

1. CREATING ART: Use the *creative processes* and the *language* of art to communicate through a variety of media and techniques.

To meet this standard, students will:

- 1.1 Use the creative process to plan, organize, and problem solve
- 1.2 Understand and use the language of art: the elements of art and principles of design
- 1.3 Apply visual awareness to the creative process
- 1.4 Develop skills and craftsmanship with materials, tools, and techniques

By the end of grade:	1.1 Use the creative process to plan, organize, and problem solve	1.2 Understand and apply the elements of art and principles of design	1.3 Apply visual awareness to the creative process.	1.4 Develop skills and craftsmanship with a variety of materials, tools, and techniques
2	a. Use observations and experiences, both spontaneously and deliberately, to plan and create art.	a. Identify the elements of art and begin to apply principles of design.	a. Create art that reflects personal observation and experience.	a. Purposefully experiment with materials and techniques to produce a range of artwork
5	a. Self assess choices and adjustments when planning and creating art.	a. Manipulate the elements of art and the principles of design to create art.	a. Create art through purposeful observation that reflects introspection.	a. Demonstrate confidence and skill in a variety of materials and techniques to create art
8	a. Reflect upon and revise various plans to organize ideas and materials and apply deliberate approaches in creating art	a. Purposefully apply the elements of art and principles of design to express an intended idea.	a. Use personal interpretation of observations to create art b. Use a variety of media, innovative combinations, and subjects.	a. Create works of art that reflect refinement of technique and confidence in execution
12	a. Follow a systematic investigation of formal and conceptual issues when creating art and building a portfolio.	a. Demonstrate proficiency in the use of the elements of art and principles of design with a variety of media and techniques b. Apply the elements of art and principles of design in thoughtful and inventive ways to convey personal meaning	a. Create art that demonstrates evidence of refined observation to transform and represent external and affective themes.	a. Use tools, techniques and processes proficiently b. Purposefully select tools, techniques, and processes that best represent subject, theme and concepts.

2. HISTORICAL AND CULTURAL CONTEXT: Understand how art has shaped and preserved history and culture

To meet this standard, students will:

2.1 Understand how history and culture have influenced art

2.2 Understand how art has influenced and defined history and culture

By the end of grade:	2.1 Understand how history and culture have influenced art	2.2 Understand how art has influenced and defined history and culture
2	a. Recognize that all cultures produce art. b. Understand that art transcends time.	a. Identify and compare art that is used in cultural celebrations.
5	a. Relate works of art to a particular time period b. Understand that culture and historical events influence art	a. Recognize that art objects, motifs, and styles define cultural identity.
8	a. Identify artists and artistic movements within a specific time period. b. Compare and contrast artworks from different cultures and historical periods	a. Identify influences of art and artists on cultural and historical events b. Identify examples and discuss how visual art is used to shape people's ideas and opinions.
12	a. Critically analyze the context and function of specific art objects, artists, and art movements within varied cultures, times, and places b. Know that the roles of artists have changed over time and throughout cultures.	a. Understand how societies throughout history have used imagery to define and promote political, social, and cultural agendas b. Understand the persuasive power images have in shaping/reinforcing the culture/society's identity c. Understand how commercial and media images shape contemporary and traditional cultures.

•

3. PERCEPTION AND EVALUATION: Using the *language of art*, students critically *analyze*, derive meaning from, and *evaluate* artwork.

To meet this standard, students will:

3.1 Describe art works using the language of art.

3.2 Interpret art works using the language of art.

3.3 Judge and evaluate art works using the language of art

By the end of grade:	3.1 Describe artworks using the language of art.	3.2 Interpret artworks using the language of art.	3.3 Judge and evaluate artwork using the language of art.
2	a. Use the senses to make observations about works of art b. Use basic art concepts and vocabulary when making observations.	a. Communicate ideas and feelings about works of art Use basic art concepts and vocabulary when communicating ideas and feelings about work	a. Evaluate works of art based on personal points of view b. Use basic art concepts and vocabulary when evaluating works of art
5	a. Use the vocabulary of art to compare and contrast works of art	a. Communicate and support interpretations of works of art Interpret a work of art in light of the context in which it was created	a. Use external criteria to judge and evaluate works of art b. Use art concepts and vocabulary to generate personal criteria for evaluating works of art c. Use art concepts and vocabulary to reflect upon works of art
8	a. Use the vocabulary of art to describe, explain, and classify the information in works of art	a. Ask relevant questions about works of art b. Analyze and communicate well-supported interpretations of art work, showing an informed point of view	a. Make insightful judgments about works of art using an extensive range of art terms and concepts b. Generate and apply criteria to evaluate and critique the merit and significance of works of art c. Thoughtfully select, organize, and reflect upon works of art for a portfolio
12	a. Use appropriate art vocabulary to articulate how the elements of art and principles of design communicate relationships within works of art	a. Pose informed and challenging questions about art work b. Communicate interpretations of art works, supported by an understanding of the artist's purpose c. works of art, taking into consideration artist's purpose and the historic and social context of the work d. Demonstrate an informed curiosity that challenges conventional interpretations of works of art	a. Communicate in-depth critiques of the merit and significance of works of art, using social, cultural, historical and/or contextual relationships b. Generate and apply criteria to select works for a portfolio that reflects artistic growth and achievement

4. CONNECTIONS: Use arts to make connections

To meet this standard, students will:

- 4.1 Make connections to other curricular areas
- 4.2 Make connections between visual art and the performing arts
- 4.3 Make personal connections with visual art
- 4.4 Make connections between the study of art and art careers

By the end of grade:	4.1 Make connections to other curricular areas	4.2 Make connections between visual art and the performing arts	4.3 Make personal connections with visual art	4.4 Make connections between the study of art and art careers
2	a. Identify art concepts that cross disciplines (e.g., pattern, shape, scale, form, balance, repetition, rhythm) b. Demonstrate understanding of the relationship between words and images by applying text to images and images to text	a. Identify the different forms of the arts b. Understand what the arts have in common c. Be aware that the arts can relate and combine for one purpose	a. Describe how art enriches people's lives	a. Identify products that artists design and make and the careers of those who make them
5	a. Use artwork to communicate and enhance understanding of concepts in other subject areas (e.g., science, English language arts, mathematics, social studies)	a. Describe the contributions of art forms and of artists in a multidisciplinary work of art	a. Understand the ways in which we incorporate art into our lives (e.g., creating, collecting, appreciating)	a. Identify art professions that require a portfolio for employment (e.g., architect, photographer, graphic designer, book illustrator)
8	a. Understand how the arts can increase understanding in other curricular areas and how other curricular areas can increase capacity in visual art	a. Understand that multidisciplinary works of art (e.g., musical theater, film, MTV) are more than the sum of their parts b. Compare the media, materials, and processes (e.g., perceiving, responding, creating and communicating) used in visual art with those used in	a. Understand how art contributes to self-expression b. Understand how and why knowledge of the arts is fundamental to our appreciation of our world and who we are c. Understand how art is a universal language for expression and can transcend cultural barriers	a. Understand the discipline that is necessary to pursue a career in art b. Understand the contributions that artists make and the importance of these contributions to society

		other arts disciplines		
12	a. Synthesize knowledge of visual art and other curricular areas in order to enhance products and/or performance in each area	a. Synthesize knowledge of visual art and other art forms in order to enhance products and/or performance in the arts	a. Understand how art can foster growth and continuous personal enrichment.	<p>a. Understand the habits of mind and the characteristics of the professional artist (e.g., taking risks, capacity to observe, self-discipline, organization)</p> <p>b. Identify the experience, education, and training needed for various careers in art</p> <p>c. Identify portfolio requirements for employment in various art professions (e.g., architect, photographer, graphic designer, book illustrator)</p>