

## VISUAL ARTS: Knowledge

**Content Standard 1.0:** Students know and apply visual arts media, techniques, and processes.

By the end of <b>Grade 3</b> , students know and are able to:	By the end of <b>Grade 5</b> , students know and are able to do everything required in earlier grades and:	Students <b>who elect to take an art class at the middle school level</b> know and are able to do everything required in earlier grades and:	Students <b>who elect to take an advanced art class at the secondary level</b> are able to do everything required in earlier grades and:	
	1.5.1. Determine differences between <b>media, techniques or processes</b> in works of art (e.g. the transparency of watercolor vs. the opaqueness of tempera).	1.8.1 Compare and contrast the use of media, techniques, and processes in works of art.	1.12.1 Justify application of media, techniques, and processes in one's own work.	Knowledge
	1.5.2 Examine how different media, techniques, and processes cause different responses (e.g. Look at <b>two-dimensional</b> vs. <b>three-dimensional</b> works of art).	1.8.2 Analyze one's own selection and use of media, techniques, and processes to elicit intended responses.	1.12.2. Evaluate responses to one's own work and apply findings to subsequent works of art.	Response
1.3.3 Use different media, techniques, and processes to produce works of art.	1.5.3 Create artworks using various media, techniques, and processes to communicate ideas.	1.8.3 Use and explain why various media, techniques, and processes are used to produce works of art that communicate ideas and experiences.	1.12.3 Create works of art that demonstrate an understanding of a variety of media, <b>tools</b> , techniques, and processes (e.g. traditional and <b>emerging technologies</b> ).	Creation

Emerging technologies – complex machines introduced recently in the study and creation of art, e.g., computers, digital cameras, lasers, video equipment.

Media –categories for grouping artworks according to the materials used, e.g., drawing, painting, sculpture.

Processes – A progression of activities using several techniques, e.g., taking pictures, developing the film, then printing the photographs.

Techniques – Methods used in creating works of art, e.g., applying thick opaque paint vs. thinning paint for transparency.

Three-dimensional – Having height, width and depth or thickness.

Tools – instruments and equipment used by students to create and learn about art, e.g., pencils, brushes, scissors, brayers, easels, knives, kilns, cameras, etc.

Two-dimensional – flat, having only height and width.

## VISUAL ARTS: Application

**Content Standard 2.0** Students use knowledge of visual characteristics, purposes, and functions.

By the end of <b>Grade 3</b> , students know and are able to:	By the end of <b>Grade 5</b> , students know and are able to do everything required in earlier grades and:	Students <b>who elect to take an art class at the middle school level</b> know and are able to do everything required in earlier grades and:	Students <b>who elect to take an advanced art class at the secondary level</b> know and are able to do everything required in earlier grades and:	
2.3.1 Identify selected <b>elements of design</b> and <b>principles of design</b> in nature and in works of art.	2.5.1 Describe various <b>visual characteristics</b> of art (e.g. <b>sensory, formal, technical, and expressive</b> ).	2.8.1 <b>Analyze</b> and <b>evaluate</b> the effects of visual characteristics in works of art.	2.12.1 Defend an interpretation of visual characteristics in works of art.	Knowledge: Visual Characteristics
	2.5.2 Identify and describe possible <b>purposes</b> and/or <b>functions</b> of art (e.g. The purpose for a pot's decoration might be to tell a story while the pot's function might be storage).	2.8.2 Analyze and evaluate a variety of artworks to determine purposes and/or functions.	2.12.2 Defend interpretations of purposes and/or functions in art.	Knowledge: Purposes/Functions
	2.5.3. Explain how visual characteristics, purposes, and/or functions of art may cause different responses.	2.8.3 Discuss why visual characteristics, purposes, and/or functions may be effective in works of art.	2.12.3 Analyze the effectiveness of and relationships among visual characteristics, purposes, and/or functions in works of art.	Response
2.3.4 Use elements and principles of design to create works of art.	2.5.4. Select and use specific visual characteristics to communicate.	2.8.4 Explain how one's own artwork employs various visual characteristics to communicate.	2.12.4 Create artworks that manipulate visual characteristics to convey complex ideas.	Creation

Analyze – to identify and examine separate parts as they operate independently and together in creative works.

Elements of design – line, shape, color, value (range of light to dark tone), texture (how a surface feels), space and form (the three-dimensional aspect of shape). For further information, see Glossary.

Evaluate – to examine carefully to determine the worth of an art work.

Expressive – properties that communicate mood. They may be literal, metaphorical or symbolic.

Formal – the organization of art elements through the principles of design.

Functions – the physical use for which an art object is especially suited.

Principles of design – specific ways to organize the elements of design. For further information, see Glossary.

Purpose – the reason for which an art object is created; the role art may play in a larger context, such as in society or culture.

Sensory – properties experienced with the senses, such as line, shape, form, color, value, texture and space (the elements of design).

Technical – the use of tools, media and methods for making works of art.

Visual characteristics – distinguishing traits, qualities or properties that may be seen and identified in works of art.

**VISUAL ARTS: Content**

**Content Standard 3.0:** Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.

By the end of <b>Grade 3</b> , students know and are able to:	By the end of <b>Grade 5</b> , students know and are able to do everything required in earlier grades and:	Students <b>who elect to take an art class at the middle school level</b> know and are able to do everything required in earlier grades and:	Students <b>who elect to take an advanced art class at the secondary level</b> know and are able to do everything required in earlier grades and:	
	3.5.1 Discuss how <b>subject matter, symbols</b> , and ideas produce meanings in works of art.	3.8.1 Explain the origins of specific subject matter, symbols, and ideas.	3.12.1 Evaluate the significance of specific subject matter, symbols, and ideas in works of art.	Visual Characteristics
3.3.2 Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.	3.5.2 Produce a work of art that demonstrates the ability to convey meaning by integrating subject matter and symbols with ideas.	3.8.2 Plan and produce works of art that use a range of subject matter, symbols, and ideas from varied times and places to communicate meaning.	3.12.2 Plan and produce a work of art that displays the ability to choose subject matter, symbols, and ideas to communicate intended meaning.	Creation
	3.5.3 Explain the way subject matter, symbols, and ideas are chosen to present meaning in student artwork.	3.8.3 Analyze the degree to which subject matter, symbols, and ideas are successfully used to communicate meaning.	3.12.3 Evaluate and defend the validity of sources and the manner in which subject matter, symbols, and ideas are used in artworks.	Response

Subject matter – that which is represented in a work of art, e.g., landscape, portrait, nature studies, etc.

Symbol – a form, image, sign or subject representing a meaning other than its outward appearance.

**VISUAL ARTS: Context**

**Content Standard 4.0:** Students understand the visual arts in relation to history and cultures.

By the end of <b>Grade 3</b> , students know and are able to:	By the end of <b>Grade 5</b> , students know and are able to do everything required in earlier grades and:	Students <b>who elect to take an art class at the middle school level</b> know and are able to do everything required in earlier grades and:	Students <b>who elect to take an advanced art class at the secondary level</b> are able to do everything required in earlier grades and:	
		4.8.1 Categorize and discuss visual characteristics of selected works of art in relationship to a variety of historical and cultural contexts.	4.12.1 Analyze and interpret artworks from various cultures and times regarding context and purposes.	Knowledge
4.3.2 Identify works of art as belonging to particular cultures, times, or places.	4.5.2 Associate a variety of artworks with cultures, times, and places.	4.8.2 Describe the purpose and discuss the meaning of specific art objects within varied cultures, times, and places.	4.12.2 Analyze characteristics and interpret meaning of art from various times, cultures, and places.	Response
4.3.3 Create a work of art that is influenced by a particular historical period or culture.	4.5.3 Create works of art that demonstrate historical and cultural influence.	4.8.3 Research a culture and create an artwork that demonstrates how historical and cultural factors influence visual characteristics.	4.12.3 Analyze their own artwork in relation to historical, <b>aesthetic</b> , and cultural influences.	Creation

Aesthetic – see aesthetic response, aesthetic position, aesthetic and critical analysis.

**VISUAL ARTS: Interpretation**

**Content Standard 5.0:** Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.

By the end of <b>Grade 3</b> , students know and are able to:	By the end of <b>Grade 5</b> , students know and are able to do everything required in earlier grades and:	Students <b>who elect to take an art class at the middle school level</b> know and are able to do everything required in earlier grades and:	Students <b>who elect to take an advanced art class at the secondary level</b> are able to do everything required in earlier grades and:	
	5.5.1 Compare and contrast characteristics of art.	5.8.1 Interpret artwork based on various characteristics such as <b>themes, styles, purposes, and subject matter.</b>	5.12.1 Evaluate artwork based on various characteristics such as themes, styles, purposes, and subject matter.	Knowledge: Characteristics
	5.5.2 Identify <b>merits</b> in artworks.	5.8.2 Differentiate among degrees of merit in various works of art.	5.12.2 Establish <b>criteria</b> and use them to assess merits of artwork.	Knowledge: Merits
5.3.3 Discuss possible meanings of art.	5.5.3 Describe meanings of art.	5.8.3 Analyze and generate new meaning of their artwork and the work of others.	5.12.3 Examine and evaluate a variety of techniques for communicating meanings, ideas, attitudes, views, and intentions.	Knowledge: Meaning
	5.5.4 State preferences for characteristics, merits, and meanings in art.	5.8.4 Develop and explain a personal position of <b>aesthetic and critical analysis</b> of an artwork.	5.12.4 Develop a personal <b>aesthetic position</b> and defend its degree of success when applied to works of art.	Response

Aesthetic and critical analysis: examination and judgement of works of art, drawing on theories of aesthetics and stages of art criticism.

Aesthetic position – a viewpoint concerning the nature of art, such as formalism, functionalism, hedonism, expressionism, and realism.

Criteria – standards on which a judgement or decision may be based, that is, a requirement for producing or evaluating works of art.

Merit – praiseworthy quality.

Style – the distinctive characteristics contained in the works of art of a person, period of time, geographic location, or culture.

Theme – a subject or topic of artistic representation.

**VISUAL ARTS: Cross-curricular**

**Content Standard 6.0:** Students demonstrate relationships between visual arts, the other arts, and disciplines outside the arts.

By the end of <b>Grade 3</b> , students know and are able to:	By the end of <b>Grade 5</b> , students know and are able to do everything required in earlier grades and:	Students <b>who elect to take an art class at the middle school level</b> know and are able to do everything required in earlier grades and:	Students <b>who elect to take an advanced art class at the secondary level</b> are able to do everything required in earlier grades and:	
		6.8.1 Explain how the basic principles of art are similar to principles of other disciplines (e.g. contrast, balance, dominance).	6.12.1 Analyze how ideas, issues, and themes of a particular period manifest themselves in the visual arts and make parallel connections with other disciplines.	Integration with Other Disciplines
		6.8.2 Research and analyze the relationships between the <b>visual arts</b> and other arts in terms of basic principles and subject matter (e.g. rhythm and movement).	6.12.2 Compare the use of materials, techniques, media, and processes of the visual arts with those of other art disciplines.	Integration with Other Fine Arts
		6.8.3 Create works of art reflecting principles common to the arts and multiple disciplines.	6.12.3 Create works of art that reflect the research of multiple disciplines.	Creation

Visual Arts – a broad category including the traditional arts such as drawing, painting, printmaking, sculpture; communication and design arts such as film, television, graphics, product design; architecture and environmental arts such as urban, interior, and landscape design; folk arts; and works such as ceramics, fibers, jewelry, works in wood, paper, and other materials.