1.0 Artistic Perception
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 also use the vocabulary of the visual arts to express their observations.

	Proficient	Advanced
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.** Identify and define balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation and unity/harmony in architecture, landscape design, electronic communication, advertising, and works of art by others and one's self. Write detailed descriptions of the elements of art used, analysis of the organization of the elements through principles of design, interpretation of content meaning and judgment about artistic merits of a chosen environmental space, a work of art by a recognized artist, and one of the student's own works.	**Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.** Analyze and discuss the use of visual metaphors in works of art including their own. Explore color theory and the creation of tonal palettes for works of art. Explore visual perception: reflected light, afterimage, the function of color receptors, etc. and discuss how artists manipulate the elements of art based on those concepts. Explore a complex compositional issue (e.g., dissonant elements brought together in unity and symbolic representations juxtaposed for impact) to develop one's own unique style.
1.2	**Describe the principles of design as used in works of art, focusing on dominance and subordination.** Identify and describe how an artist uses principles of design, concentrating on dominance and subordination, in two- and three-dimensional works, including original works. Identify the focal point in a variety of works, and purposefully use subordination and dominance to create a focal point in original works.	**Discuss a series of their original works of art, using the appropriate vocabulary of art.** Write a self-critique about a developmental series of at least eight original pieces by describing the elements of art used, analyzing the organization of those elements through the principles of design, and judging the effectiveness or merit of the works in individual pieces and in the series as a whole. Participate appropriately in critique discussions demonstrating the ability to analyze, interpret and judge the works of others.
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.** Investigate a master artist of historic significance and write a thorough analysis including: biography, style, expressive characteristics, and the impact of his/her works; and discuss similarities and differences among the research of peers.	**Analyze their works of art as to personal direction and style.** Discuss how the student's artwork is impacted by personal motivation, media preferences, masters chosen as role models, and characteristics of a culture, time period or school of art (style). Write reflections in a journal and/or sketchbook about observations or ideas manifested during the creative process, new ideas for future works, and self-assessment of completed compositions.
1.4	**Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.** Isolate and describe the function of each of the following principles of design: balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation and unity in a variety of individual works of art. Discuss how modifying a single principle of art in a given work would change the composition, visual impact and/or intent.	**Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts.** Examine, compare and contrast particular visual art styles or trends in the same media from two different time periods, including recognized artists, media availability, technological conditions and the political, historical, and social environment emphasizing complex compositional ideas.
1.5	**Analyze the material used by a given artist and describe how its use influences the meaning of the work.** Identify the medium(s), elements of art and principles of design and interpret how each effects the intent or meaning of a variety of two- and three-dimensional works. Discuss how modifying or changing the medium(s) in a given work would change the	**Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.** Define distortion and the impact or meaning it has when used in works of art. Discuss similarities and differences in the use of distortion in electronic media and traditional media including size relationships, point of view, abstraction, dominance and subordination, and how these

		composition, visual impact and/or intent.	distortions affect the composition and overall meaning of works of art.
1.6		**Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in visual arts.** Explore how principles of design are used in electronic media: photography, video, digital photography, computer graphic design, web design and filmmaking. Identify similarities and differences between traditional drawing, painting, and sculptural media and contemporary electronic media. Compare and contrast representational, abstract and nonrepresentational works in traditional and electronic media.	**Describe the use of the elements of art to express mood in one or more of their works of art.** Describe one's own use of line, shape/form, color, texture, value and space in two- and three-dimensional works of art and explain the intent. Discuss one's own use of balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation, and unity/harmony in two- and three-dimensional works of art and explain the intent. Check for understanding and clarity of intent by discussing one's own works with peers.
1.7			**Select three works of art from their art portfolio and discuss the intent of the work and the use of media.** Justify the choice of media, elements of art and principles of design used, the content, compositional rationale and style for three original student compositions from an expanded art portfolio.
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.** Identify the most recognized media of a chosen artist and research the techniques used by that artist to push the boundaries of the media at that time in history. Research the relationship between the style, the media and the influence of peers of a chosen master artist.

2.0 Creative Expression
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 works of art.

		Proficient	Advanced
2.1		**Solve a visual arts problem that involves the effective use of elements of art and the principles of design.** Plan and create a work of art emphasizing a single element of art and a single element of design exclusively. Develop a visual art question (e.g., how do I create the illusion of depth?) and create a series of works in a mini-portfolio (based on a theme or short study) as evidence of multiple solutions to that question.	**Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.** Create a concentration of at least six works of art on a chosen theme using a variety of media to demonstrate the investigation of, and growth in, both technique and expressive quality. Record in a journal/sketchbook processes, techniques, approaches, evidence of growth, reflections, and ideas for using alternative media that expands one's ability to take risks.
2.2		**Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.** Create an original body of work (process portfolio) based on a central theme to include drawings, paintings, and additive or subtractive sculpture. Record processes, techniques, approaches, and evidence of improvement to reflect growth in a journal/sketchbook.	**Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content and real versus virtual**. Plan and execute complex works of art from start to finish with independence. Create an original tonal palette and use it in a series of paintings. Create works demonstrating original style and reflecting a complex compositional issue (e.g., dissonant elements brought together in unity, symbolic representations juxtaposed for impact, etc.).

2.3	**Develop and refine skill in the manipulation of digital imagery (either still or video).** Demonstrate increased knowledge and skill in framing, depth of field, use of lighting, capturing action, panning, and close-up using available digital technology. Use a photo-editing program to manipulate a digital composition.	**Assemble and display objects or works of art as part of a public exhibition.** Investigate requirements and limitations of a variety of art shows or contests outside the classroom setting and enter at least one chosen work. Create displays of works of art for assemblies, community events, or campus beautification and cultural awareness.
2.4	**Review and refine observational drawing skills.** Expand observation, perception and visual memory skills. Develop contour, gesture and representational drawing skills including shading, hatching, crosshatching, blending, stippling, perspective, proportion, and use of positive/negative space. Create an observational drawing process portfolio including preliminary sketches and final drafts of contour, gesture, and representational drawings.	**Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.** Describe personal style by keeping an on-going journal/sketchbook of ideas, research, inspirations and self-evaluations, recognizing influences on artistic choices. Demonstrate one's own style, self-expression and risk taking through original works of art that communicate intent and meaning effectively.
2.5	**Create an expressive composition, focusing on dominance and subordination.** Create works of art that communicate an idea or emotion using a single element of art in a significantly less important role (subordination) while using another in an exaggerated manner (dominance) incorporating focal points purposefully.	**Use innovative visual metaphors in creating works of art.** Compose works of art using original images in which characteristics or objects are used as representations for other objects (visual metaphors) to communicate a universal theme, political/social issue or emotion.
2.6	**Create a two- or three-dimensional work of art that addresses a social issue.** Research a local, national and/or global social issue of personal interest and create a two- or three-dimensional work of art that communicates personal beliefs or attitudes regarding the issue.	**Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.** Identify and communicate a universal theme (love, power, friendship, etc.) using available electronic media (a public service announcement, web page or site, video, or animation etc.).

3.0 Historical and Cultural Context
Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
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 the visual arts and artists.

Historical and cultural context should be imbedded throughout the curriculum (all materials studied should represent different cultures and time periods).

	Proficient	Advanced
3.1	**Identify similarities and differences in the purposes of art created in selected cultures.** Research and describe function and intent of works of art and artifacts from diverse cultural, geographic areas and historic periods. Explore universal design qualities, function and purpose in art and artifacts from various cultures and hypothesize possible explanations for similarities.	**Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.** Identify five trend-setting museums or galleries from around the world, research the types of work exhibited and the contributing influences for the development of the museum or gallery. Identify and independently research working artists currently creating controversial works representing a variety of contemporary issues and discuss results with peers.
3.2	**Identify and describe the role and influence of new technologies on contemporary works of art.** Identify and describe computer graphic, digital and video images and discuss the similarities and differences in the production and appearance of each.	**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.** Identify working artists currently exhibiting their works in major galleries or museums around world

	Research and describe how and why electronic media symbols and icons influence visual art being created in traditional media currently.		through researching print (e.g., magazines, newspapers, and books) and electronic media resources (e.g., the internet, television, video recordings, etc.) and present examples and critical reviews of the work. Identify working visual artists currently exhibiting their works in galleries and museums within the region and present examples and critical reviews of the work. Discuss how contemporary art influences environment, fashion/body adornment, performing arts, advertising, attitudes, etc.
3.3	**Identify and describe trends in the visual arts and discuss how the issues of time, place and cultural influence are reflected in selected works of art.** Identify and describe significant works of art, representing important movements in visual art around the world, including paintings, sculptures, and architecture from various cultures. Research why selected works of art are considered significant through thorough investigation of artists' background, personal writings, and the socio-economic, geographic, and political environment in which the work was created.		**Investigate and discuss universal concepts expressed in works of art from diverse cultures.** Identify, analyze and interpret three or more works of art, each from a different culture and time period, on the same universal theme (e.g., war, love, peace, etc.). Discuss similarities and differences in the symbols, elements and principles used in works of art from a variety of cultures representing the same universal themes and hypothesize possible reasons for the similarities.
3.4	**Discuss the purposes of art in selected contemporary cultures.** Identify and research contemporary artists from diverse cultural backgrounds in regions across America and around the world. Discuss contemporary use of symbols in technological works emphasizing universal recognition and meaning (e.g., computer icons, logos, images, etc.). Discuss the function and intent of contemporary art in current society across age, gender, socio/economic and cultural boundaries.		**Research the methods art historians use to determine the time, place, context, value and culture that produced a given work of art.** Interview local art appraisers or museum historians about ways in which authenticity and value are determined. Investigate methods of preserving, and restoring or salvaging historic works of art and discuss why preservation is important. Research methods used in archeology to locate, reassemble, determine age and function and preserve artifacts.

4.0 Aesthetic Valuing
Responding to, Analyzing and Making Judgments About Works in the Visual Arts
Students analyze, assess and derive meaning from works of art, including their won, according to the elements of art, the principles of design and aesthetic qualities.

	Proficient		Advanced
4.1	**Articulate how personal beliefs, cultural traditions and current social, economic and political contexts influence the interpretation of the meaning or message in a work of art.** Interpret the intent in a significant work of art from a personal point of view using critical analysis and one's own life experiences. Compare personal interpretation of a significant work of art to that of an art critic, art historian or the artist's own point of view. Interview a working local artist about their motivation and intention when making art.		**Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.** Describe the components of the creative process including how an artist manipulates and entices the viewer to discover, feel or be confronted by the artist's point of view. Explore and discuss the relationship between the work of art and the viewer. Compare and contrast the artist's intention and the viewer's perception in significant works of art and explore conjunct and disjunct view points
4.2	**Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.**		**Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.**

		Investigate a significant work of art, explain why it is significant, research the meaning or intent of the artist and the social, economic and political atmosphere of the time and place in which the work was created. Trace the history of how a chosen work of art was interpreted through time and compare and contrast how the work is interpreted today.	Identify, describe, analyze and interpret the composition and content of three works of art by living artists, (one painting, one mixed media and one sculpture) emphasizing the artists' intent and purpose. Explore the intent and purpose of artists through works of art representative of movements over the last one hundred years.
4.3	**Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.** Investigate and debate controversial historic or contemporary works of art and formulate an opinion about the aesthetic value based on critical analysis. Journal reflections and opinions concerning works of art of others in a sketchbook/journal and note changes throughout the learning process.		**Analyze and articulate how society influences the interpretation and message of a work of art.** Research society's response to a single work, period, school or body of work at the time the work was created and compare how society's response has changed over time. Identify a single work of art that was rejected by the society or culture in which it was created, and explain how and why it is now respected and valued. Identify a single work of art that was highly regarded by the society in which it was created, and explain how and why its popularity diminished over time.
4.4	**Articulate the process and rationale for refining and reworking one of their own works of art.** Record and discuss thought processes, ideas for improvement, solutions to problems and self-analysis of original artwork in a journal/sketchbook and change or recreate works where appropriate.		**Apply various art-related theoretical perspectives to their own works of art and the works of others in classroom critiques.** Apply the concepts of description, analysis, interpretation and judgment (art criticism) on one's own works of art and in classroom critiques. Discuss theories of realism, impressionism, abstraction, surrealism, etc. in relationship to one's own work and the work of peers.
4.5	**Employ the conventions of art criticism in writing and speaking about works of art.** Describe, analyze, interpret, and make judgments (conventions) about works of art based on the elements of art, principles of design, historical and cultural context and the meaning of the work.		**Construct a rationale for the validity of a specific work of art-artwork that falls outside their own conceptions of art.** Justify and defend a work that, from the student's point of view, does not qualify as a work of art, using elements of art and principles of design.
4.6			**Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.** Create guidelines for selecting pieces of one's own work to be included in a best works portfolio, mini-portfolio based on a theme, and a process portfolio.

5.0 Connections, Relationships, Applications
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 the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

	Proficient		Advanced
5.1	**Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.** Illustrate understanding of advertising concepts and strategies by creating at least one poster, one flyer or brochure, one playbill, program or ticket using appropriate symbols, images, font style and size, and purposeful use of the elements of art to communicate information about a real or fictitious production.		**Speculate on how advances in technology might change the definition and function of the visual arts.** Research and discuss how technological advances in traditional and electronic media, especially interactive technology, may impact the role of visual art for the individual and for society in the future. Define and analyze the role of visual art today and predict how technological advances may or may not redefine art and the function of visual literacy in the global community.

5.2	**Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.** Create works of art that express commonly held values, human emotion, the battle between good and evil, personal and social responsibility, love, friendship, war and power from events in history or situations represented in literature.	**Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.** Define visual metaphor and compare and contrast universal use of symbols and images in a variety of works of art, including their own. Explore the use of subliminal techniques in visual art. Research artists and schools or movements that employ the use of symbolism to convey universal truths, or social/political comment.
5.3	**Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.** Investigate how at least one exhibition is represented in written text in comparison to electronic media. Discuss similarities and differences between two critical reviews of the same art exhibition. Explore the benefits and limitations of text vs. media coverage of art exhibitions.	**Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).** Research application requirements for art schools and university art programs and prepare a portfolio satisfying one of the program's entrance requirements. Create a job-specific portfolio (fashion, cartooning, interior design, illustration, etc.).
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).** Research the skills necessary for success as an artist, art critic, historian, and collector or gallery owner and include an interview of a working professional in one of the fields. Investigate the skill, education, and salary of art teachers, curators, architects, interior designers and visual entertainment artists and include an interview of a working professional in one of the fields.	**Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.** Research and report on technical advances in one traditional media (chalk, paint, clay, etc.) and display it's use. Identify emerging electronic technologies, research one of the technologies in depth and discuss how that technology challenges the traditional sense of visual art.