

ART CONTENT STANDARDS FOR VISUAL ARTS

Grades 9-12

Note: Each standard requires the application of the elements of art and principles of design.

Strand: Visual Arts
Standard 1: Learn and develop skills and meet technical demands unique to dance, music, theatre/drama and visual arts.
9-12 Benchmark 1A: Explore and understand the elements of art (color, form, line, shape, space, texture and value) and principles of design (balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity and variety) and what makes them effective in solving specific art problems and artistic intentions
1. Explore and understand the elements of art (color, form, line, shape, space, texture and value) and principles of design (balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity and variety) and what makes them effective in solving specific art problems and artistic intentions
9-12 Benchmark 1B: Show skill, confidence and sensitivity in applying knowledge of art media and techniques to the production of art work.
1. Demonstrate an increasing level of competence in using processes, media and techniques to create experimental and display-quality works of art. 2. Evaluate the use of techniques and effectiveness of media in various works of art.
9-12 Benchmark 1C: Recognize that there are multiple points of view about organizational principles of design and elements of art.
1. Produce a body of work that represents both diversity and effectiveness of selected mediums, techniques and artistic concepts for communicating. 2. Compare, support and summarize the use of specific artistic concepts in two or more works of art.
9-12 Benchmark 1D: Demonstrate knowledge of appropriate health and safety issues as they pertain to the use of art material and equipment.
1. Evaluate potential hazards of art materials and tools. 2. Integrate all acquired information about safety in the art studio into a set of appropriate procedures.

Standard 2: Use dance, music, theatre/drama and visual arts to express ideas.
9-12 Benchmark 2A: Combine art concepts to communicate simple and complex ideas.
1. Synthesize ideas and points of view into personal works of art. 2. Construct a personal portfolio to enhance expressive viewpoints and processes.

9-12 Benchmark 2B: Describe how specific works of art may communicate ideas or elicit a variety of responses through the use of selected media, techniques and processes.

1. Compare and contrast a variety of art works in a historical and cultural context, and assimilate this into personal expression.
2. Review and assess the use of elements of art and principles of design in art works.

Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as other content areas.

9-12 Benchmark 3A: Create art work that demonstrates an understanding of the relationship between selected subjects, symbols, images and design concepts from specific historic and cultural contexts among the arts.

1. Explore complex artistic expressions that combine multiple art disciplines, such as visual art and sound, movement or theatrical production.
2. Incorporate concepts or elements from other arts disciplines in a visual art project.

9-12 Benchmark 3B: Examine how specific works are created, and how they relate to historical and cultural contexts, science and the humanities.

1. Include in one's portfolio, examples that demonstrate an understanding of art based on cross-disciplinary learning.
2. Explore challenging visual arts problems, independently using intellectual skills such as analysis, synthesis and evaluation.

Standard 4: Demonstrate an understanding of the dynamics of the creative process.

9-12 Benchmark 4A: Analyze the qualities and characteristics of various art, media, techniques and processes that influence the creative process.

1. Synthesize idea-gathering processes, art elements and design principles with subject, theme and content to express personal experiences and create meaning in art.
 2. Analyze and assess personal reactions to art in different media.
 3. Predict how the combination of media and subject/theme can convey meaning.
- processes that influence the creative process.

9-12 Benchmark 4B: Use the introspective process used in creating personal art work.

1. Use the language of art criticism to explore and identify purposes for creating art.
2. Explain the visual and other sensory qualities in art and nature, and their relationship to the social environment.
3. Investigate, analyze and reflect on various writings, viewpoints and opinions about art.

Standard 5: Observe, discuss, analyze and make critical judgments about artistic works.

9-12 Benchmark 5A: Demonstrate knowledge of analytical processes to create critical aesthetic statements concerning selected works of art.

1. Describe the processes used to analyze a work of art.
2. Analyze works of art from diverse world cultures and discuss the ideas, issues and events of the culture that these works convey.
3. Examine and analyze works of art and artifacts from diverse world cultures, and place them in a cultural and historical context, using appropriate vocabulary

9-12 Benchmark 5B: Apply concepts of analysis and criticism in producing art work.

1. Synthesize the analysis of art elements and design principles into the process of creating a work of art.
2. Select and integrate historic or cultural visual and aesthetic concepts (enduring ideas and processes) by creating an original work of art (e.g., using chiaroscuro, golden rectangle, etc).

Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.

9-12 Benchmark 6A: Describe uses and explore the meaning of art objects within diverse cultures, times and geographic locations.

1. Interpret the meaning of works and artifacts in terms of the cultures that produced them. This includes the use of apprenticeship systems to maintain cultural heritage and the arts of contemporary artists, who may retain, reinterpret, challenge or critique cultural traditions.
2. Interpret the meaning of art works or visual culture in terms of the cultures that produced them, including contemporary critiques of the meanings embedded in popular culture (e.g., television, the Internet, video games, movies, etc.).

9-12 Benchmark 6B: Identify the characteristics and purposes of the historical and cultural contexts of selected pieces of art.

1. Present a body of work within a portfolio that reflects one's own inspiration, interpretation or critique, and that is influenced by a variety of cultural styles.
2. Derive content for one's art work based on one's identity/culture.

Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.

9-12 Benchmark 7A: Evaluate the role of invention and technology on art, directly and indirectly.

1. Explain or theorize regarding the effects of the technology of the time on historic works of art.
2. Analyze the effects of current technologies on traditional folk/culturally-oriented art.

9-12 Benchmark 7B: Demonstrate effective visual communication using current arts-related technology.

1. Integrate current technology into a work of art to achieve a specific outcome.
2. Develop a commencement portfolio that shows proficiency in using computers and other electronic media.

Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama and visual arts and by participating in the activities of cultural institutions.

9-12 Benchmark 8A: Analyze and evaluate art in various public settings, including community displays and internet museums..

1. Analyze art in different contexts, such as museums, galleries and public shows.
2. Analyze and evaluate the effectiveness of the display context itself (gallery, public show, internet museum) in terms of aesthetics and marketing strategies.

9-12 Benchmark 8B: Exhibit studio work in community-based exhibits. Grades 9-12 performance standards:

1. Develop commencement portfolios that show proficiency in skills of analysis and multiple media, including skills in using computers and other electronic media.
2. Arrange (as part of a team) two or more exhibits, and contribute art work for at least two community-based art exhibits.