

## **AERO Visual Arts Standards**

**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**

**By the end of grade 2**

- a. Use observations and experiences, both spontaneously and deliberately, to plan and create art

**By the end of grade 5**

- a. Self-assess choices and adjustments when planning and creating art

**By the end of grade 8**

- a. Reflect upon and revise various plans to organize ideas and materials and apply deliberate approaches in creating art

**By the end of grade 12**

- a. Follow a systematic investigation of formal and conceptual issues when creating art and building a portfolio

**1.2 Understand and use the language of art: the elements of art and principles of design**

**By the end of grade 2**

- a. Identify the elements of art and begin to apply principles of design

**By the end of grade 5**

- a. Manipulate the elements of art and the principles of design to create art

**By the end of grade 8**

- a. Purposefully apply the elements of art and principles of design to express an intended idea

**By the end of grade 12**

- 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

### **1.3 Apply visual awareness to the creative process**

#### **By the end of grade 2**

- a. Create art that reflects personal observation and experience

#### **By the end of grade 5**

- a. Create art through purposeful observation that reflects introspection
- b. Create art through purposeful, reflective observation

#### **By the end of grade 8**

- a. Use personal interpretation of observations to create art
- b. Use a variety of media, innovative combinations, and subjects

#### **By the end of grade 12**

- a. Create art that demonstrates evidence of refined observation to transform and represent external and affective themes

### **1.4 Develop skills and craftsmanship with materials, tools and techniques**

#### **By the end of grade 2**

- a. Purposefully experiment with materials and techniques to produce a range of artwork

#### **By the end of grade 5**

- a. Demonstrate confidence and skill with a variety of materials and techniques to create art

#### **By the end of grade 8**

- a. Create works of art that reflect refinement of technique and confidence in execution

#### **By the end of grade 12**

- 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**

**By the end of grade 2**

- a. Recognize that all cultures produce art
- b. Understand that art transcends time

**By the end of grade 5**

- a. Relate works of art to a particular time period
- b. Understand that culture and historical events influence art

**By the end of grade 8**

- a. Identify artists and artistic movements within a specific time period
- b. Compare and contrast artworks from different cultures and historical periods

**By the end of grade 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

**2.2 Understand how art has influenced and defined history and culture**

**By the end of grade 2**

- a. Identify and compare art that is used in cultural celebrations

**By the end of grade 5**

- a. Recognize that art objects, motifs, and styles define cultural identity

**By the end of grade 8**

- 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

**By the end of grade 12**

- 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**

**By the end of grade 2**

- a. Use the senses to make observations about works of art
- b. Use basic art concepts and vocabulary when making observations

**By the end of grade 5**

- a. Use the vocabulary of art to compare and contrast works of art

**By the end of grade 8**

- a. Use the vocabulary of art to describe, explain, and classify the information in works of art

**By the end of grade 12**

- a. Use appropriate art vocabulary to articulate how the elements of art and principles of design communicate relationships within works of art

**3.2 Interpret art works using the language of art**

**By the end of grade 2**

- a. Communicate ideas and feelings about works of art
- b. Use basic art concepts and vocabulary when communicating ideas and feelings about work

**By the end of grade 5**

- a. Communicate and support interpretations of works of art
- b. Interpret a work of art in light of the context in which it was created

**By the end of grade 8**

- a. Ask relevant questions about works of art
- b. Analyze and communicate well-supported interpretations of art work showing an informed point of view

**By the end of grade 12**

- 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. Interpret 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

### **3.3 Judge and evaluate art works using the language of art**

#### **By the end of grade 2**

- a. Evaluate works of art based on personal points of view
- b. Use basic art concepts and vocabulary when evaluating works of art

#### **By the end of grade 5**

- 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

#### **By the end of grade 8**

- 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

#### **By the end of grade 12**

- 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 Make connections between art, personal experience, and the world**

To meet this standard, students will:

##### **4.1 Make connections to other curricular areas**

###### **By the end of grade 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

###### **By the end of grade 5**

- a. Use artwork to communicate and enhance understanding of concepts in other subject areas (e.g., science, English language arts, mathematics, social studies)

###### **By the end of grade 8**

- a. Understand how the arts can increase understanding in other curricular areas and how other curricular areas can increase capacity in visual art

###### **By the end of grade 12**

- a. Synthesize knowledge of visual art and other curricular areas in order to enhance products and/or performance in each area

##### **4.2 Make connections between visual art and the performing arts**

###### **By the end of grade 2**

- 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

###### **By the end of grade 5**

- a. Describe the contributions of art forms and of artists in a multidisciplinary work of art

###### **By the end of grade 8**

- 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 other arts disciplines

###### **By the end of grade 12**

- a. Synthesize knowledge of visual art and other art forms in order to enhance products and/or performance in the arts

### **4.3 Make personal connections with visual art**

#### **By the end of grade 2**

- a. Describe how art enriches people's lives

#### **By the end of grade 5**

- a. Understand the ways in which we incorporate art into our lives (e.g., creating, collecting, appreciating)

#### **By the end of grade 8**

- 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

#### **By the end of grade 12**

- a. Understand how art can foster growth and continuous personal enrichment

### **4.4 Make connections between the study of art and art careers.**

#### **By the end of grade 2**

- a. Identify products that artists design and make and the careers of those who make them

#### **By the end of grade 5**

- a. Identify art professions that require a portfolio for employment (e.g., architect, photographer, graphic designer and book illustrator)

#### **By the end of grade 8**

- 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

#### **By the end of grade 12**

- a. Understand the habits of mind and the characteristics of the professional artist (e.g., taking risks, capacity to observe, self discipline, organization)
- b. Identify the experience, education and training needed for various careers in art
- c. Identify portfolio requirements for employment in various art professions (e.g., architect, photographer, graphic designer and book illustrator)