

## **Appendix 1: Implementing Teaching Standards**

This unit supports the North Carolina Essential Standards for Visual Art in its three overarching stands, Visual Literacy, Contextual Relevancy, and Critical Response. This unit is appropriate for teaching in a Visual Art, Intermediate (Art II) course or year 5 of International Baccalaureate Middle Years Program for Visual Arts. North Carolina defines visual art as an elective in a technical subject.

Through this unit teachers and students will grow their understandings of the global challenges related to energy resources and the environment, and explore relationships between creative visual expression and scientific thinking. A working knowledge of the relationship between image and idea is essential to rigorous engagements in the classroom. As teachers facilitate learning goals for their students this unit presents opportunities for both collaborative and independent investigations that grow students' analytic and problem solving skills to use across disciplines and beyond the classroom.

The Visual Literacy strand emphasizes the use of the language of visual arts to communicate effectively, applying creative and critical thinking skills to artistic expression. At the Intermediate level students understand the use of global themes, symbols, and subject matter in art. Students use experiences and observations to create content for art.

Contextual Relevancy refers to understanding the global, historical, societal, and cultural contexts of the visual arts. At the Intermediate level, students use the visual arts to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence. Students apply skills and knowledge learned in various disciplines to visual arts and use collaborative skills to create art.

Critical Response refers to the use of critical analysis to react, either in writing, verbally, through art, or through other modalities to art. Critical Response requires the use of skills such as observing, describing, analyzing, interpreting, critiquing, judging, and evaluating personal art and the art of others. At the intermediate level, students critique their personal art using personal or teacher generated criteria.

This unit also addresses grade 9-10 Common Core Standards for English Language Arts in Science and Technical Subjects. Through class activities students will determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. Students will translate quantitative or technical information expressed in words in a text into visual form. Students will compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.