## Curriculum Development Course at a Glance

### Planning for High School Visual Arts

<table>
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<tr>
<th>Content Area</th>
<th>Visual Arts</th>
<th>Grade Level</th>
<th>High School</th>
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<tbody>
<tr>
<td>Course Name/Course Code</td>
<td>Ceramics/Sculpture</td>
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### Standard | Grade Level Expectations (GLE) | GLE Code |
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</thead>
<tbody>
<tr>
<td>1. Observe and Learn to Comprehend</td>
<td>1. Visual art has inherent characteristics and expressive features</td>
<td>VA09-GR.HS-S.1-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Historical and cultural context are found in visual art</td>
<td>VA09-GR.HS-S.1-GLE.2</td>
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<tr>
<td></td>
<td>3. Art and design have purpose and function</td>
<td>VA09-GR.HS-S.1-GLE.3</td>
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<tr>
<td>2. Envision and Critique to Reflect</td>
<td>1. Reflective strategies are used to understand the creative process</td>
<td>VA09-GR.HS-S.2-GLE.1</td>
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<td></td>
<td>2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes</td>
<td>VA09-GR.HS-S.2-GLE.2</td>
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<td></td>
<td>3. Interpretation is a means for understanding and evaluating works of art</td>
<td>VA09-GR.HS-S.2-GLE.3</td>
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<tr>
<td>3. Invent and Discover to Create</td>
<td>1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas</td>
<td>VA09-GR.HS-S.3-GLE.1</td>
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<td>2. Assess and produce art with various materials and methods</td>
<td>VA09-GR.HS-S.3-GLE.2</td>
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<td></td>
<td>3. Make judgments from visual messages</td>
<td>VA09-GR.HS-S.3-GLE.3</td>
</tr>
<tr>
<td>4. Relate and Connect to Transfer</td>
<td>1. The work of art scholars impacts how art is viewed today</td>
<td>VA09-GR.HS-S.4-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Communication through advanced visual methods is a necessary skill in everyday life</td>
<td>VA09-GR.HS-S.4-GLE.2</td>
</tr>
<tr>
<td></td>
<td>3. Art is a lifelong endeavor</td>
<td>VA09-GR.HS-S.4-GLE.3</td>
</tr>
</tbody>
</table>

### Colorado 21st Century Skills

- **Critical Thinking and Reasoning:** Thinking Deeply, Thinking Differently
- **Information Literacy:** Untangling the Web
- **Collaboration:** Working Together, Learning Together
- **Self-Direction:** Own Your Learning
- **Invention:** Creating Solutions

The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
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<tbody>
<tr>
<td>Tension and Conflict and Transformation</td>
<td>Instructor Choice</td>
<td>Instructor Choice</td>
</tr>
<tr>
<td>Wabi-Sabi</td>
<td>Instructor Choice</td>
<td>Instructor Choice</td>
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</tbody>
</table>

Authors of the Sample: Elizabeth Buhr (Jefferson County R-1); and Jennifer Doerr (Pueblo City 60); High School, Visual Arts

Complete Sample Curriculum – Posted: February 15, 2013
### Curriculum Development Overview

**Unit Planning for High School Visual Arts**

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Tension and Conflict and Transformation</th>
<th>Length of Unit</th>
<th>Instructor Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focusing Lens(es)</strong></td>
<td>Tension and Conflict</td>
<td>VA09-GR.HS-S.1-GLE.1, VA09-GR.HS-S.1-GLE.2, VA09-GR.HS-S.1-GLE.3 VA09-GR.HS-S.2-GLE.1, VA09-GR.HS-S.2-GLE.2, VA09-GR.HS-S.2-GLE.3 VA09-GR.HS-S.3-GLE.1, VA09-GR.HS-S.3-GLE.2, VA09-GR.HS-S.3-GLE.3 VA09-GR.HS-S.4-GLE.1, VA09-GR.HS-S.4-GLE.2, VA09-GR.HS-S.4-GLE.3</td>
<td></td>
</tr>
<tr>
<td><strong>Inquiry Questions</strong></td>
<td>How can an artwork represent tension and conflict? (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) How is art transformative?</td>
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</tr>
<tr>
<td><strong>Unit Strands</strong></td>
<td>Comprehend/Reflect/Create/Transfer</td>
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</tr>
</tbody>
</table>

### Generalizations

**My students will Understand**

- The relationship of objects in space can produce tension and conflict. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)

**Factual**

- Why do artists choose to work in three dimensions rather than two dimensions?
- Why is space considered part of the artwork when designing an installation piece?

**Guiding Questions**

- Why do artists choose to work in three dimensions rather than two dimensions? Explain.
- How does a functional object transform space? Can functional art also be fine art? Explain. How does a work of art transform space?

- Artists transform materials and ideas to create works of art and functional objects that alter perceptions about space. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)

**Factual**

- What qualities are associated with transformation of an object, environment, or a person?
- What expressive features distinguish functional art?

**Conceptual**

- How does a functional object transform space? Can functional art also be fine art? Explain. How does a work of art transform space?

- Cultural and aesthetic preferences drive artistic intent. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)

**Factual**

- What are examples of culture influences in art? What are examples of aesthetics preferences in art? (wabi-sabi, beauty)

**Conceptual**

- Should an artist’s culture and aesthetic preferences influence their art work? Explain. In what way might cultural aesthetics influence how objects are created?

- Compositional elements of tension and conflict elicit emotional responses in viewers. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)

**Factual**

- How might compositional elements be used to create tension and conflict in a work of art?

**Conceptual**

- Why use tension and conflict to elicit an emotional response(s)? How might an object’s purpose influence its structure and function?
### Critical Content:  
My students will Know...

- Ceramic/sculptural processes and techniques to create three dimensional shapes (such as: hand building, assemblage, throwing on the pottery wheel, casting, additive and subtractive methods, etc) (VA09-Gr.HS.S.1-GLE.1,2,3) and (VA09-Gr.HS.S.2-GLE.1,2,3) and (VA09-Gr.HS.S.3-GLE.1,2,3) and (VA09-Gr.HS.- S.4-GLE.1,2,3)
- Ceramic/sculptural processes and techniques appropriate to functional and non-functional objects to transform space (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- Personal cultural influences and aesthetic preferences used in creative and critical problem solving (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- The methods artists use to create tension and conflict in their work (such as Jeff Koons, Picasso, Rodin, Christo, David Cerny, Szymon Bodziak, Patricia Piccinini, and Steve Bishop) (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- Methods artists use that communicate, examine, and challenge the relevance of societal laws and rules (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)

### Key Skills:  
My students will be able to (Do)...

- Identify, select, and use ceramic/sculptural process and to create three dimensional shapes that are transformative (VA09-Gr.HS.S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- Compare and contrast functional and non-functional objects that transform space created using ceramic/sculptural processes and techniques (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- Engage in creative and critical problem solving methods cognizant of their personal cultural influences and aesthetic preferences (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- Create works of art that demonstrate tension and conflict that elicit emotional responses to challenge viewers’ concepts (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- Create, examine, and challenge the relevance of societal laws and rules methods artist’s use that communicate (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)

### Critical Language:  
includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: "Mark Twain exposes the hypocrisy of slavery through the use of satire.“

A student in ____________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

- Artists create three dimensional works of art and functional objects that transform perceptions in a way that elicits emotional responses.

### Academic Vocabulary:
Aesthetic, structure and function, aesthetics, transformation, tension/conflict, culture, shape, space/time/energy, emotion, laws/rules, societal, examine, elic, influence, critical, challenge, cognizant, relevance, preference, Wabi-Sabi

### Technical Vocabulary:  
Additive, subtractive, assemblage, throwing on the pottery wheel, functional, non-functional, hand building, casting
## Wabi-Sabi: The beauty of things imperfect

### Focusing Lens(es)
- Aesthetics

### Standards and Grade Level Expectations Addressed in this Unit
- VA09-GR.HS-S.1-GLE.1, VA09-GR.HS-S.1-GLE.2, VA09-GR.HS-S.1-GLE.3
- VA09-GR.HS-S.2-GLE.1, VA09-GR.HS-S.2-GLE.2, VA09-GR.HS-S.2-GLE.3
- VA09-GR.HS-S.3-GLE.1, VA09-GR.HS-S.3-GLE.2, VA09-GR.HS-S.3-GLE.3
- VA09-GR.HS-S.4-GLE.1, VA09-GR.HS-S.4-GLE.2, VA09-GR.HS-S.4-GLE.3

### Inquiry Questions (Engaging-Debatable):
- In what way might cultural aesthetics influence how objects are created? (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- In art, what does it mean when something is beautiful?

### Unit Strands
- Comprehend/Reflect/Create/Transfer Concepts

### Generalizations

**My students will Understand that...**

| Characteristics and expressive features of art communicate beliefs and values. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3) | How do artists use characteristics and expressive features to express emotions? | Why do artists feel the need to communicate? |
| Artistry, workmanship, and intention correlate with functional and non functional artwork. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3) | What expressive features distinguish functional art? | Is a handmade work a work of art inherently valuable? Why has greater intrinsic value, something handmade or machine-made? Explain. How might an object’s purpose influence its structure and function? |
| Cultural influences can inform aesthetic preferences. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3) | What are examples of cultural influences in art? What are examples of aesthetic preferences in art? (wabi-sabi, beauty) | Can an artist’s culture and aesthetic preferences influence their art work? |
| Expression in art can communicate, examine, and challenge tradition. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.Hs-S.4-GLE.1,2,3) | What are examples in art of communicating, examining, and challenging the relevance of traditions? | What purpose do traditions serve? Why do traditions change over time? |
### Critical Content:

**My students will Know…**

- The origin of Wabi-Sabi (VA09-Gr.HS.S1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and(VA09-Gr.HS.S3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- The ways in which artists experiment with ideas to order forms to communicate visions of the world. (Such as: hand building, assemblage, throwing on the pottery wheel, casting, additive and subtractive methods, etc.) (VA09-Gr.HS.S1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and(VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- The potential emotional impact of functional and non-functional works of art (VA09-Gr.HS.S1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and(VA09-Gr.HS-S.3-GLE.1,2,3) and(VA09-Gr.HS-S.4-GLE.1,2,3)
- Examples of personal cultural influences and aesthetic preferences used in creative and critical problem solving (VA09-Gr.HS.S1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and(VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- Reasons why artists make art (e.g. to communicate, examine, and challenge traditions.) (Examples—Stacey Webber, Sebastian Martorana. Cristina Cordova, Jennifer Crupi, Theaster Gates: Renwick Gallery 40 Under Forty Craft Futures) (VA09-Gr.HS.S1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and(VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)

### Key Skills:

**My students will be able to (Do)…**

- Identify how artists express ideas with order and forms to communicate visions of the world (VA09-Gr.HS.S1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and(VA09-Gr.HS.S3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- Compare and contrast the emotions/expressions in functional and non-functional works of art (VA09-Gr.HS.S1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and(VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- Engage in creative and critical problem solving methods cognizant of their personal cultural influences and aesthetic preferences (VA09-Gr.HS.S1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and(VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- Analyze and interpret ways that artists communicate, examine, and challenge traditions (VA09-Gr.HS.S1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and(VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)

### Critical Language:

Includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

**EXAMPLE:** A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: "Mark Twain exposes the hypocrisy of slavery through the use of satire."

**A student in ___________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**

- Artists create functional and non-functional art works that challenge cultural and social traditions by interpreting aesthetic values and influences.

### Academic Vocabulary:

- Aesthetic, Emotion, Examine, Critical, Challenge, Wabi-Sabi, Traditions, Order, Form, Functional, Non-Functional, Examine, Beauty

### Technical Vocabulary:

- Additive, Subtractive, Assemblage, Throwing on the pottery wheel, Functional, Non-functional, Hand Building, Casting, Analyze, Interpret, Identify, Vision

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Authors of the Sample: Elizabeth Buhr (Jefferson County R-1); and Jennifer Doerr (Pueblo City 60); High School, Visual Arts

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