

ART STANDARDS

HIGH SCHOOL 9-12TH GRADES

VISUAL ARTS

1. Engages in the creative process, imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings in assessing learning, and develops a personal artistic voice that gives unique form to these concepts.
 - a. Identifies artistic styles of a range of contemporary and past artists.
 - b. Recognizes personal motivations and interests.
 - c. Identifies a personal viewpoint.
 - d. Selects self-assessment standards.
 - e. Identifies themes and interests to which they are drawn.
 - f. Identifies preferred materials and working methods
2. Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.
 - a. Uses sketchbook journal to research and experiment with artistic conventions to communicate ideas.
 - b. Generates more than one solution to a single artistic problem and assesses merits of each.
 - c. Analyzes, in both written and oral form, the implications of artistic decisions.
 - d. Solves artistic problems through discussion and interaction with peers.
 - e. Supports peers through informal, on-going critique of works in-progress.
 - f. Recognizes and develops art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, and discovery of unexpected connections.
3. Cultivates critical thinking and logical argumentation in aesthetics.
 - a. Discusses aesthetic issues, such as what is beauty? What affects my personal aesthetic?
 - b. Writes, reflects, and revises throughout the course a personal answer to the question, what is art?
 - c. Identifies the ideas and values reflected in the art of past and present cultures.
 - d. Explores ideas and values reflected in the way the student's current culture(s) define and use art.
 - e. Researches and analyzes the work of an artist and writes about how the artist's style contributes to the meaning of the work.
4. Analyzes the origins of one's own ideas in relation to community, culture, and the world.
 - a. Compares and contrasts the works of a wide range of contemporary and past artists.
 - b. Identifies values and practices in his or her community culture and world that inform art.
 - c. Reflects on how his or her personal experience in community, culture, and the world inform his or her work.
 - d. Identifies the values and contributions of diverse peers, cultures, and communities.
5. Articulates ideas and universal themes from diverse cultures of the past and present.
 - a. Identifies how the issues of time, place, and culture are reflected in selected art works.
 - b. Discusses how understanding the original context of an artwork affects a viewer's connection with and interpretation of the artwork.
 - c. Recognizes art, art styles and artists and writes and talks about them from a wide range of perspectives, including cultural context, formalist, expressionist, conceptual, functional, and technical.
 - d. Discusses the importance of art in daily life (personal significance, social commentary, self-expression, spiritual expression, planning, recording history, for beauty's sake, and marketing / advertising).
 - e. Supports, with examples from history, the assertion that humanity has an innate need to create or make their world a more beautiful place.
 - f. Compares and contrasts works from theories of art: Formalism (Structuralism), Imitationalism (Realism), Emotionalism (Expressionism), and Functionalism (Utilitarian).
 - g. Discusses the role of art in at least two historical cultures; compares and contrasts to art today.
 - h. Discusses the role of art and artifacts as a visual record of humankind's history and a vehicle for gaining understanding of another culture.
6. Demonstrates an understanding of how art history impacts the creative process of art making.
 - a. Develops a repertoire of contemporary and historical art exemplars.
 - b. Creates art work that explores ideas, issues, and events from current and past cultures.
7. Uses formal qualities of art (elements and principles) to create unified composition and communicate

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meaning.

- a. Uses a viewfinder to develop compositions.
 - b. Uses principles of design to organize elements to communicate meaning and unified compositions concepts, such as activating negative space, visual weight, paths of movement, non-centered focal point, dominance and subordination of design elements, and variety within repetition.
 - c. Uses thumbnail sketches and visual/verbal notes to plan compositions.
 - d. Discusses and applies concepts, such as activating negative space, visual weight, paths of movement, non-centered focal point, and variety within repetition.
8. Understands and applies media, techniques, and processes in drawing.
- a. Creates contour drawings from observation.
 - b. Uses value to model geometric forms with rendering, hatching/cross-hatching.
 - c. Combines contour and value in drawing from direct observation.
 - d. Uses one- and two-point perspective to draw cubes, rectangles, and related objects from observation and analyzes use of one and two-point perspective in famous artwork (landscape, interiors, and still-life).
 - e. Uses gesture drawing to portray animate / inanimate subjects and to show mass and movement, quick sketches, and expressive mark-making.
 - f. Uses mark-making in a conscious way in drawing.
9. Understands and applies media, techniques, and processes in color / painting.
- a. Applies color theory (hue, value, intensity) and color schemes (monochromatic, analogous, complementary, split-complementary, and triadic) to express emotion and create unity.
 - b. Reviews primary, secondary, and tertiary hues.
 - c. Uses color relationships such as monochromatic, warm/cool, complementary, analogous, and split-complementary to achieve visual unity and/or intent of work.
 - d. Demonstrates understanding of the dark/light value quality of specific colors.
 - e. Demonstrates understanding of the intensity of color.
 - f. Lightens and darkens color with tints/shades.
 - g. Understands and applies warm/cool versions of the same hue.
 - h. Understands and applies impact of juxtaposing various colors.
 - i. Uses mark-making in a conscious way in painting.
 - j. Analyzes how color communicates meaning in personal and famous artwork.
10. Understands and applies media, techniques, and processes in three-dimensional art.
- a. Translates 2-D sketches into 3-D form.
 - b. Communicates meaning in 3-D media.
 - c. Compares and contrasts sculpture-in-the-round, high relief, bas relief, and additive and subtractive processes.
 - d. Understands and practices safe handling of art media and tools.
11. Creates artwork reflecting a range of concepts, ideas, and subject matter.
- a. Keeps a visual/verbal journal.
 - b. Brainstorms multiple solutions before beginning artwork.
 - c. Creates sketches/artwork from formalist, emotionalist, and realist approaches.
 - d. Uses symbolic representation in work.
 - e. Works to find individual voice (creativity within guidelines); understands that creativity is problem-solving within given parameters.
 - f. Explores digital media as a tool for art production.
 - g. Uses concepts / ideas from other disciplines as inspiration for artwork.
 - h. Demonstrates proper care and safe use of tools and materials.
12. Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.
- a. Creates sketches/artwork from formalist, emotionalist, and realist approaches.
 - b. Writes reflections on work, idea generation, and skills progress.
 - c. Analyzes and critiques works of art – personal, peers, and professional.
 - d. Makes visual/verbal connections.
 - e. Practices direct observation and reactions in words, images, and symbols.
 - f. Records artistic research.
 - g. Collects, develops, and preserves personal ideas and thoughts.

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- h. Records inspirational images, words, thoughts, and ideas.
 - i. Maintains notes and class information.
 - j. Plans artwork.
 - k. Practices technique.
 - l. Experiments with media, technique, and color - uses as a process journal.
 - m. Identifies emerging personal, artistic voice.
13. Develops a portfolio of artwork for the course.
- a. Self-evaluates progress and completes work using criteria such as composition, craftsmanship, technical skill, meeting goals of work, and progress over time.
14. Plans and presents appropriate exhibition of own artwork.
- a. Observes the preparation of art for the purpose of displaying own work.
 - b. Prepares own artwork to be exhibited in the classroom and school community.
15. Makes written and oral critiques of own works of art.
- a. Reflects on the artistic process (through journal-keeping, reflective writing, and discussion).
 - b. Reviews portfolio to identify growth over the course of the class, mastery of skills and techniques, strongest works and what makes them strong, areas needing improvement, and effective communication of thoughts and ideas.
 - c. Self-evaluates in progress and complete work using criteria such as composition, craftsmanship, technical skill, meeting goals of work, and progress over time.
 - d. Sets high standards for craftsmanship and skill mastery in own artwork.
 - e. Revises artwork based on input from the critique process.
16. Critiques artwork of others individually and in group settings.
- a. Provides respectful and constructive criticism to peers in formal class critiques.
 - b. Develops skills to provide informal feedback to peers on work in process as part of a community of learners.
 - c. Uses established criteria to analyze specific strengths and weaknesses of art works based on the ways technique and composition are used to convey meaning.
 - d. Analyzes how formal qualities (elements/principles) are used to communicate meaning.
 - e. Discusses the connection between intent and viewer's interpretation—active participation by viewer to bring personal experience to the interpretation.
 - f. Discusses content in artwork and how it is communicated; —reads all artwork and shares interpretations personal responses to representational, abstract and non-objective artwork.
 - g. Verbalizes personal reactions to artwork; develops descriptive vocabulary including adjectives, analogies, and metaphors.
17. Develops multiple strategies for responding to and reflecting on artworks.
- a. Employs specific art vocabulary, accurately and routinely, to critique art in discussion and writing.
 - b. Evaluates artwork using diverse criteria.
 - c. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works, such as using —Visual Thinking Skills or Feldman's Art Criticism process.
 - d. Uses a variety of approaches, in his or her visual journal, to explore and find personal connections to artworks.
18. Applies information from other disciplines to enhance the understanding and production of artworks.
- a. Uses inspiration from other disciplines to influence idea development in art.
 - b. Understands how knowledge of art enriches and enhances learning in other core disciplines.
 - c. Makes interdisciplinary connections, applying art skills, knowledge, and habits of mind to improve understanding in other disciplines.
 - d. Develops the ability to integrate visual and verbal skills to communicate.
 - e. Identifies visual choices as a part of life.
 - f. Describes and discusses the importance of aesthetic experiences in daily life.
19. Develops 21st century life and work skills and habits of mind for success through the study and production of art.

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- a. Manages goals and time.
 - b. Directs own learning.
 - c. Guides and leads others.
 - d. Works in diverse teams.
 - e. Adapts to change.
 - f. Uses current technology as a tool.
20. Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.
- a. Discusses how study in art benefits one's future as an avocation (making, collecting, volunteering); in art-related careers; and in non-art careers and life skills (application of higher order thinking skills valued by business such as tolerance for ambiguity, judgment in the absence of explicit rules, finding structure in apparent disorder, etc.).
 - b. Accesses resources such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture to research art in the world around them.
 - c. Identifies various art related careers and post-secondary options.
 - d. Draws inspiration for artwork from the world and resources outside the traditional classroom.

DRAWING

1. Engages in the creative process; imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings, and accesses learning. The student develops a personal artistic voice that gives unique form to these concepts.
 - a. Identifies artistic voice in a range of contemporary and past artists.
 - b. Reflects on emerging personal artistic preferences.
 - c. Recognizes personal motivations and interests.
 - d. Establishes personal viewpoint.
 - e. Selects self-assessment standards, themes, and interests.
 - f. Identifies preferred materials and working methods.
2. Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.
 - a. Uses sketchbook journal to research, explore, and invent artistic conventions to connect and express visual ideas.
 - b. Generates multiple solutions to a single artistic problem and assesses merits of each.
 - c. Analyzes, in both written and oral form, the implications of artistic decisions.
 - d. Solves artistic problems through discussion and interaction with peers.
 - e. Supports peers through informal, on-going critique of idea development and work in-progress.
 - f. Recognizes and develops art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, discovery of unexpected connections, and recognition of serendipity.
3. Cultivates critical thinking and logical argumentation in aesthetics.
 - a. Interprets historical perceptions of artistic value.
 - b. Identifies the ideas and values that inform how past and present cultures define and use art.
 - c. Explores ideas and values reflected in the way the student's current culture(s) define and use art.
 - d. Formulates and supports a position regarding the aesthetic value of a specific artwork and changes or defends that position after considering the views of others and/or additional research.
4. Analyzes the origins of one's own ideas in relation to community, culture, and the world.
 - a. Compares and contrasts the influences on the bodies of works of a wide range of contemporary and past artists.
 - b. Identifies values and practices in his or her community culture and world that inform the student's art making.
 - c. Reflects on how personal experience in community, culture, and the world informs an artist's works.
 - d. Identifies the values and contributions of diverse peers, cultures and communities.
5. Articulates ideas and universal themes from diverse cultures of the past and present.
 - a. Identifies how the issues of time, place and culture are reflected in selected art works.
 - b. Compares the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

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- c. Discusses how understanding the original context of an artwork affects a viewer's connection with the interpretation of the artwork.
6. Demonstrates an understanding of how art history impacts the creative process of art making.
 - a. Develops a repertoire of contemporary and historical art exemplars.
 - b. Demonstrates an understanding of art history and investigates how it shapes contemporary life.
 - c. Creates art work that explores ideas, issues, and events from current and past cultures.
7. Incorporates elements and principles of design to solve specific visual arts problems and to communicate ideas and emotions, culminating in a finished work of art.
 - a. Uses thumbnail sketches and visual/verbal notes to develop concept and composition for drawing.
 - b. Uses viewfinders to locate, assess, select, and make compositional choices to achieve a specific intent including different vantage points.
 - c. Discusses and applies concepts, such as activating negative space, visual weight, paths of movement, non-centered focal point, dominance and subordination of design elements, and variety within repetition.
 - d. Applies compositional principles to create successful representational and non-objective art work.
 - e. Reviews and uses color theories and schemes to create intended effect and communicate meaning.
8. Engages in an array of drawing processes and techniques.
 - a. Creates contour and cross-contour drawings that demonstrate evidence of careful observation.
 - b. Investigates mark-making including, but not limited to, calligraphic line, gestural mark-making, emotive qualities of line, and line direction to build form and movement.
 - c. Employs gesture drawing (figure, inanimate objects, and non-objective).
 - d. Uses value to create the illusion of 3-D form on a 2-D plane (cast shadow, form shadow, transitional values, reflected value).
 - e. Incorporates a variety of approaches to build value including: rendering, hatching, and cross-hatching.
 - f. Differentiates and applies high key, low key, full range of value to create specific effect and mood.
 - g. Applies perspective approaches including: aerial, one point, two-point, and relative scale, overlapping to creates a variety of spatial effects from flat, shallow to deep perspective.
 - h. Uses visual sighting approaches and knowledge of spatial perspective for the purpose of observing and accurately recording the world around them.
 - i. Manipulates a variety of observation tools to create accurate proportions (vertical and horizontal sighting with a pencil, placing reference points on the page, vertical and horizontal guides on the picture plane, comparison of parts to the whole and restated lines).
9. Develops complex art work using a variety of media and technology.
 - a. Experiments with papers, grounds, and other drawing surfaces.
 - b. Develops beginning level mastery of traditional media including, but not limited to, graphite, colored pencil, charcoal, conte, soft pastel, oil pastel, pen and brush, and found mark-making tools.
 - c. Uses mixed-media including traditional, contemporary, digital and alternative media.
 - d. Practices safe and appropriate use and care of drawing media and tools.
 - e. Adds artwork developed in this course to portfolio begun in level one art.
10. Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.
 - a. Self assesses and writes reflections on work, idea generation, skills progress.
 - b. Analyzes and critiques works of art – personal, peers, and professional.
 - c. Makes visual/verbal connections.
 - d. Practices direct observation and reactions in words, images, and symbols.
 - e. Records artistic research.
 - f. Collects, develops, and preserves personal ideas and thoughts.
 - g. Records inspirational images, words, thoughts, and ideas.
 - h. Maintains notes and class information.
 - i. Plans artwork.
 - j. Practices technique.
 - k. Experiments with media and technique - uses as a process journal.
 - l. Identifies emerging personal, artistic voice.

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11. Plans and presents appropriate exhibit of own art work.
 - a. Exhibits artwork with a written supporting statement that communicates purpose and/or intent.
 - b. Prepares own artwork to be exhibited in the classroom and in the school community.

12. Writes and critiques orally his or her own works of art.
 - a. Reflects on the artistic process (through journal-keeping and dialogic thought).
 - b. Self evaluates specific works from multiple positions – achievement of intent of the work, communication of meaning, technical aspects, personal response to the artistic problem, and personal best in work process.
 - c. Reviews portfolio to identify growth, mastery of skills and techniques, strongest works and what makes them strong, areas needing improvement, effective communication of thoughts and ideas, generation of new ideas from existing body of work, evidence of risk-taking, problem-solving, and emergence of artistic voice.

13. Critiques art work of others individually and in group settings.
 - a. Provides respectful and constructive criticism to peers in formal class critiques.
 - b. Provides informal feedback to peers on work in process as part of a community of learners.
 - c. Analyzes specific strengths and weaknesses of art works based on the ways technique and composition are used to convey meaning.
 - d. Revises artwork based on input from the critique process.

14. Applies information from other disciplines to enhance the understanding and production of artworks.
 - a. Uses inspiration from other disciplines to influence idea development in art.
 - b. Identifies specific knowledge and skills from other discipline that informs the planning and execution of drawing (theory of light and value of forms).
 - c. Understands how knowledge of art enriches and enhances learning in other core disciplines.
 - d. Makes interdisciplinary connections, applying art skills, knowledge, and habits of mind to improve understanding in other disciplines.
 - e. Develops the ability to integrate visual and verbal skills to communicate clearly and eloquently.

15. Develops 21st century life and work skills and habits of mind for success through the study and production of art.
 - a. Manages goals and time.
 - b. Directs own learning.
 - c. Guides and leads others.
 - d. Works in diverse teams.
 - e. Adapts to change.
 - f. Uses current technology as a tool.

16. Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.
 - a. Accesses resources, such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture, to research art in the world around them.
 - b. Identifies various art related careers and post-secondary options.
 - c. Draws inspiration for artwork from the world and resources outside the traditional classroom.