an artwork and their personal preference for the work. 4RE: Share their personal interpretations of the meanings conveyed in various works of art. 7RE: Recognize and discuss that people have various opinions about art and value art for different reasons.</p>
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**Wickliffe City Schools**  
Visual Art - Grade 3 - Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
August-October Unit 1 How Artists Contribute to Society	1PE: Observe and compare similar themes, subjects and images in artwork from historical and contemporary eras. 3PE: Use historical and cultural artworks to answer questions about daily life. 4PE: Recognize selected artists who contributed to the cultural heritages of the people of the U.S. 4RE: Identify artworks from their communities/regions to communicate how they reflect social influences and cultural traditions.
<b>Quarter 2</b>	
Unit	Standards
November-January Unit 2 Communicating Personal Expression	6PE: Recognize & identify choices that give meaning to a personal work of art. 3PR: Find and solve problems of personal relevance and interest when developing art making ideas. 2RE: Select an object and explain reasons why they think it is a work of art. 5RE: Use feedback and self-assessment to improve the quality of personal artworks.
<b>Quarter 3</b>	
Unit	Standards
January - March Unit 3 Combining Technical Skill and Personal Expression	2PE: Identify the relationships between and among selected elements and principles of art and design. 1PR: Demonstrate skill and expression in the use of art techniques and processes. 4PR: Create artworks that demonstrate awareness of 2 and 3 dimensional space. 5PR: Show increasing attention to the nuances of elements and principles of design when creating personal works of art. 1RE: Examine and describe how art and design principles are used by artists to create visual effects.
<b>Quarter 4</b>	
Unit	Standards
April-June Unit 4 Consumers, Critics and Creators	5 PE: Provide examples of how we encounter art and artists in everyday life. 2PR: Use appropriate visual art vocabulary during art making processes. 6PR: Collaborate with others to create a work of art that addresses an interdisciplinary theme.

**Wickliffe City Schools**  
Visual Arts - Grade 4 Art- Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
August-October Unit 1 How Artists Contribute to Society	1PE: Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across art disciplines. 3PE: Compare and contrast art forms and their functions from a variety of cultures. 4PE: Identify and describe how artists from various cultural and ethnic groups have impacted Ohio's history. 3RE: Recognize and describe the relationship of artworks to their social and cultural contexts.
<b>Quarter 2</b>	
Unit	Standards
November-January Unit 2 Communicating Personal Expression	6PE: Identify and name the sources for art making ideas (e.g., self, environment and other people). 2PR: Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning. 3PR: Generate ideas and employ a variety of strategies to solve visual art problems. 4PR: Demonstrate motivation, independence, and persistence during studio practices to complete artworks. 1RE: Identify qualities that contribute to the design and meaning of their artwork and the works of others.
<b>Quarter 3</b>	
Unit	Standards
January - March Unit 3 Combining Technical Skill and Personal Expression	2PE: Notice and describe different visual effects resulting from art making techniques. 1PR: Identify, select and vary art materials, tools and processes to achieve desired results in their artwork. 5PR: Combine the elements and principles of art and design to create visually effective compositions in original works of art. 6PR: Demonstrate technical skill through the integration of common processes and topics from other subject areas. 1RE: Identify qualities that contribute to the design and meaning of their art and the art of others.
<b>Quarter 4</b>	
Unit	Standards
April-June Unit 4 Consumers, Critics and Creators	5PE: Link ideas in and design of works of art to the emotions and moods expressed in them. 2RE: Develop and share their ideas, beliefs, and values about art. 4RE: Generate criteria for discussing and assessing works of art. 5RE: Refer to criteria and use art vocabulary when discussing and judging the quality of artworks. 6RE: Give and use constructive feedback to produce artworks that achieve learning goals.

**Wickliffe City Schools**  
Visual Arts Grade (subject) Art-Pacing Guide

**Quarter (One quarter-only class)**

Unit	Standards
I – Color II - Ceramics	<p>2PE Identify and communicate how historical and cultural contexts influence ideas that inform artists.</p> <p>1PR Integrate observational and technical skills to strengthen art making.</p> <p>4PR Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.</p> <p>5PR During collaborative art making experiences, demonstrate respect and support for peer ideas and creativity.</p> <p>2RE Describe how personal experiences can influence artistic preferences.</p> <p>5RE Express what was learned and the challenges that remain when assessing their artworks.</p> <p>1PE Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.</p> <p>3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.</p> <p>4PE Connect selected ideas, concepts and processes used in visual art with those used in other academic disciplines.</p> <p>5PE Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.</p>



**Wickliffe City Schools**  
Visual Art Grade 6 Art-Pacing Guide

**Quarter (quarter-only class)**

Unit	Standards
I- Australian Art II - Ceramics	<p>1PE Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.</p> <p>3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.</p> <p>4PE Connect selected ideas, concepts and processes used in visual art with those used in other academic disciplines.</p> <p>5PE Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.</p> <p>1PE Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.</p> <p>1PR Demonstrate technical skill and craftsmanship in the use of materials, tools and technology to solve an artistic problem.</p> <p>2PR Experiment with a variety of techniques and working methods when creating an original work of art.</p> <p>3PR Generate ideas and engage in thoughtful planning when solving a visual art problem.</p> <p>4PR Transform perceptions and processes into two- and three-dimensional artworks.</p> <p>2RE Describe content, meaning and design in various works of art using accurate, descriptive language and art specific vocabulary.</p> <p>3RE Explore and discuss how aspects of culture influence ritual and social artwork.</p> <p>4RE Defend artistic decisions using appropriate visual art vocabulary.</p> <p>5RE Assess</p>

**Wickliffe City Schools**  
Visual Arts Grade 7 Art-Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Unit 1: 1 point perspective Unit 2: Ceramic Mugs Unit 3: Contour Drawing	1PE: Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter. 4PE: Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories. 5PE: Examine designed objects and identify the process and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning. 6PE Connect various art forms to their social, cultural, or political purposes and include regional examples. 2PR: Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art. 4PR: Apply art and design principles in construction of three dimensional artworks. 5PR Create a work of art in collaboration with others to address a social or cultural issue. 6PR: Demonstrate understanding of visual literacy, illustration and graphic communication. 1RE: Speculate about an artist's intention and message in a work using relevant references to the work. 2RE: Compare and contrast diverse viewpoints about works of art. 3RE: Interpret selected artworks and synthesize their interpretations with the interpretations of others. 5RE: Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people's lives. 2PE: Identify professions that use artistic skills and problem-solving. 3PE: Identify source of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices. 1PR: Improve craftsmanship and refine ideas in response to feedback. 3PR: Represent depth and volume in their two-dimensional works of art. 4RE: Classify and categorize examples of artworks from various eras and cultures. 6RE: Develop and use criteria to guide reflection and assessment of selected personal artworks. 7RE: Assess one's own work and working process and the work of others in relation to criteria and standards.
<b>Quarter 2</b>	
Unit	Standards
Unit 1: 1 point perspective Unit 2: Ceramic Mugs Unit 3: Contour Drawing	1PE: Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter. 4PE: Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.

	<p>5PE: Examine designed objects and identify the process and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning.</p> <p>6PE Connect various art forms to their social, cultural, or political purposes and include regional examples.</p> <p>2PR: Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.</p> <p>4PR: Apply art and design principles in construction of three dimensional artworks.</p> <p>5PR Create a work of art in collaboration with others to address a social or cultural issue.</p> <p>6PR: Demonstrate understanding of visual literacy, illustration and graphic communication.</p> <p>1RE: Speculate about an artist's intention and message in a work using relevant references to the work.</p> <p>2RE: Compare and contrast diverse viewpoints about works of art.</p> <p>3RE: Interpret selected artworks and synthesize their interpretations with the interpretations of others.</p> <p>5RE: Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people's lives.</p> <p>2PE: Identify professions that use artistic skills and problem-solving.</p> <p>3PE: Identify source of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.</p> <p>1PR: Improve craftsmanship and refine ideas in response to feedback.</p> <p>3PR: Represent depth and volume in their two-dimensional works of art.</p> <p>4RE: Classify and categorize examples of artworks from various eras and cultures.</p> <p>6RE: Develop and use criteria to guide reflection and assessment of selected personal artworks.</p> <p>7RE: Assess one's own work and working process and the work of others in relation to criteria and standards.</p>
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**Quarter 3**

Unit	Standards
Unit 1: 1 point perspective Unit 2: Ceramic Mugs Unit 3: Contour Drawing	<p>1PE: Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter.</p> <p>4PE: Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.</p> <p>5PE: Examine designed objects and identify the process and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning.</p> <p>6PE Connect various art forms to their social, cultural, or political purposes and include regional examples.</p> <p>2PR: Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.</p> <p>4PR: Apply art and design principles in construction of three dimensional artworks.</p> <p>5PR Create a work of art in collaboration with others to address a social or cultural issue.</p> <p>6PR: Demonstrate understanding of visual literacy, illustration and graphic communication.</p>

	<p>1RE: Speculate about an artist's intention and message in a work using relevant references to the work.</p> <p>2RE: Compare and contrast diverse viewpoints about works of art.</p> <p>3RE: Interpret selected artworks and synthesize their interpretations with the interpretations of others.</p> <p>5RE: Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people's lives.</p> <p>2PE: Identify professions that use artistic skills and problem-solving.</p> <p>3PE: Identify source of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.</p> <p>1PR: Improve craftsmanship and refine ideas in response to feedback.</p> <p>3PR: Represent depth and volume in their two-dimensional works of art.</p> <p>4RE: Classify and categorize examples of artworks from various eras and cultures.</p> <p>6RE: Develop and use criteria to guide reflection and assessment of selected personal artworks.</p> <p>7RE: Assess one's own work and working process and the work of others in relation to criteria and standards.</p>
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**Quarter 4**

Unit	Standards
Unit 1: 1 point perspective Unit 2: Ceramic Mugs Unit 3: Contour Drawing	<p>1PE: Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter.</p> <p>4PE: Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.</p> <p>5PE: Examine designed objects and identify the process and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning.</p> <p>6PE Connect various art forms to their social, cultural, or political purposes and include regional examples.</p> <p>2PR: Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.</p> <p>4PR: Apply art and design principles in construction of three dimensional artworks.</p> <p>5PR Create a work of art in collaboration with others to address a social or cultural issue.</p> <p>6PR: Demonstrate understanding of visual literacy, illustration and graphic communication.</p> <p>1RE: Speculate about an artist's intention and message in a work using relevant references to the work.</p> <p>2RE: Compare and contrast diverse viewpoints about works of art.</p> <p>3RE: Interpret selected artworks and synthesize their interpretations with the interpretations of others.</p> <p>5RE: Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people's lives.</p> <p>2PE: Identify professions that use artistic skills and problem-solving.</p> <p>3PE: Identify source of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.</p> <p>1PR: Improve craftsmanship and refine ideas in response to feedback.</p> <p>3PR: Represent depth and volume in their two-dimensional works of art.</p>

<p>4RE: Classify and categorize examples of artworks from various eras and cultures. 6RE: Develop and use criteria to guide reflection and assessment of selected personal artworks. 7RE: Assess one's own work and working process and the work of others in relation to criteria and standards.</p>
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**Wickliffe City Schools**  
Visual Arts Grade 8 Art-Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Unit 1: 2 point perspective Unit 2: Coil Design Vessel Unit 3: Printmaking	1PE: Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter. 4PE: Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories. 5PE: Examine designed objects and identify the process and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning. 6PE Connect various art forms to their social, cultural, or political purposes and include regional examples. 2PR: Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art. 4PR: Apply art and design principles in construction of three dimensional artworks. 5PR Create a work of art in collaboration with others to address a social or cultural issue. 6PR: Demonstrate understanding of visual literacy, illustration and graphic communication. 1RE: Speculate about an artist's intention and message in a work using relevant references to the work. 2RE: Compare and contrast diverse viewpoints about works of art. 3RE: Interpret selected artworks and synthesize their interpretations with the interpretations of others. 5RE: Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people's lives. 2PE: Identify professions that use artistic skills and problem-solving. 3PE: Identify source of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices. 1PR: Improve craftsmanship and refine ideas in response to feedback. 3PR: Represent depth and volume in their two-dimensional works of art. 4RE: Classify and categorize examples of artworks from various eras and cultures. 6RE: Develop and use criteria to guide reflection and assessment of selected personal artworks. 7RE: Assess one's own work and working process and the work of others in relation to criteria and standards.
<b>Quarter 2</b>	
Unit	Standards
Unit 1: 2 point perspective Unit 2: Coil Design Vessel Unit 3: Printmaking	1PE: Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter. 4PE: Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.

5PE: Examine designed objects and identify the process and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning.

6PE Connect various art forms to their social, cultural, or political purposes and include regional examples.

2PR: Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.

4PR: Apply art and design principles in construction of three dimensional artworks.

5PR Create a work of art in collaboration with others to address a social or cultural issue.

6PR: Demonstrate understanding of visual literacy, illustration and graphic communication.

1RE: Speculate about an artist's intention and message in a work using relevant references to the work.

2RE: Compare and contrast diverse viewpoints about works of art.

3RE: Interpret selected artworks and synthesize their interpretations with the interpretations of others.

5RE: Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people's lives.

2PE: Identify professions that use artistic skills and problem-solving.

3PE: Identify source of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.

1PR: Improve craftsmanship and refine ideas in response to feedback.

3PR: Represent depth and volume in their two-dimensional works of art.

4RE: Classify and categorize examples of artworks from various eras and cultures.

6RE: Develop and use criteria to guide reflection and assessment of selected personal artworks.

7RE: Assess one's own work and working process and the work of others in relation to criteria and standards.

**Quarter 3**

Unit	Standards
Unit 1: 2 point perspective Unit 2: Coil Design Vessel Unit 3: Printmaking	<p>1PE: Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter.</p> <p>4PE: Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.</p> <p>5PE: Examine designed objects and identify the process and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning.</p> <p>6PE Connect various art forms to their social, cultural, or political purposes and include regional examples.</p> <p>2PR: Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.</p> <p>4PR: Apply art and design principles in construction of three dimensional artworks.</p> <p>5PR Create a work of art in collaboration with others to address a social or cultural issue.</p> <p>6PR: Demonstrate understanding of visual literacy, illustration and graphic communication.</p> <p>1RE: Speculate about an artist's intention and message in a work using relevant references to the work.</p>

2RE: Compare and contrast diverse viewpoints about works of art.  
 3RE: Interpret selected artworks and synthesize their interpretations with the interpretations of others.  
 5RE: Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people’s lives.  
 2PE: Identify professions that use artistic skills and problem-solving.  
 3PE: Identify source of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.  
 1PR: Improve craftsmanship and refine ideas in response to feedback.  
 3PR: Represent depth and volume in their two-dimensional works of art.  
 4RE: Classify and categorize examples of artworks from various eras and cultures.  
 6RE: Develop and use criteria to guide reflection and assessment of selected personal artworks.  
 7RE: Assess one's own work and working process and the work of others in relation to criteria and standards.

**Quarter 4**

Unit	Standards
Unit 1: 2 point perspective Unit 2: Coil Design Vessel Unit 3: Printmaking	1PE: Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter. 4PE: Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories. 5PE: Examine designed objects and identify the process and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning. 6PE Connect various art forms to their social, cultural, or political purposes and include regional examples. 2PR: Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art. 4PR: Apply art and design principles in construction of three dimensional artworks. 5PR Create a work of art in collaboration with others to address a social or cultural issue. 6PR: Demonstrate understanding of visual literacy, illustration and graphic communication. 1RE: Speculate about an artist's intention and message in a work using relevant references to the work. 2RE: Compare and contrast diverse viewpoints about works of art. 3RE: Interpret selected artworks and synthesize their interpretations with the interpretations of others. 5RE: Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people’s lives. 2PE: Identify professions that use artistic skills and problem-solving. 3PE: Identify source of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices. 1PR: Improve craftsmanship and refine ideas in response to feedback. 3PR: Represent depth and volume in their two-dimensional works of art.



<p>4RE: Classify and categorize examples of artworks from various eras and cultures. 6RE: Develop and use criteria to guide reflection and assessment of selected personal artworks. 7RE: Assess one's own work and working process and the work of others in relation to criteria and standards.</p>
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**Wickliffe City Schools**  
Art I Art - Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Art I- Drawing	<p>1PE Examine and articulate the effects of context on visual imagery.</p> <p>2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.</p> <p>1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>3PR Explore multiple solutions to visual art problems through preparatory work.</p> <p>4PR Establish the appropriate levels of craftsmanship when completing artworks.</p> <p>6PR Identify and apply visual literacy as a means to create images that are personally expressive.</p> <p>1RE Explore various methods of art criticism in responding to artworks.</p> <p>2RE Identify assessment practices to manage, monitor and document their learning.</p> <p>3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.</p>
<b>Quarter 2</b>	
Unit	Standards
Art I- Color	<p>1PE Examine and articulate the effects of context on visual imagery.</p> <p>2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.</p> <p>3PE Identify the relationship between community or cultural values and trends in visual art.</p> <p>4PE Identify the factors that influence the work of individual artists.</p> <p>6PE Describe the decisions made in the design of everyday objects.</p> <p>1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.</p> <p>3PR Explore multiple solutions to visual art problems through preparatory work.</p> <p>4PR Establish the appropriate levels of craftsmanship when completing artworks.</p> <p>5PR Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.</p> <p>6PR Identify and apply visual literacy as a means to create images that are personally expressive. 1RE Explore various methods of art criticism in responding to artworks.</p> <p>2RE Identify assessment practices to manage, monitor and document their learning.</p>

	<p>3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.</p> <p>4RE Investigate the role of innovative technologies in the creation and composition of new media imagery.</p> <p>5RE Identify and explain one or more theories of aesthetics and visual culture.</p> <p>6RE Identify various venues for viewing works of art.</p> <p>7RE Recognize and articulate the importance of lifelong involvement and advocacy in the arts.</p>
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<b>Quarter 3 &amp; 4</b>	
Unit	Standard
Art I- 3D & Sculpture	<p>1PE Examine and articulate the effects of context on visual imagery.</p> <p>2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.</p> <p>4PE Identify the factors that influence the work of individual artists.</p> <p>5PE Describe the role of technology as a visual art medium.</p> <p>6PE Describe the decisions made in the design of everyday objects.</p> <p>1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.</p> <p>3PR Explore multiple solutions to visual art problems through preparatory work.</p> <p>4PR Establish the appropriate levels of craftsmanship when completing artworks.</p> <p>5PR Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.</p> <p>6PR Identify and apply visual literacy as a means to create images that are personally expressive. 1RE Explore various methods of art criticism in responding to artworks.</p> <p>2RE Identify assessment practices to manage, monitor and document their learning.</p> <p>3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.</p> <p>5RE Identify and explain one or more theories of aesthetics and visual culture.</p> <p>6RE Identify various venues for viewing works of art.</p> <p>7RE Recognize and articulate the importance of lifelong involvement and advocacy in the arts</p>

# Wickliffe City Schools

## Art II Art - Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Art II- Drawing	<p>2PE Describe sources visual artists use to generate ideas for artworks.</p> <p>3PE Explore the relationship between community or cultural values and trends in visual art.</p> <p>4PE Analyze the work of individual artists and explain how they are influenced by cultural factors. 6PE Connect processes and decisions made in the design of everyday objects, environments, and communications.</p> <p>1PR Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.</p> <p>2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.</p> <p>3PR Generate a variety of solutions to visual arts problems through preparatory work.</p> <p>4PR Establish and apply appropriate levels of craftsmanship to complete artworks.</p> <p>6PR Incorporate visual literacy as a means to create images that advance individual expression and communication.</p> <p>1RE Apply methods of art criticism when discussing selected works of art.</p> <p>2RE Apply assessment practices to revise and improve their artworks and to document their learning.</p> <p>3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.</p> <p>5RE Compare and contrast various theories of aesthetics and visual culture.</p> <p>6RE Identify the challenges various venues present to the creation of works of art.</p>
<b>Quarter 2</b>	
Unit	Standards
Art II- Color	<p>1PE Examine the context details of visual imagery and explain the social and cultural influences on the images.</p> <p>2PE Describe sources visual artists use to generate ideas for artworks.</p> <p>3PE Explore the relationship between community or cultural values and trends in visual art.</p> <p>5PE Explore the application of technology to the production of visual artworks.</p> <p>6PE Connect processes and decisions made in the design of everyday objects, environments, and communications. 1PR Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.</p> <p>2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem. 3PR Generate a variety of solutions to visual arts problems through preparatory work.</p> <p>4PR Establish and apply appropriate levels of craftsmanship to complete artworks.</p>

	<p>5PR Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.</p> <p>6PR Incorporate visual literacy as a means to create images that advance individual expression and communication.</p> <p>1RE Apply methods of art criticism when discussing selected works of art.</p> <p>2RE Apply assessment practices to revise and improve their artworks and to document their learning.</p> <p>3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.</p> <p>4RE Explain the role of innovative technologies in the creation and composition of new media imagery.</p> <p>5RE Compare and contrast various theories of aesthetics and visual culture.</p> <p>6RE Identify the challenges various venues present to the creation of works of art.</p> <p>7RE Explore and discuss opportunities for lifelong involvement and advocacy in the arts.</p>
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<b>Quarter 3 &amp; 4</b>	
<b>Unit</b>	<b>Standard</b>
Art II- 3D & Sculpture	<p>1PE Examine the context details of visual imagery and explain the social and cultural influences on the images.</p> <p>2PE Describe sources visual artists use to generate ideas for artworks. 3PE Explore the relationship between community or cultural values and trends in visual art.</p> <p>5PE Explore the application of technology to the production of visual artworks.</p> <p>6PE Connect processes and decisions made in the design of everyday objects, environments, and communications.</p> <p>1PR Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.</p> <p>2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.</p> <p>3PR Generate a variety of solutions to visual arts problems through preparatory work.</p> <p>4PR Establish and apply appropriate levels of craftsmanship to complete artworks.</p> <p>5PR Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.</p> <p>6PR Incorporate visual literacy as a means to create images that advance individual expression and communication.</p> <p>1RE Apply methods of art criticism when discussing selected works of art.</p> <p>2RE Apply assessment practices to revise and improve their artworks and to document their learning.</p> <p>3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.</p> <p>4RE Explain the role of innovative technologies in the creation and composition of new media imagery.</p>

<p>5RE Compare and contrast various theories of aesthetics and visual culture. 6RE Identify the challenges various venues present to the creation of works of art. 7RE Explore and discuss opportunities for lifelong involvement and advocacy in the arts.</p>
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**Wickliffe City Schools**  
Art III      Art - Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Art III- Drawing	<p>2PE Analyze and explain the factors that influence artworks.</p> <p>3PE Compare and contrast the styles in artworks by artists of different cultures and historical trends.</p> <p>5PE Investigate the influence of technology on visual art and its effects on their own works.</p> <p>6PE Identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications.</p> <p>1PR Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>2PR Make informed choices in the selection of materials and techniques that relate to solving a visual problem.</p> <p>3PR Solve visual art problems that demonstrate skill, imagination and observation.</p> <p>4PR Prepare artworks for display that demonstrate high levels of craftsmanship.</p> <p>5PR Explore and expand on personal art applications through the use of available digital tools, innovative technologies and media arts.</p> <p>6PR Expand visual literacy as a means to create images that advance individual expression and communication.</p> <p>1RE Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts.</p> <p>2RE Practice self-assessment to understand their progress and prioritize steps for improvement.</p> <p>3RE Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.</p> <p>4RE Respond to critical questions about the meaning and influence of new media imagery in our culture.</p> <p>5RE Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture.</p> <p>6RE Explain how a response to a work of art is affected by the context in which it is viewed.</p>
<b>Quarter 2</b>	
Unit	Standards
Art III- Color	<p>1PE Analyze interdisciplinary connections that influence social and cultural contexts of visual imagery.</p> <p>2PE Analyze and explain the factors that influence artworks.</p> <p>3PE Compare and contrast the styles in artworks by artists of different cultures and historical trends.</p> <p>4PE Explain how individual artists impact cultural developments.</p> <p>5PE Investigate the influence of technology on visual art and its effects on their own works.</p> <p>6PE Identify, examine and understand the aesthetic, stylistic and functional considerations of designing</p>

	<p>objects, environments and communications.</p> <p>1PR Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>2PR Make informed choices in the selection of materials and techniques that relate to solving a visual problem.</p> <p>3PR Solve visual art problems that demonstrate skill, imagination and observation.</p> <p>4PR Prepare artworks for display that demonstrate high levels of craftsmanship.</p> <p>5PR Explore and expand on personal art applications through the use of available digital tools, innovative technologies and media arts.</p> <p>6PR Expand visual literacy as a means to create images that advance individual expression and communication.</p> <p>1RE Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts.</p> <p>2RE Practice self-assessment to understand their progress and prioritize steps for improvement.</p> <p>3RE Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.</p> <p>4RE Respond to critical questions about the meaning and influence of new media imagery in our culture.</p> <p>5RE Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture.</p> <p>6RE Explain how a response to a work of art is affected by the context in which it is viewed.</p> <p>7RE Investigate and plan strategies for lifelong involvement and advocacy in the arts.</p>
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<b>Quarter 3 &amp; 4</b>	
Unit	Standards
Art III- 3D & Sculpture	<p>1PE Analyze interdisciplinary connections that influence social and cultural contexts of visual imagery.</p> <p>2PE Analyze and explain the factors that influence artworks.</p> <p>3PE Compare and contrast the styles in artworks by artists of different cultures and historical trends.</p> <p>4PE Explain how individual artists impact cultural developments.</p> <p>5PE Investigate the influence of technology on visual art and its effects on their own works.</p> <p>6PE Identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications.</p> <p>1PR Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>2PR Make informed choices in the selection of materials and techniques that relate to solving a visual problem.</p> <p>3PR Solve visual art problems that demonstrate skill, imagination and observation.</p> <p>4PR Prepare artworks for display that demonstrate high levels of craftsmanship.</p>



<p>5PR Explore and expand on personal art applications through the use of available digital tools, innovative technologies and media arts.</p> <p>6PR Expand visual literacy as a means to create images that advance individual expression and communication.</p> <p>1RE Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts.</p> <p>2RE Practice self-assessment to understand their progress and prioritize steps for improvement.</p> <p>3RE Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.</p> <p>4RE Respond to critical questions about the meaning and influence of new media imagery in our culture.</p> <p>5RE Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture.</p> <p>6RE Explain how a response to a work of art is affected by the context in which it is viewed.</p> <p>7RE Investigate and plan strategies for lifelong involvement and advocacy in the arts.</p>
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**Wickliffe City Schools**  
 Art IV            Art - Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Art IV- Drawing	<p>1PE Interpret social and cultural contexts to develop personal meaning in visual imagery.</p> <p>2PE Interpret and evaluate the way a theme or meaning in an artwork expresses the social, political or cultural context.</p> <p>3PE Compare and contrast universal themes and sociopolitical issues in artworks from different cultures and historical periods.</p> <p>6PE Apply self-direction, independence and a purposed approach when defining and solving a visual design problem.</p> <p>1PR Demonstrate advanced technical skills and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>2PR Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</p> <p>3PR Contribute to a portfolio of works that demonstrates technical skill, a range of media and various original solutions to visual art problems.</p> <p>4PR Select, organize and prepare artworks for exhibition.</p> <p>5PR Create original artworks that demonstrate the ability to select, use and vary available digital tools and innovative technologies.</p> <p>6PR Visually express complex concepts and meaning in their artworks.</p> <p>1RE Apply art criticism methods and inquiry skills as viewer, critic and consumer of visual images produced by new media and media arts.</p> <p>2RE Apply assessment practices to select, organize and present personal artworks that document their understanding of visual art and literacy concepts.</p> <p>3RE Apply inquiry and analytic processes when viewing, judging and consuming visual content and images produced by new media and media arts.</p> <p>4RE Analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional element</p>
<b>Quarter 2</b>	
Unit	Standards

Art IV- Color	<p>1PE Interpret social and cultural contexts to develop personal meaning in visual imagery.</p> <p>2PE Interpret and evaluate the way a theme or meaning in an artwork expresses the social, political or cultural context.</p> <p>6PE Apply self-direction, independence and a purposed approach when defining and solving a visual design problem.</p> <p>1PR Demonstrate advanced technical skills and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>2PR Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</p> <p>3PR Contribute to a portfolio of works that demonstrates technical skill, a range of media and various original solutions to visual art problems.</p> <p>4PR Select, organize and prepare artworks for exhibition.</p> <p>6PR Visually express complex concepts and meaning in their artworks.</p> <p>1RE Apply art criticism methods and inquiry skills as viewer, critic and consumer of visual images produced by new media and media arts.</p> <p>2RE Apply assessment practices to select, organize and present personal artworks that document their understanding of visual art and literacy concepts.</p> <p>3RE Apply inquiry and analytic processes when viewing, judging and consuming visual content and images produced by new media and media arts.</p> <p>5RE Defend personal philosophies of art based on a connection to aesthetic theories and visual culture.</p> <p>6RE Engage in discourse and express a point of view about issues related to the public display of works of art.</p> <p>7RE Form and demonstrate personal strategies for lifelong involvement and advocacy in the arts.</p>
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<b>Quarter 3 &amp; 4</b>	
Unit	Standards
Art IV- 3D & Sculpture	<p>1PE Interpret social and cultural contexts to develop personal meaning in visual imagery.</p> <p>2PE Interpret and evaluate the way a theme or meaning in an artwork expresses the social, political or cultural context.</p> <p>6PE Apply self-direction, independence and a purposed approach when defining and solving a visual design problem.</p> <p>1PR Demonstrate advanced technical skills and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>2PR Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</p> <p>3PR Contribute to a portfolio of works that demonstrates technical skill, a range of media and various</p>

<p>original solutions to visual art problems.</p> <p>6PR Visually express complex concepts and meaning in their artworks.</p> <p>1RE Apply art criticism methods and inquiry skills as viewer, critic and consumer of visual images produced by new media and media arts.</p> <p>2RE Apply assessment practices to select, organize and present personal artworks that document their understanding of visual art and literacy concepts.</p> <p>3RE Apply inquiry and analytic processes when viewing, judging and consuming visual content and images produced by new media and media arts.</p> <p>4RE Analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional elements.</p> <p>5RE Defend personal philosophies of art based on a connection to aesthetic theories and visual culture.</p>
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