

High School Visual Arts Standards: Present

Alaska Arts Standards-Present

Students will be able to interpret and share artistic work.

Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production.

Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production.

Anchor Standard #6: Perform, present, and/or produce artistic work.

Enduring Understanding:

- Artists/designers consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.
- Artists/designers, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and preservation.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists/designers, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Questions:

- Why do people value objects, artifacts and fine artworks, and select them for presentation?
- What criteria, methods and processes are used to select work for preservation or presentation?
- How are artworks cared for, and by whom?
- What does the role of revision play in creating artwork?
- What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is the purpose of exhibiting art?
- How do collected, preserved, and presented works cultivate appreciation and understanding of beliefs, values and experiences?

Crosswalk Standards

Speaking and Listening	Mathematics	Science	Alaska Performance Standards	Alaska Cultural Standards	Writing
SL.9-10.4	A2, A3, A5, E2	HS.LS2-5, HS.LS1-4, HS.LS1-5, HS.LS1-7,	AH.CC4, AHICGP1, AHICGP3, AH.PPE2, AH.PPE6	CS.B1, CS.E5, CS.E6, CS.E7, H.A1, H.A2, H.A3, H.A4, H.A5, H.A6, H.A8, H.A9, H.B3, H.B4, H.B5, H.C1, H.C2, H.C3, H.C4, H.D1, H.D2, H.D3, H.D4, H.D5, H.D6	W.9-10.8

Standards	Objectives	Examples
HS Proficient/Survey VA:PR4-HSP/Survey a. Analyze, select, and curate artifacts (such as pop culture items, heirlooms, personal collections, etc.) and/or artworks for presentation such as in spaces in the classroom, digital presentation, on school campus, local businesses, public spaces, etc.).	Students will: <ul style="list-style-type: none"> • Select one of their pieces of art to be displayed in a predetermined location. 	<ul style="list-style-type: none"> • Choose their artwork to display in a public location.

<p>VA:PR5-HSP/Survey a. Analyze and evaluate the reasons (such as showcasing student artwork, recording the past, provoking thought, learning about other cultures, protecting vulnerable artworks, etc.) and ways an exhibition is presented (such as examining an exhibition catalogue, visiting an online exhibition, visiting a museum, etc.).</p>	<p>Students will:</p> <ul style="list-style-type: none"> Identify the reasons for displaying art and to analyze the curatorial decisions involved in the creation of a display. 	<ul style="list-style-type: none"> The Rasmussen Foundation, through the Alaska State Council on the Arts, offers an “Excursion Grant” for schools to attend the Anchorage Museum or other art exhibits or performances allowing students to view art displays in person.
<p>VA:PR6-HSP/Survey a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Analyze and describe an exhibition’s ability to communicate to the viewer. 	<ul style="list-style-type: none"> The Rasmussen Foundation, through the Alaska State Council on the Arts, offers an “Excursion Grant” for schools to attend the Anchorage Museum or other art exhibits or performances allowing students to view art displays in person.
<p>HS Accomplished/Studio VA:PR4-HSAC/Studio a. Examine, select, and justify choices of personal artwork for a collection or portfolio presentation.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Select artwork for a collection. 	<ul style="list-style-type: none"> Choose one piece of art for display at district office as examples of a certain technique or skill.
<p>VA:PR5-HSAC/Studio a. Evaluate, select, and apply methods or processes appropriate to display and preserve artwork in a specific place (such as spaces in the classroom, on school campus, at local businesses, in public spaces, etc.).</p>	<p>Students will:</p> <ul style="list-style-type: none"> Use appropriate techniques to display art. 	<ul style="list-style-type: none"> Learn to cut a mat for displaying a 2-D artwork in the district wide art show. Create a wooden base for displaying 3-D artwork in the district wide art show. Analyze the outdoor placement of bronze sculptures by Bruno Catalano discussing how placement affects meaning.
<p>VA:PR6-HSAC/Studio a. Make, explain, and justify connections between artists or artwork and social, cultural, political history.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Compare the historical context in art and artworks. 	<ul style="list-style-type: none"> Using Feldman’s four step model students compare two different works of art using step #3 interpretation. http://www2.gvsu.edu/hipshean/resources/Feldman's%20Model%20Crit.pdf
<p>HSAC/AP & IB VA:PR4-HSAD/AP & IB a. Analyze, select, curate, and present artwork for a specific exhibit or event; discuss the decision making process.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Curate an art exhibit of their own artworks. 	<ul style="list-style-type: none"> Create the “exhibition” component of their IB Visual Arts Course. Write a “curatorial rationale” a 400-700 word document reflection on the selection, arrangement and presentation of their artworks.

<p>VA:PR5 - HSAD/AP & IB</p> <p>a. Investigate and compare methods for preserving and protecting art (such as conserving/stabilizing, restoring/repairing, repatriating, addressing security concerns, etc.).</p>	<p>Students will:</p> <ul style="list-style-type: none"> Investigate the work of professionals with careers in preserving and conserving art. 	<ul style="list-style-type: none"> AP and IB students will view the archives at the Anchorage Museum to learn about art preservation and conservation of art and artifacts.
<p>VA:PR6 - HSAD/AP & IB</p> <p>a. Curate a collection of objects, artifacts, or artwork to impact the viewer’s understanding of social, cultural, and/or political experiences.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Curate an art exhibit of their own artwork. 	<ul style="list-style-type: none"> Create the “exhibition” component of their IB Visual Arts Course displaying a coherent body of work (4-11 pieces). The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.