
Visual Arts Standards of Learning

for
Virginia
Public Schools



Board of Education
Commonwealth of Virginia

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Adopted in June 2013 by the Board of Education

David M. Foster, President
Betsy D. Beamer, Vice President
Diane T. Atkinson
Oktay Baysel
Christian N. Braunlich
Billy K. Cannaday, Jr.
Darla D. Mack-Edwards
Winsome E. Sears
Joan E. Wodiska

Superintendent of Public Instruction

Patricia I. Wright

Commonwealth of Virginia

Board of Education
Post Office Box 2120
Richmond, VA 23218-2120

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Richmond, Virginia 23218-2120
www.doe.virginia.gov

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Superintendent of Public Instruction

Patricia I. Wright

Assistant Superintendent for Instruction

Linda M. Wallinger

Office of Humanities and Early Childhood

Christine A. Harris, Director

Cheryle C. Gardner, Principal Specialist of Fine Arts

Edited, designed, and produced by the CTE Resource Center

Margaret L. Watson, Administrative Coordinator

Bruce B. Stevens, Writer/Editor

Richmond Business and Medical Center Phone: 804-673-3778

2002 Bremono Road, Lower Level Fax: 804-673-3798

Richmond, Virginia 23226

Web site: www.cteresource.org

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Foreword

The Fine Arts Standards of Learning in this publication represent a major development in public education in Virginia. Adopted in June 2013 by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts—and, therefore, are an important part of Virginia’s efforts to provide challenging educational programs in the public schools. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems resourcefully, make informed judgments, work cooperatively within groups, appreciate different cultures, exercise imagination, and be creative.

The Fine Arts Standards of Learning were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, fine arts organization representatives, and museum personnel. These persons assisted the Department of Education in developing and reviewing the draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at several sites across the state.

The Fine Arts Standards of Learning are available online for teachers to use in developing curricula and lesson plans to support the standards. The standards state the minimum requirements in the fine arts, setting reasonable targets and expectations for what teachers need to teach and students need to learn. The standards set clear, concise, measurable, and rigorous expectations for young people. Schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students.

A major objective of Virginia’s educational agenda is to provide the citizens of the commonwealth with a program of public education that is among the best in the nation and that meets the needs of all young people in the commonwealth. These Fine Arts Standards of Learning support the achievement of that objective.

Introduction

The Visual Arts Standards of Learning identify the essential knowledge and skills required in the visual arts curriculum for each grade level or course in Virginia’s public schools. The standards outline the minimum criteria for a sequential course of study within a comprehensive visual arts education program. The standards are designed to be cumulative, progressing in complexity by grade level from kindergarten through the sequence of high school courses.

Throughout visual arts education, course content is organized into four specific content strands or topics: Visual Communication and Production; Art History and Cultural Context; Analysis, Evaluation, and Critique; and Aesthetics. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout visual arts instruction, regardless of the particular learning experience. Through the mastery of visual arts concepts and acquisition of visual arts skills, the goals for visual arts education are realized. A comprehensive visual arts program provides students with multiple means of expression as well as analytical skills to evaluate information that is conveyed through images and symbols. Through participation in the visual arts, students develop critical-thinking skills and draw upon core academic areas to solve problems of creation, design, and execution. They develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.

The standards are intended neither to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Teachers are expected to consistently model appropriate use of copyrighted and royalty-protected materials.

Goals

The content of the Visual Arts Standards of Learning is intended to support the following goals for students:

- Acquire the technical and artistic knowledge and skills necessary for creative, expressive, and artistic production.
- Select and use art media, subject matter, and symbols for expression and communication.
- Solve visual arts problems with originality, flexibility, fluency, and imagination.
- Develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.
- Use materials, methods, information, and technology in a safe and healthy manner.
- Demonstrate understanding of the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) and the ways they are used in artistic production.
- Interpret, reflect on, and evaluate the characteristics, purposes, and merits of personal work and the work of others.
- Identify, analyze, and apply criteria for making visual aesthetic judgments of personal work and the work of others.
- Develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.
- Develop understanding and appreciation of the roles, opportunities, and careers in the visual arts and related areas.
- Develop ethical practices, to include following copyright and royalty requirements when exhibiting art, producing art, or using the works of others.
- Nurture a lifelong appreciation for visual arts as an integral component of an educated, cultured society.

Strands

Visual Communication and Production

Students will use the art-making process to develop and communicate ideas, images, and themes in works of art. They will develop fluency in visual communication, as well as verbal and written communication, using art vocabulary and concepts. Through art production, students will express meaning and values in two-dimensional and three-dimensional art forms and gain respect for their own work and the work of others. Students will demonstrate safe and ethical practices when using art materials, tools, techniques, and processes.

Art History and Cultural Context

By investigating works of art from different times and places, students will develop an understanding that art and culture shape and reflect each other. Through the study of works of art and the people who created them, students will understand the role of visual arts in communicating diverse cultural beliefs and ideas.

Analysis, Evaluation, and Critique

Students will examine works of art and make informed judgments about them based on established visual arts criteria. Through the understanding of visual arts concepts and processes, students will be able to use a variety of strategies to analyze the visual qualities and interpret the meanings of works of art. They will also employ critical evaluation skills in creating and exhibiting their works of art.

Aesthetics

Students will analyze and reflect on their personal responses to the expressive and communicative qualities of works of art. They will understand that their personal backgrounds, knowledge, and experiences influence their perceptions of works of art. Through the examination of issues related to the visual arts, students will draw conclusions and reflect on the nature, meaning, and value of art, based on their dual roles as creators and viewers of art. They will learn to recognize the difference between personal opinion and informed judgment when reflecting on, discussing, and responding to visual imagery.

Safety

Safety must be given the highest priority in implementing the visual arts instructional program. Students must understand the rationale for safe practices and guidelines and must demonstrate appropriate classroom safety techniques, including the safe use of materials, equipment, tools, and art spaces while working individually and in groups. Teachers are responsible for ensuring that students know why some materials and practices are unsafe.

Correct and safe techniques, as well as the wise selection of resources, materials, and equipment appropriate for the students' age levels, must be carefully considered with regard to the safety precautions needed for every instructional activity. Safe visual arts classrooms require thorough planning, careful managing, and constant monitoring during art-making activities. Class enrollment should not exceed the designated capacity of the room.

Prior to using hazardous art materials in an instructional activity, teachers must be knowledgeable about their properties, use, storage, and proper disposal. Art materials containing toxic substances that can cause acute or chronic health effects are prohibited from use with students in pre-kindergarten through grade

six, or up to twelve years of age. All hazardous art materials are required to have been tested by the manufacturer and to exhibit the safety labeling “Conforms to ASTM D-4236,” “Conforms to ASTM Practice D-4236,” or “Conforms to the health requirements of ASTM D-4236.”

Toxic materials can enter the body in three different ways: inhalation, ingestion, or absorption through the skin. If toxic material does enter a child’s body, it can result in an allergic reaction, acute illness, chronic illness, cancer, or death. Toxic materials can be more harmful to children than to adults for several reasons. Since children are smaller than adults, any given amount of a toxic material in a child’s body is more concentrated than in an adult’s body. Since children are still growing and developing, their bodies more readily absorb toxic materials, which can result in more damage than in adults. Children are also at higher risk because of their behavior: they may not understand why it is important to be careful when using harmful materials, and, for example, they may put things in their mouths or swallow them without regard for the consequences.

While no comprehensive list exists to cover all situations, the following guidelines from The Center for Safety in the Arts should be followed to avoid potential safety problems:

1. Avoid certain art supplies for students in pre-kindergarten through grade six, or up to twelve years of age. The general rules are as follows:
 - No dust or powders;
 - No chemical solvents or solvent-containing products;
 - No aerosol sprays, air brush paints, or other propellants;
 - No acids, alkalis, bleaches, or other corrosive chemicals;
 - No donated or found materials, unless ingredients are known;
 - No old materials, as they may be more toxic and have inadequate labeling; and
 - No lead, metals, or cadmium products, as found in paints, glazes, metal work, and stained glass.When feasible, substitution of nontoxic materials for hazardous materials should be made a priority with students over twelve years of age.
2. High-risk students, who are at greater than usual risk from toxic materials, must be treated with special care and attention when using potentially harmful art supplies. High-risk students include those who have visual or hearing problems, physical disabilities, or asthma; take medication; or are emotionally disturbed.
3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says “nontoxic,” do not assume that the product is completely safe. Art materials must contain one of the three ASTM D-4236 labels listed above for assurance that they are safe to use. If containers are changed, be sure to label the new container.
4. Purchase hazardous products in small containers, because the smaller the amount of a product, the less potential there is for exposure to it. Also, larger amounts often are not quickly depleted, and leftover products need to be properly stored. Accidental poisonings may occur when stored products are left unattended. If such an accident should occur, call the local poison control center immediately.

Art educators are responsible for the art materials they order and supply to students and for the safe use of those materials. Numerous safe art materials are available for use in place of materials identified as being toxic. Only art materials manufactured and labeled for use in the production of art projects and activities should be used in the execution of art projects within the classroom.

Exhibiting Student Art

Students at all grade levels should have opportunities to exhibit their works of art throughout the school year in different contexts and venues and for various purposes. Exhibiting their art is particularly beneficial to students when they participate directly in the exhibition process.

The exhibition process has the following five phases:

- Theme development and selection criteria
- Exhibition design (physical design, artists' statements, signage)
- Exhibition installation
- Publicity (e.g., announcements, invitations, reviews)
- Event (assessment and reflection)

Simple displays may focus on just one or two of these phases, but, as students gain experience, their exhibitions can become more complex and sophisticated. The exhibition process encompasses many skills, concepts, and abilities that reflect aesthetic, critical, contextual, and technical decisions that directly complement the comprehensive visual arts education curriculum.

Kindergarten Visual Arts

The standards for Kindergarten Visual Arts serve as the foundation for further visual arts instruction. The standards place emphasis on cognitive, affective, sensory, and motor development, using a problem-solving approach. Students learn that art is a means for personal expression, has value, teaches about other times and places, and connects in important ways to other areas of learning. Students come to understand that their works of art are unique and valuable as forms of self-expression.

Visual Communication and Production

- K.1 The student will create works of art that represent personal responses to art-making problems.
- K.2 The student will create works of art that express feelings and ideas.
- K.3 The student will follow a sequence of steps used in creating works of art.
- K.4 The student will create works of art that commemorate personal or community events.
- K.5 The student will create works of art that connect to everyday life.
- K.6 The student will create works of art that include the human figure as subject matter.
- K.7 The student will identify and use the following in works of art:
 - 1. Color—red, blue, yellow, green, orange, violet, brown, black, white
 - 2. Line—straight/curved, thick/thin, long/short, up/down/across
 - 3. Shape—circle, square, triangle, rectangle, oval
 - 4. Texture—visual, tactile
 - 5. Pattern—occurring naturally, made by people
- K.8 The student will recognize that objects occupy space.
- K.9 The student will identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.
- K.10 The student will create drawings from observation.
- K.11 The student will use motor skills (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping) to create two-dimensional and three-dimensional works of art.

Art History and Cultural Context

- K.12 The student will identify people who make art as “artists.”
- K.13 The student will identify purposes for creating works of art.
- K.14 The student will describe the concept that people in all cultures create works of art.

Analysis, Evaluation, and Critique

- K.15 The student will describe and respond to works of art.
- K.16 The student will classify objects in the environment by their visual qualities (e.g., color, texture, line, shape, pattern).

Aesthetics

- K.17 The student will select a preferred work of art and explain why it was chosen.

K.18 The student will describe ideas, experiences, and feelings expressed in personal and other works of art.

Grade One Visual Arts

The standards for Grade One Visual Arts continue to emphasize that the visual arts are about ideas. Development continues in cognitive, affective, sensory, and motor domains. The standards continue to emphasize the language of art. Art production focuses on increased communication, self-expression, and the depiction of stories and events. Students learn that people have different responses to works of art.

Visual Communication and Production

- 1.1 The student will examine a variety of solutions to art-making problems.
- 1.2 The student will describe steps used in the creation of works of art.
- 1.3 The student will use the senses of sight, touch, and hearing as inspirations for works of art.
- 1.4 The student will create works of art inspired by stories or poems, ideas, and themes.
- 1.5 The student will create art from real and imaginary sources of inspiration.
- 1.6 The student will depict personal experiences in works of art.
- 1.7 The student will identify and use the following in works of art:
 1. Color—primary
 2. Line—zigzag, dotted, wavy, spiral
 3. Shape—geometric, organic
 4. Pattern—alternating, repeating
- 1.8 The student will arrange shapes in space within the picture plane.
- 1.9 The student will identify and use figure-ground relationships in works of art.
- 1.10 The student will demonstrate the use of size relationships in works of art.
- 1.11 The student will create observational drawings of people and objects in the environment.
- 1.12 The student will use motor skills (e.g., cutting, modeling, molding, tearing, weaving) to create two- and three-dimensional works of art.

Art History and Cultural Context

- 1.13 The student will describe how art is an integral part of one's culture.
- 1.14 The student will identify American cultural symbols and events depicted in art.
- 1.15 The student will describe similarities and differences among various careers in the visual arts.

Analysis, Evaluation, and Critique

- 1.16 The student will describe the visual qualities and content of works of art.
- 1.17 The student will describe similarities and differences among works of art.
- 1.18 The student will explain why viewers may have different responses to works of art.

Aesthetics

- 1.19 The student will describe how feelings, ideas, and emotions are communicated in works of art.
- 1.20 The student will explain why works of art have value.
- 1.21 The student will express a point of view regarding what art is and what purposes it serves.

Grade Two Visual Arts

The standards for Grade Two Visual Arts focus on the acquisition of a reservoir of ideas for art making. Students acquire ideas from their own experiences, their schools, their communities, the environment, and the art of other cultures. Students express these ideas, using an increasing variety of art materials, skills, techniques, and processes.

Visual Communication and Production

- 2.1 The student will generate a variety of solutions to art-making problems.
- 2.2 The student will incorporate unanticipated results of art making into works of art.
- 2.3 The student will depict imaginary experiences in works of art.
- 2.4 The student will create works of art inspired by a variety of concepts, themes, and literary sources.
- 2.5 The student will identify and use the following in works of art:
 - 1. Color—secondary
 - 2. Form—three-dimensional (cube, cylinder, sphere, pyramid, cone)
 - 3. Line—vertical, horizontal, diagonal
 - 4. Shape—geometric, organic
 - 5. Pattern—complex alternating and repeating
- 2.6 The student will use foreground and background in works of art.
- 2.7 The student will depict objects according to size and proportion within works of art.
- 2.8 The student will use observational drawing in preparation for creating works of art.
- 2.9 The student will create works of art from observation.
- 2.10 The student will create three-dimensional works of art, using a variety of materials to include clay.

Art History and Cultural Context

- 2.11 The student will identify symbols from various cultures.
- 2.12 The student will identify works of art and elements of architecture of other cultures.
- 2.13 The student will compare works of art, elements of architecture, and artifacts of other cultures with those of their culture.
- 2.14 The student will recognize careers related to the art media used in instruction.

Analysis, Evaluation, and Critique

- 2.15 The student will categorize works of art by subject matter, including the genres of portrait, landscape, and still life.
- 2.16 The student will express opinions with supporting statements regarding works of art.
- 2.17 The student will interpret ideas and feelings expressed in personal and others' works of art.

Aesthetics

- 2.18 The student will distinguish between objects that occur naturally and objects made by people.
- 2.19 The student will identify public art and its value to the community.

- 2.20 The student will describe the meanings communicated and feelings evoked by works of art.
- 2.21 The student will explain ways that the art of a culture reflects its people's attitudes and beliefs.

Grade Three Visual Arts

The standards for Grade Three Visual Arts emphasize learning through inquiry. Students examine aspects of the artistic process: idea generation, problem solving, and self-assessment. Students investigate the integral role of art and architecture within various cultures, and they combine knowledge of art and architecture, effective artistic processes and skills, and a variety of ideas to produce works of art.

Visual Communication and Production

- 3.1 The student will identify innovative solutions used by artists to solve art-making problems.
- 3.2 The student will describe and use steps of the art-making process, including brainstorming, preliminary sketching, and planning, to create works of art.
- 3.3 The student will identify craftsmanship in works of art.
- 3.4 The student will use imaginative and expressive strategies to create works of art.
- 3.5 The student will develop ideas inspired by a variety of sources, including print, nonprint, and contemporary media, for incorporation into works of art.
- 3.6 The student will create works of art that communicate ideas, themes, and feelings.
- 3.7 The student will use the following in works of art:
 - 1. Color—intermediate, warm, cool
 - 2. Space—positive, negative
 - 3. Balance—symmetry, asymmetry, radial
 - 4. Contrast
 - 5. Pattern—motifs
- 3.8 The student will use organic and geometric shapes in observational drawing.
- 3.9 The student will identify and use foreground, middle ground, and background in two-dimensional works of art.
- 3.10 The student will use subtractive and additive processes in various media, including clay, to create sculptures.

Art History and Cultural Context

- 3.11 The student will identify how works of art and craft reflect times, places, and cultures.
- 3.12 The student will identify distinguishing characteristics of genres of art, including landscape, seascape, and cityscape.
- 3.13 The student will identify how history, culture, and the visual arts influence each other.
- 3.14 The student will identify common attributes of works of art created by artists within a culture.
- 3.15 The student will examine the relationship between form and function in the artifacts of a culture.
- 3.16 The student will compare and contrast art and architecture from other cultures.
- 3.17 The student will identify common characteristics of various art careers.

Analysis, Evaluation, and Critique

- 3.18 The student will analyze and interpret portrait, landscape, still life, and narrative works of art.
- 3.19 The student will analyze personal works of art, using elements of art and principles of design.

3.20 The student will express informed judgments about works of art.

Aesthetics

3.21 The student will describe the difference between art and non-art objects.

3.22 The student will determine reasons why art has quality and value.

3.23 The student will develop and describe personal reasons for valuing works of art.

Grade Four Visual Arts

The standards for Grade Four Visual Arts continue to emphasize the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as the basic building blocks for art appreciation and production. Students explore a range of art materials, subject matter, and ideas in their personal works of art. Students examine the influence of art of the past on contemporary culture.

Visual Communication and Production

- 4.1 The student will use steps of the art-making process, including brainstorming, preliminary sketching, planning, and reflecting, to generate ideas for and create works of art.
- 4.2 The student will demonstrate craftsmanship in personal works of art.
- 4.3 The student will use imaginative and expressive imagery to create works of art.
- 4.4 The student will create works of art that connect ideas, art forms, or cultural themes to personal experiences.
- 4.5 The student will use the following to express meaning in works of art:
 - 1. Color—hue, tint, shade, intensity
 - 2. Texture—actual, implied
 - 3. Value—shading
 - 4. Pattern—repetition to imply movement
 - 5. Variety—to create interest
- 4.6 The student will analyze how line choices affect the intent of a work of art and make selections accordingly.
- 4.7 The student will make artistic choices to create compositional unity in works of art.
- 4.8 The student will create the illusion of depth on a two-dimensional surface, using overlapping, size variation, and placement on the picture plane.
- 4.9 The student will use contour drawing and shading techniques to create observational drawings.
- 4.10 The student will describe and use hand-building techniques to make a ceramic work of art.
- 4.11 The student will use craft techniques in works of art.

Art History and Cultural Context

- 4.12 The student will describe the roles of crafts and artisans in various cultures.
- 4.13 The student will describe artists and their work.
- 4.14 The student will compare and contrast characteristics of diverse cultures depicted in works of art.
- 4.15 The student will identify a variety of artists and art careers.

Analysis, Evaluation, and Critique

- 4.16 The student will identify ways that works of art from popular culture reflect the past and influence the present.
- 4.17 The student will compare and contrast abstract, representational, and nonrepresentational works of art.

4.18 The student will analyze works of art based on visual properties and contextual information.

4.19 The student will interpret works of art for multiple meanings.

Aesthetics

4.20 The student will describe how personal beliefs influence responses to works of art.

4.21 The student will formulate questions about aesthetic aspects of works of art.

4.22 The student will explain how criteria used to assess the value of art may vary from one culture to another.

4.23 The student will explain preferences for works of art by responding to aesthetic questions.

Grade Five Visual Arts

The standards for Grade Five Visual Arts enable students to use their knowledge and skills to synthesize information, thus allowing them to produce and respond to works of art. Emphasis is on communication of personal values and beliefs in art appreciation and production. Students gain fluency in using and understanding the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as they relate to artistic expression and communication.

Visual Communication and Production

- 5.1 The student will use steps of the art-making process, including brainstorming, preliminary sketching, planning, reflecting, and refining, to synthesize ideas for and create works of art.
- 5.2 The student will execute and complete works of art with attention to detail and craftsmanship.
- 5.3 The student will express personal ideas, images, and themes through artistic choices of media, techniques, and subject matter.
- 5.4 The student will identify and apply ethical decisions in art making.
- 5.5 The student will use the following to express meaning in works of art:
 1. Color—student-mixed hues, tints, shades, tones
 2. Form—convex, concave, positive, negative
 3. Texture—surface embellishment
 4. Value—gradation to create the illusion of depth on a two-dimensional surface
 5. Balance—formal, informal
 6. Pattern—repetition to create rhythm
- 5.6 The student will use atmospheric perspective in works of art.
- 5.7 The student will use size and proportion to emphasize spatial relationships in works of art.
- 5.8 The student will draw the human figure in proportion from observation.
- 5.9 The student will use contemporary media to create works of art.
- 5.10 The student will create sculpture in the round, high relief, or bas-relief, using three-dimensional media, including clay.
- 5.11 The student will combine various craft techniques in works of art.

Art History and Cultural Context

- 5.12 The student will examine the influence of historic events on works of art.
- 5.13 The student will describe similarities and differences among art and artists from a variety of cultures.
- 5.14 The student will compare and contrast contemporary and historical works of art, including architecture.
- 5.15 The student will describe how artists contribute to society.
- 5.16 The student will describe various commercial art careers.

Analysis, Evaluation, and Critique

- 5.17 The student will compare and contrast natural and constructed environments.

- 5.18 The student will analyze and interpret works of art based on visual properties and context.
- 5.19 The student will analyze an artist's point of view based on contextual information.
- 5.20 The student will use specific criteria to evaluate a finished product.

Aesthetics

- 5.21 The student will describe how criteria used to assess the value of art may vary over time.
- 5.22 The student will select a preferred work of art and defend the selection.
- 5.23 The student will compare and contrast objects in terms of aesthetic preferences.
- 5.24 The student will reflect on and describe the nature of art.

Grade Six Visual Arts

The standards for Grade Six Visual Arts emphasize exploration of studio processes. Using the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as a framework, students investigate a variety of ideas for creating art. Through critical analysis and evaluation, students determine how artists convey meaning through the use of forms, media, and symbols.

Visual Communication and Production

- 6.1 The student will use, and record in a sketchbook/journal, steps of the art-making process, including brainstorming, preliminary sketching, planning, reflecting, refining, and elaborating, to create works of art.
- 6.2 The student will exercise increasing skill and control in the use of media and techniques.
- 6.3 The student will communicate personal ideas, experiences, and narratives through the creation of works of art, using a variety of media.
- 6.4 The student will examine and apply ethical decisions in art making.
- 6.5 The student will use elements of art and principles of design, including the following, to express meaning in works of art:
 - 1. Color—relationships
 - 2. Line—variation, implied
 - 3. Texture—visual, tactile
 - 4. Value—gradation
 - 5. Proportion—realistic, distorted
- 6.6 The student will use a variety of perspective techniques to create the illusion of space in works of art.
- 6.7 The student will apply a variety of techniques (e.g., gesture, continuous line) in observational drawings.
- 6.8 The student will use modeling, assembling, or carving to create three-dimensional works of art.

Art History and Cultural Context

- 6.9 The student will identify the components of an artist's style, including materials, design, technique, subject matter, and purpose.
- 6.10 The student will examine the role of crafts in society.
- 6.11 The student will describe ways artists contribute to society through their work.
- 6.12 The student will explain various types of collaborative art careers.

Analysis, Evaluation, and Critique

- 6.13 The student will explain the relationship between art-making processes and finished products.
- 6.14 The student will use critical inquiry skills when describing, responding to, interpreting, and evaluating works of art.
- 6.15 The student will describe ideas and emotions expressed in works of art.

Aesthetics

- 6.16 The student will identify how visual language communicates personal meaning.
- 6.17 The student will respond to questions about why artists create works of art.
- 6.18 The student will describe the manner in which the beliefs and values of a viewer may influence ideas and feelings about works of art.
- 6.19 The student will explain the means by which works of art evoke personal sensory, emotional, and aesthetic responses.

Grade Seven Visual Arts

The standards for Grade Seven Visual Arts continue the exploration, analysis, and investigation of the creative process. Students apply the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) to solve design problems, using traditional and contemporary art media. They develop critical inquiry skills and expand their vocabulary as they explore the meaning of works of art through the evaluation of subject matter, themes, and symbols. Students develop an increased awareness of the nature of art and of their relationship to it as they explore the meaning and value of works of art.

Visual Communication and Production

- 7.1 The student will use, and record in a sketchbook/journal, steps of the art-making process, including research, to create works of art.
- 7.2 The student will refine media techniques to demonstrate craftsmanship.
- 7.3 The student will use ideas, concepts, and prior knowledge to solve art-making problems and create works of art.
- 7.4 The student will communicate ideas, experiences, and narratives through the creation of works of art, using traditional and contemporary media.
- 7.5 The student will explain and apply ethical decisions in art making.
- 7.6 The student will apply elements of art and principles of design, including the following, to express meaning in works of art:
 - 1. Color—harmonious chromatic relationships
 - 2. Line—contrast, gradation
 - 3. Space—positive, negative
 - 4. Emphasis—focal point, dominance
 - 5. Proportion—actual, exaggerated
- 7.7 The student will use a variety of compositional techniques, including perspective, to create the illusion of space within the picture plane.
- 7.8 The student will apply a variety of techniques in observational and expressive drawing.
- 7.9 The student will create three-dimensional works of art, using various processes to include clay hand-building techniques.

Art History and Cultural Context

- 7.10 The student will identify styles and themes in contemporary and historical works of art.
- 7.11 The student will analyze how art and culture influence each other.
- 7.12 The student will identify the uses and impact of persuasive techniques (e.g., selection of images, design, type, media) in print and contemporary media.
- 7.13 The student will compare and contrast various visual arts careers in relation to career preparation.

Analysis, Evaluation, and Critique

- 7.14 The student will identify subjects, themes, and symbols as they relate to meaning in works of art.

- 7.15 The student will apply processes of art criticism to evaluate works of art.
- 7.16 The student will compare and contrast the processes artists use to create works of art.
- 7.17 The student will analyze, interpret, and evaluate works of art, based on personal and contextual information.

Aesthetics

- 7.18 The student will analyze and reflect on the purposes and meaning of art.
- 7.19 The student will describe personal responses to visual qualities of works of art.
- 7.20 The student will interpret ways that social and cultural beliefs can influence responses to works of art.

Grade Eight Visual Arts

The standards for Grade Eight Visual Arts focus on the application and synthesis of previously learned concepts and more complex technical skills as students manipulate the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) in the art-making process. Students make conscious choices of media, processes, and techniques for expressive purposes in the creation of original works of art. They debate the purposes of art, formulate reasoned responses to meaningful art questions, develop their own criteria for making art judgments, and develop a personal philosophy of art. Students make connections between their prior art experiences and other fields of knowledge.

Visual Communication and Production

- 8.1 The student will plan for and reflect on the art-making process, using a sketchbook/journal.
- 8.2 The student will develop and use a process art portfolio as an idea-building resource to create works of art.
- 8.3 The student will refine personal works of art to improve quality of craftsmanship.
- 8.4 The student will synthesize prior knowledge and experience to create works of art.
- 8.5 The student will convey points of view about contemporary issues in personal works of art.
- 8.6 The student will communicate ideas, experiences, and narratives through the creation of original works of art, using selected media.
- 8.7 The student will independently make ethical decisions in art making.
- 8.8 The student will select elements of art and principles of design, including the following, to express meaning in works of art:
 - 1. Color—contrasting relationships
 - 2. Value—shading
 - 3. Proportion—scale, ratio relationships
 - 4. Unity—harmony
 - 5. Variety
- 8.9 The student will combine a variety of compositional techniques to create the illusion of space within the picture plane.
- 8.10 The student will use observational and expressive drawing techniques to demonstrate multiple viewpoints (e.g., above, below, front, back).
- 8.11 The student will create three-dimensional works of art by combining a variety of techniques and processes.

Art History and Cultural Context

- 8.12 The student will describe how works of art are influenced by social, political, and economic factors.
- 8.13 The student will compare and contrast works of art according to medium, period, style, and artist.
- 8.14 The student will identify the roles of artists in society.

Analysis, Evaluation, and Critique

- 8.15 The student will analyze how visual organization in works of art affects the communication of ideas.
- 8.16 The student will analyze the uses and impact of persuasive techniques (e.g., selection of images, design, type, media) in print and contemporary media.
- 8.17 The student will communicate how personal experiences influence critical interpretations and evaluations of works of art.
- 8.18 The student will critique personal work and the work of others.

Aesthetics

- 8.19 The student will formulate a working definition of *art*.
- 8.20 The student will analyze purposes, values, and meanings of works of art.
- 8.21 The student will describe and justify personal responses to visual qualities in works of art.
- 8.22 The student will formulate a definition of *aesthetics* as related to art.

Art I: Art Foundations

The standards for Art I emphasize the development of the ability to recognize visual arts content, concepts, and skills needed to create, discuss, and understand original works of art. Students use art-making processes to communicate ideas and personal life experiences. They maintain portfolios documenting their artistic growth. They select representative work to take to the next level of study.

Visual Communication and Production

- AI.1 The student will maintain and use a process art portfolio (e.g., sketchbook/journal and working portfolio) for planning and as a resource in the art-making process.
- AI.2 The student will identify and use steps of the design process, including brainstorming, preliminary sketching, planning, reflecting, refining, elaborating, and researching, in creative problem solving.
- AI.3 The student will communicate ideas in works of art by identifying and using steps of an artistic process, including selecting media and incorporating elements of art and principles of design.
- AI.4 The student will describe and demonstrate craftsmanship (artisanship) in works of art.
- AI.5 The student will employ a variety of subject matter, including cultural or social concepts, to express ideas in original works of art.
- AI.6 The student will use a variety of traditional and contemporary media (e.g., two-dimensional, three-dimensional, multidimensional) to create works of art.
- AI.7 The student will adhere to ethical choices when creating works of art and design.
- AI.8 The student will select and apply elements of art and principles of design to communicate meaning in works of art.
- AI.9 The student will combine a variety of perspective techniques, including one-point perspective, to create the illusion of space within works of art.
- AI.10 The student will use a variety of drawing media and processes to create observational and expressive works of art.

Art History and Cultural Context

- AI.11 The student will analyze major art movements and influential artists according to events, places, cultures, and historical periods.
- AI.12 The student will identify technological developments in the visual arts.
- AI.13 The student will analyze works of art as representational, abstract, or nonrepresentational, including nonobjective and conceptual.
- AI.14 The student will describe how the design process is used in various careers.

Analysis, Evaluation, and Critique

- AI.15 The student will use art criticism skills to interpret, analyze, and evaluate works of art.
- AI.16 The student will evaluate how social, cultural, and historical context contribute to meaning in works of art and design.
- AI.17 The student will analyze how media and visual organization in works of art affect the communication of ideas.

- AI.18 The student will develop constructive approaches to critique (formative, peer-to-peer, self-reflective, summative) that are supportive in intent and that offer alternative points of view.

Aesthetics

- AI.19 The student will articulate the difference between personal preference and informed judgment when discussing works of art.
- AI.20 The student will describe aesthetic qualities found in works of art.
- AI.21 The student will analyze the functions, purposes, and perceived meanings of works of design.
- AI.22 The student will formulate a definition for *art* and defend that definition in relation to objects in the world.
- AI.23 The student will use personal criteria when making visual aesthetic judgments.

Art II: Intermediate

The standards for Art II help students extend and refine the ability to investigate and respond to the visual arts. Students examine the importance of content, concepts, and skills involved in the creation of original works of art and design. Students continue to maintain portfolios and select representative work to take to the next level of study.

Visual Communication and Production

- AII.1 The student will expand the use of a process art portfolio to include preliminary sketches, completed works, critical writings, and class notes.
- AII.2 The student will make critical and reflective choices to create works of art.
- AII.3 The student will demonstrate proficiency and craftsmanship (artisanship) in the use of a variety of art media.
- AII.4 The student will use traditional and nontraditional media and concepts as inspiration to create works of art.
- AII.5 The student will use contemporary media, tools, and processes to create works of art.
- AII.6 The student will express personal beliefs and values in works of art.
- AII.7 The student will apply and justify ethical choices when creating works of art and design.
- AII.8 The student will employ elements of art, principles of design, and a variety of media to express meaning in works of art and design.
- AII.9 The student will use a variety of perspective techniques (e.g., linear, atmospheric, and/or multi-point perspective) to create the illusion of space in works of art.
- AII.10 The student will use drawing media and processes to plan for and create works of art.
- AII.11 The student will select, prepare, and submit works of art for exhibition.

Art History and Cultural Context

- AII.12 The student will identify historical and contemporary works of art and artistic developments.
- AII.13 The student will examine and discuss social, political, economic, and cultural factors that influence works of art and design.
- AII.14 The student will describe traditional and nontraditional media and subject matter in works of art in relation to historical and contemporary meaning.
- AII.15 The student will identify common characteristics of works of art and design that are presented as a series or sequence.
- AII.16 The student will describe various art-related, postsecondary educational and career opportunities.

Analysis, Evaluation, and Critique

- AII.17 The student will use art criticism skills when analyzing, interpreting, and evaluating personal and professional works of art and design.
- AII.18 The student will participate in art criticism processes based on one or more established models.
- AII.19 The student will evaluate the effectiveness of the communication of ideas in personal works of art and design.

- AII.20 The student will define and practice ethical behaviors when responding to works of art and design.
- AII.21 The student will use constructive critical approaches to critique (formative, peer-to-peer, self-reflective, summative).

Aesthetics

- AII.22 The student will describe how the perception of quality in works of art shifts over time.
- AII.23 The student will demonstrate the ability to reflect on and analyze personal responses to works of art and design.
- AII.24 The student will describe personal responses to aesthetic qualities found in works of art and design.
- AII.25 The student will investigate how art and design can be viewed from a variety of aesthetic stances/theories.

Art III: Advanced Intermediate

The standards for Art III continue to emphasize the acquisition of concepts and development of skills as well as enable students to organize and analyze visual arts content. Students increasingly focus on art history, critical evaluation, and aesthetics as well as creative problem solving. Study at this level affords students the opportunity to develop personal directions in the production of their works of art or to further their academic study in the visual arts. Students add works of art and other products to their portfolios to take to the next level of study.

Visual Communication and Production

- AIII.1 The student will develop an area of concentration through the maintenance of a portfolio containing works of art objectively selected on the basis of technical skill, personal style, direction, and intended purpose.
- AIII.2 The student will maintain a process art portfolio that demonstrates research, fluency of ideas, flexibility of thought, connections, concepts, media exploration, and processes.
- AIII.3 The student will demonstrate skill, independent thinking, and craftsmanship (artisanship) in the use of media, techniques, and processes to achieve desired intentions in works of art and design.
- AIII.4 The student will use the artistic process to develop and inform artistic vision/voice.
- AIII.5 The student will create a series or sequence of related works of art.
- AIII.6 The student will demonstrate originality, fluency, commitment to tasks, and openness to new ideas in the creation of works of art and design.
- AIII.7 The student will select art-making media and techniques to create personal works of art.
- AIII.8 The student will practice ethics in all aspects of art making and designing.
- AIII.9 The student will present and exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements.

Art History and Cultural Context

- AIII.10 The student will investigate and describe visual arts resources in the local community and throughout the world.
- AIII.11 The student will research and analyze artists, art styles, and cultures that inspire personal works of art.
- AIII.12 The student will explain how themes throughout the history of art have been influenced by traditions, norms, values, beliefs, and events.
- AIII.13 The student will compare and analyze relationships between art styles and their related cultures.
- AIII.14 The student will analyze the ways that form and function of historical and contemporary art and design have changed over time.
- AIII.15 The student will analyze a selected career in the visual arts, identifying the training, skills, and plan of action necessary for realizing such a professional goal.

Analysis, Evaluation, and Critique

- AIII.16 The student will compare and contrast two or more points of view when interpreting works of art.

- AIII.17 The student will interpret works of art for symbolic and metaphorical meanings.
- AIII.18 The student will evaluate the effectiveness of the communication of artistic vision/voice in personal works of art.
- AIII.19 The student will use a critique process (formative, peer-to-peer, self-reflective, summative) to reflect on and inform personal artistic vision/voice.
- AIII.20 The student will view art exhibitions and write reflections about them.

Aesthetics

- AIII.21 The student will describe how the purpose of works of art shifts over time.
- AIII.22 The student will analyze how the attributes of works of art and design may evoke viewer response.
- AIII.23 The student will compare and contrast the aesthetics of two or more artists.
- AIII.24 The student will research aesthetic stances/theories to inform personal artistic voice/vision.
- AIII.25 The student will explain the functions and purposes of personal works of art.

Art IV: Advanced

The standards for Art IV help students reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. Content and concepts associated with art criticism and aesthetics are central to the refinement of art production skills. The student-directed approach at this level richly enhances personal expressive abilities. An advanced level of performance that reflects critical and independent thinking and innovation is expected. Students continue to maintain process art portfolios. The culminating portfolio must show evidence of quality, concentration, and breadth of work produced throughout the high school art program.

Visual Communication and Production

- AIV.1 The student will maintain a process art portfolio that demonstrates independent research and development directly related to the artistic process.
- AIV.2 The student will demonstrate mastery through a culminating portfolio that exhibits personal direction, quality, concentration, breadth of experience, and technical skills developed over time.
- AIV.3 The student will use the artistic process to refine and inform artistic vision/voice.
- AIV.4 The student will refine a series or sequence of related works based on a personally developed concept or theme.
- AIV.5 The student will demonstrate innovative skills and craftsmanship (artisanship) in applying media, techniques, and processes when creating works of art.
- AIV.6 The student will select subject matter, symbols, images, and media to communicate ideas and themes.
- AIV.7 The student will select art-making media and techniques to support personal, creative intentions.
- AIV.8 The student will assume personal responsibility and demonstrate integrity in making ethical decisions as they apply to art making and designing.
- AIV.9 The student will exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements.

Art History and Cultural Context

- AIV.10 The student will describe how art and culture reflect and influence each other.
- AIV.11 The student will analyze the impact of historical and/or contemporary art on the development of personal style.
- AIV.12 The student will investigate and describe careers in the visual arts in relation to personal skills, artistic aptitudes, and interests.

Analysis, Evaluation, and Critique

- AIV.13 The student will interpret works of art, including personal work, in order to construct meaning.
- AIV.14 The student will analyze contrasting reviews of art exhibitions or works of art.
- AIV.15 The student will view art exhibitions and write personal criticisms about them.
- AIV.16 The student will conduct a criteria-based portfolio review.

Aesthetics

- AIV.17 The student will explain how personal experiences and values affect aesthetic responses to works of art.
- AIV.18 The student will explain aesthetic positions regarding personal works of art.
- AIV.19 The student will justify personal perceptions of an artist's intent, using visual clues and research.
- AIV.20 The student will justify the functions and purposes of personal works of art and design.