



What High School Students in Visual Arts Are Expected to Know and Be Able to Do

VISUAL ARTS 9-12 STANDARDS

GRADES NINE THROUGH TWELVE— PROFICIENT

Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of the visual arts after the student has attained the level of achievement in visual art required of all students in grade eight.

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

Analyze Art Elements and Principles of Design

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

1.4 Analyze and describe how the composition of an artwork is affected by the use of a particular principle of design.

Impact of Media Choice

1.5 Analyze the materials used by a given artist and describe how its use influences the meaning of the work.

1.6 Compare and contrast similar styles of artwork done in electronic media with those done in traditional visual arts materials.

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Skills, Processes, Materials, and Tools

2.1 Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

2.2 Prepare a portfolio of original two and three-dimensional artworks that reflects refined craftsmanship and technical skills.

2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).

2.4 Review and refine observational drawing skills.

Communication and Expression Through Original Artwork

2.5 Create an expressive composition, focusing on dominance and subordination.

2.6 Create a two- or three-dimensional artwork that addresses a social issue.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Visual Arts in Relation to History and Culture

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
- 3.2 Identify and describe the role and influence of new technologies on contemporary artwork.

Diversity of the Visual Arts

- 3.3 Identify and describe trends in the visual arts and discuss how the diverse issues of time, place, and cultural influence are reflected in selected artworks.
- 3.4 Discuss the purposes of art in selected contemporary cultures.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Articulate how people's personal beliefs, cultural traditions, and current social, economic, and political contexts influence

the way they interpret the meaning or message in an artwork.

- 4.2 Compare the ways in which the meaning of specific artwork has been affected over time because of changes in interpretation and context.

Make Informed Judgments

- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after weighting the views of others.
- 4.4 Articulate the process and rationale for refining and reworking one of their own artworks.
- 4.5 Employ the conventions of art criticism in writing and speaking about artworks.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

5.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Design an advertising campaign for a school theatre or dance production, creating images that represent characters and major events in the production.

- 5.2 Create an artwork that communicates a cross-cultural or universal theme taken from literature or history.

Visual Literacy

- 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

Career and Career-Related Skills

- 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

GRADES NINE THROUGH TWELVE— ADVANCED

Note: The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of the visual arts and subsequent to attaining the proficient level of achievement.

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color,

scale, expressive content, and real versus virtual in works of art.

- 1.2 Discuss a series of their original works, using appropriate vocabulary of art.
- 1.3 Analyze their works as to personal direction and style.

Analyze Art Elements and Principles of Design

- 1.4 Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the arts.
- 1.5 Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.
- 1.6 Describe the use of the elements of art to express mood in one or more of their works of art.

Impact of Media Choice

- 1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of art media.
- 1.8 Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Skills, Processes, Materials, and Tools

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.

- 2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.3 Assemble and display objects or artworks as part of a public exhibition.

Communicate and Express Through Original Artwork

- 2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating artworks.
- 2.6 Present a universal concept in a multimedia artwork that demonstrates knowledge of technology skills.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Visual Arts in Relation to History and Culture

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the artworks examined.
- 3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

Diversity of the Visual Arts

- 3.3 Investigate and discuss universal concepts expressed in artwork from diverse cultures.
- 3.4 Research the methods art historians use to determine the time, place, context, value and culture that produced a given work of art.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.
- 4.2 Identify the intentions of artists creating contemporary artworks and explore the implications of those intentions.
- 4.3 Analyze and articulate how society influences the interpretation and message of artwork.

Make Informed Judgments

- 4.4 Apply various theoretical perspectives to their own work and the work of others in classroom critiques.
- 4.5 Construct a rationale for the validity of a specific work of art—one that falls outside their conceptions of art.
- 4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

**CONNECTIONS, RELATIONSHIPS,
AND APPLICATIONS**

**5.0 Connecting and Applying What Is
Learned in the Visual Arts to Other Art
Forms and Subject Areas and to Careers**

Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

Connections and Applications

5.1 Speculate on how advances in technology might change the definition and function of visual art.

Visual Literacy

5.2 Compare and contrast artwork, probing beyond the obvious and identifying psychological content found in the symbols and images.

5.3 Prepare portfolios of their original artwork for a variety of purposes (e.g., review for postsecondary application, exhibition, job application and personal collection).

5.4 Investigate and report on the essential features of modern or emerging technologies that currently affect or will affect visual artists and the definition of the visual arts.