



Urban Art Bike Program- Curriculum Overview and Standards

The program's goals for students are to broaden artistic access, deepen learning, and connecting to the community through the systematic input from professionals, depth of experience, and curriculum activities. Students will apply and refine knowledge and skills when dealing with personal or community challenges.

21st Century Learning and Innovation Skills

- 1) Demonstrate creativity and innovation: Use idea-generating techniques to explore divergent and atypical questions and perspectives to develop original ideas for products or solve problems – such as a constructed object, proposal, presentation, solution to a problem, service, system, work of art, writing sample, invention, event, or an improvement to an existing product. A skill is to exhibit insight into the particular needs and interests of the target audience that are driving the process of innovation.
- 2) Demonstrate critical thinking & problem solving: Identify and ask significant questions to solve problems in the workplace. Use inductive and deductive reasoning methods to recognize faulty reasoning and to understand problems and alternative solutions. Solve problems using systems thinking (e.g., by understanding problems in terms of complex processes and environments). Identify key information, components and relationships that enable, influence, and produce outcomes.
- 3) Communicate: Articulate ideas effectively in written communications with supervisors, coworkers, and customers by developing and delivering messages in written deliverables. Verbally articulate ideas effectively in interpersonal communications with supervisors, coworkers, and customers by developing and delivering messages in oral presentations. Demonstrate effective listening skills, attending to the meaning and intention of communications, by accurately paraphrasing what has been heard and by communicating with individuals of diverse backgrounds, perspectives, and cultures.
- 4) Collaborate and work productively as a team member: Work effectively as a member of a team and address conflict with sensitivity and respect for diverse points of view. Demonstrate understanding of one's own impact and build on different perspectives to strengthen joint efforts. Demonstrate leadership where appropriate on collaborative workplace tasks. Effectively employ meeting management strategies, such as use of an agenda, time keeping and meeting facilitation strategies, identifying action items, and scheduling next steps.

Personal and Social Skills

- 1) Demonstrate initiative and self-direction: Complete tasks as directed without direct supervision, knowing when questions or guidance should be requested. An important skill is student exhibition of resourcefulness and initiative in taking on new tasks and solving problems as appropriate to the workplace setting. Demonstrate interest in learning and exhibit personal agency in identifying and achieving instrumental and ultimate learning objectives. Demonstrate curiosity to learn more about the tasks, as exhibited in the workplace or industry. Explore deeper content on one's own and request opportunities for professional development. Demonstrate self-efficacy and confidence in one's ability to succeed in specific situations.
- 2) Demonstrate professionalism and ethical behavior: Present oneself professionally and with proper etiquette, in accordance with norms of the industry and workplace. Demonstrate reliability and responsibility in attendance and in following through on agreed-upon tasks; communicate with supervisor when circumstances change. Demonstrate integrity and ethical behavior in all worksite activities including the use of tools and materials, handling of money, logging of hours, billing of clients, sharing of information, and completion of all personnel related

forms. Understand and adhere to appropriate workplace non-discrimination standards on the basis of sex, race, color, age, national origin, religion, disability, marital status, sexual orientation, gender identity, pregnancy, veteran status, or any characteristic of a person or group unrelated to the workplace.

3) Demonstrate interpersonal and social skills using cultural/global competence: Demonstrate effective and respectful interactions with coworkers, supervisors, and customers. Respect cultural differences at a worksite or project, and work effectively with people from diverse social and cultural backgrounds. Exhibit appropriate interpersonal behaviors regarding workplace hierarchy, use of time/punctuality, dress, food, holidays, and etiquette.

4) Demonstrate adaptability and flexibility: Exhibit adaptability and flexibility in a variety of roles, jobs responsibilities, schedules and contexts. Work effectively when projects and tasks change or the priorities seem ambiguous. Demonstrate a willingness to alter behaviors or tasks as circumstances change. Respond positively to praise, setbacks, and constructive criticism.

5) Demonstrate productivity and accountability: Manage time and projects effectively by setting goals; developing and using a system for prioritizing, planning and managing daily work; and seeking assistance and adjusting plans to adapt to changing circumstances. Demonstrate attention to detail, and degree of precision and accuracy appropriate to the task. Demonstrate accountability to coworkers and supervisors and customers by delivering work to agreed-upon standards and completing agreed-upon projects on time, and exhibiting pride in workmanship.

Welding and Tool Use Standards:

Safety

- 1) Accurately read, interpret, and demonstrate adherence to safety rules, including rules published by the (1) National Science Teachers Association (NSTA), (2) rules pertaining to electrical safety, (3) Occupational Safety and Health Administration (OSHA) guidelines, (4) American Society for Testing Materials; ANSI Z49.1: Safety and Welding, Cutting, and Allied Processes, and (5) state and national code requirements. Be able to distinguish between rules and explain why certain rules apply. Complete safety test with 100 percent accuracy.
- 2) Identify and explain the intended use of safety equipment available in the classroom. For example, demonstrate how to properly inspect, use, store, and maintain safe operating procedures with tools and equipment.

Welding Design and Layout

- 1) Demonstrate proper laying out of parts for fabrication by marking lines and locating points for cutting, bending, drilling, and assembling. Identify the factors that influence effective layout and explain how to maximize the desired outcome. For example, plan the placement of parts together so as to minimize the waste of stock material.

Quality Control

- 14) Measure and visually inspect welded products each day. Record discontinuities and defects and compare data to given project specifications using class-defined analysis methods. Interpret and communicate results both written and verbally. If necessary, recommend changes that will reduce the number of product defects during the manufacturing process.

Standard 1.0 Media, Techniques and Processes

Students will understand and apply media, techniques, and processes.

Course Level Expectations(CLEs)

The student will

- 1.1 Demonstrate the use of knowledge and technical skills in at least one specific medium.

- 1.2 Demonstrate an understanding of the safe and responsible use of art media and tools .
- 1.3 Create visual art that communicates ideas through the use of media, techniques, and processes.
- 1.4 Analyze, synthesize, and evaluate the application of media, techniques, and processes used to solve visual art problems.

Checks for Understanding

Formative:

- 1.1 Identify the properties of media used in drawing, painting, and/or sculpture. Define and use vocabulary appropriate to media or process. List and discuss processes used in drawing, painting, and/or sculpture.
- 1.2 Recognize, use, and care for art media and tools in a safe and responsible manner.
- 1.3 Select appropriate media, techniques, and processes to communicate the idea for a work of art.
- 1.4 Justify the choice of media, techniques, and/or processes in a work of art.

Summative:

- 1.1 Demonstrate proficiency in the use of media, techniques, technologies, and processes.
- 1.2 Use media and tools safely.
- 1.3 Apply media, techniques, and processes to communicate conceptual ideas in a work of art.
- 1.4 Apply successfully the qualities and characteristics of a chosen medium in a work of art.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Employ different types of media, techniques, and processes used to create various art forms.
- 1.1.2 Analyze and employ different types of media, techniques, and processes used to create various art forms.
- 1.1.3 Refine skills in the use of media, techniques, and processes to create art forms in a specific medium.
- 1.1.4 Synthesize use of expanded media, techniques, and processes to create art forms in a specific medium.
- 1.2.1 Identify the use of media and tools in a safe and responsible manner.
- 1.2.2 Demonstrate the use of media and tools in a safe and responsible manner.
- 1.2.3 Analyze and use media and tools in a safe and responsible manner.
- 1.2.4 Plan and integrate the use of new media and tools in a safe and responsible manner.
- 1.3.1 Recognize the relationship between various media, techniques, and processes, and their effects when used to communicate specific ideas in a work of art.
- 1.3.2 Identify media, techniques, and processes needed to communicate a specific idea in a work of art.
- 1.3.3 Determine appropriate media, techniques, and processes and create a work of art to communicate a specific idea.
- 1.3.4 Create a work of art using appropriate media, techniques, and processes to communicate specific idea and discuss the effects of each on the communication process.
- 1.4.1 Examine the application of media, techniques, and processes used to solve visual art problems.
- 1.4.2 Compare and contrast the application of media, techniques, and processes used to solve various visual art problems.
- 1.4.3 Evaluate the effectiveness of the application of media, techniques, and processes used to solve visual art problems.

1.4.4 Plan and produce effective application of media, techniques, and processes used to solve visual art problems.

Standard 2.0 Structures and Functions

Students will use knowledge of both structures and functions.

Course Level Expectations (CLEs)

The student will

- 2.1 Demonstrate an understanding of the elements of art and the principles of design.
- 2.2 Critique organizational components (structures) and expressive qualities (functions) of a work of art.
- 2.3 Evaluate the function of a work of art as to utilitarian or intrinsic purposes.
- 2.4 Apply problem-solving skills to create solutions to a specific visual art task.

Checks for Understanding

Formative:

- 2.1 Identify the elements of art and the principles of design (e.g., name, define, and/or apply one or more of the elements and/or principles).
- 2.2 Identify the steps of critique (i.e., describe, analyze, interpret, judge).
- 2.3 Identify the functions of a work of art.
- 2.4 Identify procedural steps related to a specific art task.

Summative:

- 2.1 Implement the use of the elements of art and the principles of design (e.g., language usage, art production).
- 2.2 Critique the use of structures and functions in a work of art, written and/or verbal (i.e., formal or informal).
- 2.3 Compare and contrast the function of two works of art.
- 2.4 Communicate how criteria are used in the creation of a work of art.

Student Performance Indicators (SPIs)

The student is able to

- 2.1.1 Identify how the elements of art and the principles of design solve a visual art problem.
- 2.1.2 Evaluate the use of the elements of art and the principles of design in solving a visual art problem.
- 2.1.3 Plan the use of the elements of art and the principles of design to solve a visual art problem.
- 2.1.4 Create works that use the elements of art and the principles of design to solve a visual art problem.
 - 2.2.1 Identify and define the steps of critique (i.e., describe, analyze, interpret, judge).
 - 2.2.2 Discuss, with the steps of critique, the use of structures and functions in a work of art.
 - 2.2.3 Analyze and present a work of art using the steps of critique to view the use of structures and functions in the work.
 - 2.2.4 Compare and contrast the use of structures and functions in works of art using the steps of critique.
- 2.3.1 Recognize the differences between utilitarian and intrinsic purposes of a work of art.
- 2.3.2 Classify works of art that demonstrate utilitarian and/or intrinsic qualities.
- 2.3.3 Interpret the purpose of a work of art as to its utilitarian and/or intrinsic value.
- 2.3.4 Create a work of art that demonstrates utilitarian and/or intrinsic value.
- 2.4.1 Identify problem-solving skills needed to solve visual art tasks.
- 2.4.2 Examine relationships among the visual and organizational components to solve specific visual art problems.

2.4.3 Integrate visual concepts with subjects, themes, or symbols to improve communication of intended meaning in a work of art.

2.4.4 Design visual concepts with subjects, themes, or symbols to improve communication of intended meaning in a work of art.

Standard 3.0 Evaluation Project: Students will choose and evaluate a range of subject matter, symbols, and ideas.

Course Level Expectations (CLEs)

The student will

3.1 Demonstrate an understanding of symbols and their origins.

3.2 Evaluate subject matter that reflects personal experiences and environments.

3.3 Analyze selected ideas in a work of art.

3.4 Research and create a series of related work using a range of subject matter, symbols, and/or ideas.

Checks for Understanding

Formative:

3.1 Identify symbols and their origins (verbal, written, and/or production).

3.2 Discuss/communicate why subject matter has personal meaning.

3.3 Discuss the selection of ideas in a work of art (e.g., subjects/themes, aesthetic theories, media choices).

3.4 Plan a series/body of work using a range of subject matter, symbols, and/or ideas (e.g., create thumbnail sketches, collect sources, and produce a written statement of intent and/or portfolio review).

Summative:

3.1 Incorporate symbols and their origins appropriately (verbal, written, and/or production).

3.2 Demonstrate how subject matter has appropriate personal meaning (verbal, written, and/or production).

3.3 Communicate the selection of ideas (e.g., subjects/themes, aesthetic theories, media choices) in a work of art.

3.4 Complete a series of art works using a range of subject matter, symbols, and/or ideas.

Student Performance Indicators (SPIs)

The student is able to

3.1.1 Recognize common symbols and their meanings.

3.1.2 Choose and apply subject matter and symbols to communicate an idea.

3.1.3 Analyze the origin and significance of subject matter, symbols, and/or ideas in a work of art.

3.1.4 Create an art work using specified subject matter, symbols, and/or ideas.

3.2.1 Identify images that reflect personal experiences and environments.

3.2.2 Interpret personal sources of subject matter in a work of art.

3.2.3 Compare personal sources of subject matter in works of art.

3.2.4 Critique personal sources of subject matter used in a work of art.

3.3.1 Explore selected subjects, symbols, and ideas for a work of art.

3.3.2 Recognize that subjects, symbols, and ideas are used to communicate meaning in a work of art.

3.3.3 Choose and apply subject matter, symbols, and ideas to communicate meaning in a work of art.

3.3.4 Design and use subject matter, symbols, and ideas that communicate meaning in a work of art.

- 3.4.1 Create a work of art that communicates an idea through the use of symbols and/or subject matter.
- 3.4.2 Identify subjects, symbols, and ideas consistent within a body of artwork.
- 3.4.3 Research personal subjects, symbols, and ideas consistent with creating a body of artwork.
- 3.4.4 Create a series of work based on personal subjects, symbols, and ideas.

Standard 4.0 Historical and Cultural Relationships

Students will understand the visual arts in relation to history and cultures.

Course Level Expectations (CLEs)

The student will :

- 4.1 Demonstrate an understanding of how historical and contemporary works of art reflect and influence societies and cultures.
- 4.2 Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
- 4.3 Investigate how history and culture have and will influence the production of art.

Checks for Understanding

Formative:

- 4.1 Communicate how historical and contemporary works of art reflect and influence societies and cultures.
- 4.2 Identify the functions and meanings of specific art objects within varied cultures, times, and places (verbal, written, and/or production).
- 4.3 Discuss how history and culture have and will influence the production of art.

Summative:

- 4.1 Apply knowledge of history and cultural influences in the production of an artwork, document, and/or presentation.
- 4.2 Present the functions and meaning of specific art objects within varied cultures, times, and places (verbal, written, and/or production).
- 4.3 Demonstrate how history and culture have influenced and speculate on how they will influence the production of art (verbal, written and/or production).

Student Performance Indicators (SPIs)

The student is able to

- 4.1.1 Recognize how historical and contemporary works of art reflect and influence societies and cultures.
- 4.1.2 Compare the characteristics of historical and contemporary works of art and how they reflect and influence societies and cultures.
- 4.1.3 Research how historical and contemporary works of art reflect and influence societies and cultures.
- 4.1.4 Analyze and explain how historical and contemporary works of art reflect and influence societies and cultures.
- 4.2.1 Examine the functions and explore the meaning of specific works of art within varied cultures, times, and places.
- 4.2.2 Compare the characteristics and purposes of works of art from a variety of cultures, times, and places.
- 4.2.3 Evaluate the functions and meaning of specific art objects across various cultures and times.
- 4.2.4 Critique the functions and meaning of specific art objects across various cultures and times.

- 4.3.1 Identify a variety of historical and cultural contexts in terms of functions and purposes of a work of art.
- 4.3.2 Differentiate the variety of historical and cultural contexts in terms of functions and purposes of works of art.
- 4.3.3 Create a work of art that emulates a historical and/or cultural context.
- 4.3.4 Create a work of art that reflects an understanding of how history or culture influences a work of art.

Standard 5.0 Reflecting and Assessing

Students will reflect upon and assess the characteristics and merits of their work and the work of others.

Course Level Expectations (CLEs) Project

The student will

- 5.1 Reflect on the characteristics and merits of their work and the work of others.
- 5.2 Evaluate artworks in order to understand various interpretations.
- 5.3 Assess artworks and their meanings by using a variety of criteria and techniques.

Checks for Understanding

Formative:

- 5.1 Identify characteristics and merits in a work of art.
- 5.2 Identify the meaning in a work of art.
- 5.3 Discuss the meaning of a work of art using a variety of criteria and techniques.

Summative:

- 5.1 Evaluate the characteristics and merits in a work of art.
- 5.2 Evaluate various interpretations of a work of art.
- 5.3 Compare artworks and their meanings using a variety of criteria and techniques.

State Performance Indicators (SPIs)

The student is able to

- 5.1.1 Describe the characteristics and merits of their work and the work of others.
- 5.1.2 Interpret the characteristics and merits of their work and the work of others.
- 5.1.3 Analyze the characteristics and merits of their work and the work of others.
- 5.1.4 Judge the characteristics and merits of their work and the work of others.
- 5.2.1 Identify the meaning of a work of art.
- 5.2.2 Identify various interpretations of a work of art.
- 5.2.3 Compare various interpretations of a work of art.
- 5.2.4 Judge various interpretations in a work of art.
- 5.3.1 Use appropriate vocabulary to assess the meaning of a work of art.
- 5.3.2 Apply steps of criticism when identifying meaning in a work of art.
- 5.3.3 Interpret the meaning of a work of art through a variety of criteria and techniques.
- 5.3.4 Debate the meaning of artworks using a variety of criteria and techniques.

Standard 6.0 Interdisciplinary Connections :*Students will make connections between visual arts and other disciplines.*

Course Level Expectations (CLEs)

The student will

- 6.1 Examine the correlation of materials, technologies, processes, and terminology used in visual art with those used in other disciplines.
- 6.2 Integrate ideas, issues, and themes in the visual arts and other disciplines.

Checks for Understanding

Formative:

6.1 Identify materials, technologies, processes, and/or terminology used in the visual arts and other disciplines.

6.2 Describe ideas, issues and/or themes in the visual arts as they relate to other disciplines.

Summative:

6.1 Demonstrate how materials, technologies, processes, and/or terminology from other disciplines are used in a work of art.

6.2 Create a work of art using ideas, issues, and/or themes from other disciplines.

Student Performance Indicators (SPIs)

The student is able to

6.1.1

Identify materials, technology, processes, and terminology used in visual art and in other disciplines.

6.1.2 Compare the use of technologies, media, and processes of visual art with those of other disciplines.

6.1.3 Integrate the use of technologies, media, and processes of visual art with those of another discipline.

6.1.4 Plan and produce a work of art combining technologies, media, and processes of visual art with those of another discipline.

6.2.1 Identify concepts that are common to visual art and other disciplines.

6.2.2 Compare the use of common concepts in visual art and in other disciplines.

6.2.3 Analyze concepts that are common to visual art and other disciplines.

6.2.4 Create a work of art using concepts that are common to visual art and another discipline.