

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Art
COURSE TITLE: 2D Art
GRADE LEVEL: 9-12
PREREQUISITES: 1 Art Class (Art Exploration) (C or above)

COURSE DESCRIPTION:

2D Art will focus on giving students solid understanding, and skill development, in the fundamentals of producing ‘flat’ art. This course is designed under the philosophy that all students who have the basic coordination to legibly write, should be able have success in producing 2D artworks. Emphasis is on learning to see as an artist and then applying this skill to both dry and wet media. 2D Art begins with basic perception exercises and builds up to using various advanced techniques and media. The topics covered in 2D Art are fundamental to success in creating all forms of visual artworks.

CONTENT STANDARDS AND COURSE BENCHMARKS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District’s 2D Art should be able to . . .

Content Standard I. Understand and apply media, techniques, and processes.

Benchmarks:

- Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
- Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Content Standard II. Use knowledge of structures and functions.

Benchmarks:

- Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
- Evaluate the effectiveness of artworks in terms of organizational structures and functions.
- Create artworks that use organizational principles and functions to solve specific visual arts problems.

Content Standard III. Choose and evaluate a range of subject matter, symbols, and ideas.

Benchmarks:

- Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.



Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Content Standard IV. Understand the visual arts in relation to history and cultures.

Benchmarks: Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Content Standard V. Reflect upon and assess the characteristics and merits of their work and the work of others.

Benchmarks: Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Content Standard VI. Make connections between visual arts and other disciplines.

Benchmarks: Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Content Standard VII. Understand and apply current digital technology.

Benchmarks: Utilize technology as a creative tool to create an artwork.
Utilize technology in order to conduct visual research.



**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Art
COURSE TITLE: 2D Art
GRADE LEVEL: 9-12
PREREQUISITES: 1 Art Class (Art Exploration) (C or above)

CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS:

Standard I: Understand and apply media, techniques, and processes. The students of Urbandale Community School District's 2D Art should be able to . . .

Benchmark: Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Indicators: Create various pieces of 2D art that visually communicate a specific intention.

Assessments: Rubric
Informal Assessment
Peer Evaluation
Self-Assessment

Benchmark: Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Indicators: Create various works of art in which the purpose of the pieces are enhanced by the media and techniques they use to create them.

Assessments: Rubric
Informal Assessment
Student Self-Evaluation
Critique

Standard II. Use knowledge of structures and functions. The students of Urbandale Community School District's 2D Art should be able to . . .

Benchmark: Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.



Indicators: Defend judgments about the characteristics and structures of their 2D Art during in process and/or finished product instructor critique.

Assessments: Peer Critique
Instructor Critique
Informal Assessment

Benchmark: Evaluate the effectiveness of artworks in terms of organizational structures and functions.

Indicators: Evaluate the effectiveness of peer products during peer evaluation.
Evaluate the effectiveness of their own produced artwork.

Assessments: Peer Critique
Self-Assessment
Student Reflection

Benchmark: Create artworks that use organizational principles and functions to solve specific visual arts problems.

Indicators: Effectively apply the topics covered in class to create works of art that solve visual problems such as showing form on a flat surface.

Assessments: Rubric
Product Assessment
Self-Assessment
Informal Assessment

Standard III. Choose and evaluate a range of subject matter, symbols, and ideas. The students of Urbandale Community School District's 2D Art should be able to . . .

Benchmark: Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Indicators: Analyze examples of 2D Art from different historical periods and cultures.
Identify differences, or similarities, found in examples of 2D Art from different historical periods and/or cultures.

Assessments: Student reflection
Class Discussion
Informal Assessment
Written or Verbal Assessment

Benchmark: Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.



Indicators: Apply concepts researched in class, and skills developed, to produce a finished 2D Art that solves a visual problem that the student has self-assigned and/or received from instructor.

Assessments: Product Assessment
Rubric
Self-Assessment

Standard IV. Understand the visual arts in relation to history and cultures. The students of Urbandale Community School District's 2D Art should be able to . . .

Benchmark: Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

Indicators: Recognize particular concepts and techniques covered in class upon viewing various historical and cultural examples.

Assessments: Student reflection
Class Discussion
Informal Assessment
Verbal Assessment

Benchmark: Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Indicators: Analyze examples of 2D Art from different historical periods and/or cultures, form conclusions from the comparison, and use this information make decisions during the production of their own artwork.
Reflect, and identify, the historical and/or cultural influences that influenced the decisions made in creating their 2D Art.

Assessments: Class Discussion
Self-Assessment
Written Reflection
Verbal Reflection
Critique

Standard V. Reflect upon and assess the characteristics and merits of their work and the work of others. The students of Urbandale Community School District's 2D Art should be able to . . .

Benchmark: Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.



Indicators: Recognize the purpose for peer 2D artwork and consider how different decisions would enhance, or hinder, the communication of their purpose.
Recognize the purpose for their individual 2D artwork and consider how different decisions would enhance, or hinder, the communication of its purpose.

Assessments: Peer Critique
Self-Assessment
Critique
Self-Reflection
Verbal Reflection

Benchmark: Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Indicators: Analyze various works of art created by their peers and reflect on whether the interpretation was successful in communicating the goal of the artwork.
Reflect analytically on their own artwork to make sure their work's purposes are being achieved.

Assessments: Peer Assessment
Peer Critique
Self-Reflection
In-Process Critique

Standard VI. Make connections between visual arts and other disciplines. The students of Urbandale Community School District's 2D Art should be able to . . .

Benchmark: Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Indicators: Identify and compare how 2D Art processes are related to other disciplines.
Make connections to the comparisons, given by instructor, to other disciplines during class instruction.

Assessments: Class Discussion
Informal Assessment
Product

Benchmark: Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Indicators: Understand how different 2D artworks relate to the environment of the historical period in which it was created.

Assessments: Class Discussion



Informal Assessment

Standard VII. Understand and apply current digital technology. The students of Urbandale Community School District's 2D Art should be able to . . .

Benchmark: Utilize technology as a creative tool to create an artwork.

Indicators: Use the school's available digital technology to create finished 2D Arts.

Assessments: Product
Rubric
Informal Assessment
Verbal Assessment

Benchmark: Utilize technology in order to conduct visual research.

Indicators: Show proficiency in finding quality digital examples of effective 2D Art, and/or other visual art, that will be used as inspiration their own products.

Assessments: Product
Informal Assessment
Critique
Process Documentation

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

