

SOUTH CAROLINA
ACADEMIC STANDARDS
FOR THE

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INTRODUCTION

The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* is presented as a series of seven documents that individually address the arts areas of dance, choral music, general music, instrumental music, media arts, theatre, and visual arts from kindergarten through high school. Delineating what the state's children should know and be able to do in these content areas, the seven documents are intended to be used not only as the basis for curricula, instruction, and assessment in the arts disciplines in South Carolina schools but also as a concise statement about expectations for learning in the arts for policy makers, education administrators, teachers, and instructional and community leaders.

South Carolina Department of Education professional staff, in collaboration with members of the South Carolina Visual and Performing Arts Standards Development Team, created this series of arts-standards documents. The fundamental process began with the development of the *South Carolina Visual and Performing Arts Framework* in 1993. The next year, *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*, developed by the Consortium of National Arts Education Associations, was made available nationwide, and in 2003, the SCDE published its *South Carolina Visual and Performing Arts Curriculum Standards*, which utilized the nine content standards

Carolina Academic Standards for the Visual and Performing Arts will serve as the basis for the continuation of the comprehensive sequential arts education system offered in our state. In addition, these standards provide guaranteed experiences for our students to study, perform, and produce in the arts.

Ten years of ongoing

Academic standards are statements of the most important and consensually determined expectations for student learning in a particular discipline. The 2010 South Carolina Academic Standards for the Visual and Performing Arts are provided for nine grade levels (kindergarten through grade eight) and four high school levels.

Indicators are specific statements of the content knowledge, skills, and performance levels that students must demonstrate in order to meet the particular standard. The term *including* in the indicator statements names the specific items that are intended to be the focus of the teaching and learning on the particular skill or concept. Teachers must focus their instruction on the entire indicator, but they must also be certain to include in their instruction the components specified in the *including* statements. The items named in the parenthetical *for example* statements, on the other hand, are suggestions rather than requirements.

Throughout the text of the standards and the indicators for the individual grade levels, terms that are defined in the glossary appear in boldface type. Words in the glossary are defined contextually as they are used in the standards.

The indicators are labeled in such a way that identifies the particular arts area. The following designations are used:

D = Dance

MA = Media Arts

MG = General Music (Music, General)

MC = Choral Music (Music, Choral)

MI = Instrumental Music (Music, Instrumental)

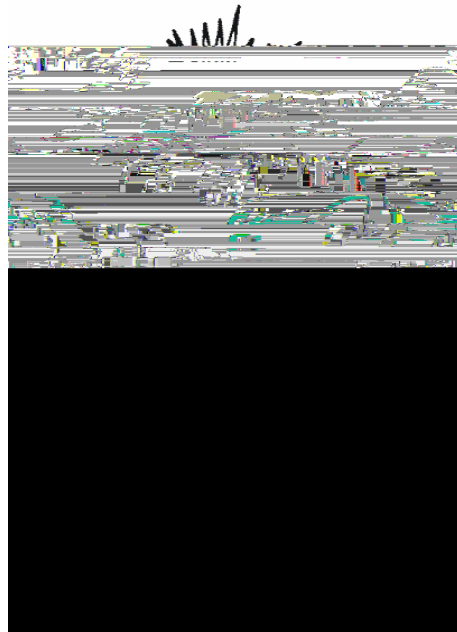
T = Theatre

VA = Visual Arts

The individual indicators are labeled alphanumerically by arts area, grade level, standard number, and sequential number. The example, the second indicator for standard 1 for Dance in the eighth-grade

SOUTH CAROLINA
ACADEMIC STANDARDS
FOR THE
VISUAL AND PERFORMING ARTS

VISUAL ARTS



Jim Rex
State Superintendent of Education
South Carolina Department of Education
Columbia, South Carolina

2010

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Visual Arts

Introduction

Education systems in the United States have long recognized the need for national standards to provide the basis for a common curriculum and academic programs throughout the country. In accordance with that objective, the 2010 South Carolina academic standards for Visual Arts are based upon the six content standards that are put forth in *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*, a document developed by the Consortium of National Arts Education Associations and published in 1994, as were the Visual Arts standards in the *South Carolina Visual and Performing Arts Curriculum Standards*, published in 2003.

Studies in visual arts are components of a comprehensive visual arts program and are part of the overall school curriculum; therefore, a school's visual arts curriculum should include sequential visual arts courses as well as specialized courses in high school: Art 1-4, for example, and courses in drawing, painting, printmaking, sculpture, ceramics, graphic design, photography, and the media arts.

The revised South Carolina academic standards for Visual Arts are organized in six academic standards. Several of the academic standards are repeated across the grade levels. Teachers should understand that these standards need to be reinforced throughout these grades as the students use more advanced tools and media as well as more complex terminology and study art concepts in depth.

The Grade Levels

Visual Arts standards are provided for each grade level from kindergarten through high school. However, students enter the visual arts class with varying degrees of visual arts instruction. Visual arts teachers—who are held accountable for students' attainment of the visual arts standards—must therefore understand how the standards and indicators provide for sequential learning. In many instances, the performance indicator statements themselves suggest prerequisite skills that will help a teacher accommodate gaps in instruction.

Although the South Carolina academic standards for Visual Arts are numbered 1 through 6, the arrangement of these standards is not meant to suggest a sequence or hierarchy. Rather, the concepts contained within the various standards often overlap or are related to one another. Richly designed curriculum and instruction should integrate many standards within a unit of study, thus enabling students to see the connections among the six standards of the visual arts discipline.

Schools interested in developing quality visual arts programs should consult Winthrop University's "Opportunity-to-Learn: Standards for Arts Education," Arts in Basic Curriculum Project, online at <http://www2.winthrop.edu/abc/learn.htm>. In addition, program development recommendations can also be gleaned from the

South Carolina Department of Education document *Essential Elements of a Quality Visual and Performing Arts Program*, available online at <http://www.ed.sc.gov/arts>.

Grades K-8: South Carolina specifies academic standards and performance indicators for elementary (kindergarten through grade 5) and middle school (grades 6 through 8). Middle school visual arts classes should be scheduled to allow adequate instructional time for teachers to address all the 6 through 8 Visual Arts standards and indicators. In the case of limited-contact-hour classes (nine-week exploratory courses or one-semester courses, for example), teachers may not be able to address all of the standards, however. These teachers should therefore identify the indicators that repeat across the three grade levels and implement those particular ones in that class. Then later, as these students progress through the middle school grades, the teacher should seek to give students the optimum level of visual arts instruction by addressing the indicators that do show increasing complexity from one grade level to another.

Grades 9-12 (High School Levels 1-4): The Visual Arts high school academic standards and indicators are designed to reflect the highest possible levels of achievement in visual arts instruction. High schools that aspire to build a comprehensive visual arts program for their students should also consider offerings in the area of visual arts appreciation, visual arts history, and visual arts theory as well as in a variety of production-based visual arts courses. While high school visual arts programs make it possible for students who have participated in elementary and middle school visual arts programs to continue their growth as visual artists, high school students with no prior visual arts experience should be provided opportunities in the area of visual arts appreciation and in appropriate production-based courses

Those high school s

KINDERGARTEN

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

Indicators

- VAK-1.1 Use his or her own ideas in the creation of works of visual art.
- VAK-1.2 Identify the materials, techniques, and processes used in a variety of works of visual art.
- VAK-1.3 Use all art materials and tools in a safe and responsible manner.

KINDERGARTEN

Using Structures and Functions

Standard 2: The student will use composition and the elements and principles of design to communicate ideas.

Indicators

VAK-2.1 Recognize similarities and differences among various works of visual art.

VAK-2.2 Identify the elements and principles of design used in a particular work of visual art.

KINDERGARTEN

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VAK-3.1 Identify and describe content used by artists.

VAK-3.2 Select and use appropriate

KINDERGARTEN

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

VAK-4.1 Identify works of visual art as belonging to a particular time, culture, and place.

VAK-4.2 Discuss the works of visual art in relationship to the technologies, tools, and materials used by the artists.

KINDERGARTEN

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VAK-6.1 Identify connections between the visual arts and content areas across the curriculum.

VAK-6.2 Discuss the relationship between visual art and language as a means of storytelling.

GRADE 1

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

Indicators

- VA1-1.1 Use his or her own ideas in the creation of works of visual art.
- VA1-1.2 Identify and describe the materials, techniques, and processes used in a variety of works of visual art.
- VA1-1.3 Use a variety of materials, techniques, and processes to create works of visual art.
- VA1-1.4 Use all art materials and tools in a safe and responsible manner.

GRADE 1

Using Structures and Functions

Standard 2: The student will use composition and the elements and principles of design to communicate ideas.

Indicators

- VA1-2.1 Recognize and describe the differences in the composition and design of various works of visual art.
- VA1-2.2 Discuss the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks.
- VA1-2.3 Select and use various elements and principles of design to communicate his or her ideas, feelings, and stories through works of visual art.
- VA1-2.4 Discuss the elements and principles of design found in works of visual art.

GRADE 1

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

- VA1-4.1 Identify works of visual art as belonging to a particular time, culture, and place.
- VA1-4.2 Discuss the works of visual art in relationship to the technologies, tools, and materials used by the artists

GRADE 2

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

Indicators

- VA2-1.1 Identify the materials, techniques, and processes used in a variety of artworks.
- VA2-1.2 Discuss the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing works of visual art.
- VA2-1.3 Use and combine a variety of materials, techniques, and processes to create works of visual art.
- VA2-1.4 Use all art materials and tools in a safe and responsible manner.

GRADE 2

Using Structures and Functions

Standard 2: The student will use composition and the elements and principles of design to communicate ideas.

Indicators

- VA2-2.1 Recognize and describe the differences in the composition and design of various works of visual art and the ideas they convey.
- VA2-2.2 Discuss the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks.
- VA2-2.3 Select and use various elements and principles of design to communicate his or her ideas, feelings, and stories through works of visual art.

GRADE 2

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VA2-4.1 Identify and discuss specific works of visual art as belonging to a particular time, culture, and place.

VA2-4.2 Discuss specific works of visual art in relationship to the technologies, tools, and materials used by the artists.

GRADE 2

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

- VA2-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum.
- VA2-6.2 Discuss and compare the similarities and differences between the visual arts and other arts disciplines.
- VA2-6.3 Discuss ways that skills from other areas of the curriculum are used in the visual arts.

GRADE 3

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

Indicators

VA3-1.1 Use his or her own ideas in creating works of visual art.

VA31.1

GRADE 3

Using Structures and Functions

Standard 2: The student will use composition and the elements and principles of design to communicate ideas.

Indicators

VA3-2.1 Recognize and describe the differences in the composition and design of various works of visual art and the ideas they convey.

VA3-2.2 Discuss the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks.

VA3-2.3

GRADE 3

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VA3-3.1

GRADE 3

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VA3-4.1 Identify and discuss specific works of visual art created by artists from South Carolina as belonging to a particular time, culture, and place.

GRADE 3

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteri

GRADE 3

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

- VA3-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum.
- VA3-6.2 Discuss and compare the similarities and differences between the visual arts and other arts disciplines.
- VA3-6.3 Discuss and write about the ways that skills from another area of the curriculum are used in the visual arts.

GRADE 4

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

Indicators

- VA4-1.1 Identify the materials, techniques, and processes used in a variety of artworks.
- VA4-1.2 Explain the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks.
- VA4-1.3 Use a variety of media, techniques, and processes to create works of visual art.
- VA4-1.4 Select and use the most effective materials, techniques, and processes to communicate his or her ideas, experiences, and stories through works of visual art.
- VA4-1.5 Use all art materials and tools in a safe and responsible manner.

GRADE 4

Using Structures and Functions

Standard 2: The student will use composition and the elements and principles

GRADE 4

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

- VA4-3.1 Identify and describe the content in a work of visual art.
- VA4-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making.
- VA4-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.

GRADE 4

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VA4-4.1 Identify and discuss specific works of visual art as belonging to a particular time, culture, and place.

VA4-4.2 Discuss the qualities of specific works by artists who have had a diverse access to various technologies, tools, and materials.

GRADE 4

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

- VA4-5.1 Identify and discuss some of the purposes for the creation of works of visual art.
- VA4-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her artworks and those of others, including works by South Carolina artists.

GRADE 4

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

- VA4-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum.
- VA4-6.2 Discuss and compare the similarities and differences between the visual arts and other arts disciplines.
- VA4-6.3 Discuss and write about the ways that skills from another area of the curriculum are used in the visual arts.
- VA4-6.4 Determine career opportunities in the visual arts.

GRADE 5

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VA5-3.1

GRADE 5

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

- VA5-4.1 Identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.
- VA5-4.2 Write an analysis of the ways in which his or her artwork was influenced by another artist and conduct research on that artist to support his or her analysis.
- VA5-4.3 Discuss and write about the ways that history, culture, technology, and the visual arts can influence each other.

GRADE 5

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

- VA5-5.1 Identify and discuss purposes for the creation of works of visual art.
- VA5-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her own artworks and those of others, including works by South Carolina artists.

GRADE 5

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VA5-6.1 Identify connections between the visual arts and content areas across the curriculum.

GRADE 6

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

GRADE 6

Using Structures and Functions

Standard 2: The student will use composition and the elements and principles of design to communicate ideas.

Indicators

VA6-2.1 Select a work of art, analyze its composition, and discuss which elements of art and principles of design are used in the work.

VA6-2.2 Describe the ways in which the elements and principles of design are

GRADE 6

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VA6-3.1 Identify and describe the content in works of visual art.

VA6-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making.

VA6-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.

GRADE 6

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

- VA6-4.1 Identify artworks from various cultures and recognize ways in which those works were influenced by man-made and natural factors.
- VA6-4.2 Discuss and write about ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.
- VA6-4.3 Demonstrate visual literacy by deconstructing artworks to identify and discuss the elements and principles of design that are used in those works.

GRADE 6

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

- VA6-5.1 Compare various purposes for the creation of works of visual art.
- VA6-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her own artworks and those of others, including works by South Carolina artists.
- VA6-5.3 Maintain a portfolio of his or her artworks.

GRADE 6

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VA6-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.

VA6-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

VA6-6.3

GRADE 7

Creating Works of Visual Art

Standard 1:

GRADE 7

Using Structures and Functions

Standard 2: The student will use composition and the elements and principles

GRADE 7

Exploring Content

Standard 3:

GRADE 7

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

- VA7-4.1 Identify artworks from various cultures and recognize ways in which those works were influenced by man-made and natural factors.
- VA7-4.2 Discuss and write about the ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.
- VA7-4.3 Demonstrate visual literacy by deconstructing works of visual art to identify and discuss the elements and principles of design that are used in them.

GRADE 7

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

- VA7-5.1 Compare various purposes for the creation of works of visual art.
- VA7-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her own artworks and those of others, including works by South Carolina artists.
- VA7-5.3 Maintain a portfolio of his or her artworks.

GRADE 8

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

Indicators

- VA8-1.1 Identify the materials, techniques, and processes used in a variety of artworks.
- VA8-1.2 Describe ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks.
- VA8-1.3 Select and apply the most effective materials, techniques, and processes to communicate his or her experiences and ideas through artworks.
- VA8-1.4 Use art materials and tools in a safe and responsible manner.

GRADE 8

Using Structures and Functions

Standard 2: The student will use composition and the elements and principles of design to communicate ideas.

Indicators

- VA8-2.1 Identify the elements and principles of design used in a particular work of visual art and describe the ways in which these characteristics express the artist's ideas and affect the viewer.
- VA8-2.2 Discuss the ways that the visual arts are able to communicate ideas.
- VA8-2.3 Select elements and principles of design to create artworks with a personal meaning.
- VA8-2.4 Describe the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.

GRADE 8

Exploring Content

Standard 3: The student will exam

GRADE 8

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

- VA8-4.1 Identify artworks from various cultures and recognize ways in which these works were influenced by man-made and natural factors.
- VA8-4.2 Discuss and write about the ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.
- VA8-4.3 Demonstrate visual literacy by deconstructing works of visual art to identify and discuss the elements and principles of design that are used in them.

GRADE 8

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

- VA8-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.
- VA8-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.
- VA8-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.

HIGH SCHOOL

LEVEL 1

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

HIGH SCHOOL

LEVEL 1

Using Structures and Functions

Standard 2: The student will use composition and the elements and principles of design to communicate ideas.

Indicators

VAH1-2.1 Recognize, describe, and analyze the elements and principles of design and other compositional structures and strategies used in the visual arts to communicate ideas.

VAH1-2.2 Create works of visual art that use the elements and principles of design and other compositional strategies.

VAH1-2.3 Evaluate the effectiveness of artworks by analyzing the use of the elements and principles of design and other compositional structures and strategies.

HIGH SCHOOL

LEVEL 1

Exploring Content

Standard 3:

HIGH SCHOOL

LEVEL 1

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VAH1-4.1 ~~EMC A~~ Describe the ways that the subject matter, symbols, ideas, and technologies in various artworks are related to history and culture.

VAH1-4.2 Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led him or her to make that identification.

VAH1-4.3 Describe and discuss the function and meaning of specific artworks from various world cultures and historical periods.

HIGH SCHOOL

LEVEL 1

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VAH1-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.

VAH1-5.2 Make complex, descriptive, interpretative, and evaluative judgments about his or her own artworks and those of others.

VAH1-5.3 Formulate criteria for interpreting and evaluating his or her artworks and those of others.

VAH1-5.4 Maintain a personal portfolio of his or her artworks.

HIGH SCHOOL

LEVEL 1

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VAH1-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.

VAH1-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

VAH1-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.

HIGH SCHOOL

LEVEL 2

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

Indicators

VAH2-1.1 Recognize and analyze the similarities and differences between materials, techniques, and processes in works of visual art.

VAH2-1.2 Describe the ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks.

VAH2-1.3 Communicate ideas through the effective use of a variety of materials, techniques, and processes in works of visual art.

VAH2-1.4 Apply materials, techniques, and processes with skill, confidence, and sensitivity sufficient to make his or her

HIGH SCHOOL

LEVEL 2

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VAH2-3.1 Explore the sources of the subject matter and the ideas in variety of works of visual art.

VAH2-3.2 Analyze and describe the relationships among subject matter and style in works of visual art.

HIGH SCHOOL

LEVEL 2

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VAH2-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.

VAH2-5.2 Make complex, descriptive, interpretative, and evaluative judgments about his or her own

HIGH SCHOOL

LEVEL 2

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

- VAH2-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.
- VAH2-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.
- VAH2-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.

HIGH SCHOOL

LEVEL 3

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

Indicators

VAH3-1.1 Recognize and analyze the similarities and differences between materials,

HIGH SCHOOL

LEVEL 3

Using Structures and Functions

HIGH SCHOOL

LEVEL 3

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VAH3-4.1 Describe ways that the subject matter, symbols, ideas, and technologies in various artworks are related to history and culture.

VAH3-4.2 Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led him or her to make that identification.

VAH3-4.3 Describe and discuss the function and meaning of specific artworks from various world cultures and historical periods.

VAH3-4.4 Demonstrate visual literacy by deconstructing images in a variety of contexts.

VAH3-4.5 Apply a knowledge of art history, various cultures, and technologies in the creation of original artworks.

HIGH SCHOOL

LEVEL 3

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VAH3-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.

VAH3-5.2 Make complex, descriptive, interpretative, and evaluative judgments about his or her own artworks and those of others.

VAH3-5.3 Formulate criteria for interpreting and evaluating his or her own artworks and those of others.

VAH3-5.4 Maintain and exhibit a portfolio of his or her artworks.

HIGH SCHOOL

LEVEL 4

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

Indicators

VAH4-1.1

HIGH SCHOOL

LEVEL 4

Using Structures and Functions

Standard 2: The student will use composition and the elements and principles of design to communicate ideas.

Indicators

VAH4-2.1 Recognize, describe, and analyze the elements and principles of design to communicate ideas.

HIGH SCHOOL

LEVEL 4

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VAH4-3.1 Explore the sources of the subject matter and the ideas in variety of works of visual art.

VAH4-3.2 Analyze and describe the relationships among subject matter, symbols, and themes in communicating intended meaning in his or her own artworks and in those of others.

VAH4-3.3 Select and effectively use subject matter, symbols, and ideas to communicate meaning through his or her artworks.

HIGH SCHOOL

LEVEL 4

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VAH4-4.1 Describe ways that the subject matter, symbols, ideas, and technologies in various artworks are related to history and culture.

VAH4-4.2 Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led him or her to make that identification.

VAH4-4.3 Describe and discuss the function and meaning of specific artworks from various world cultures and historical periods.

VAH4-4.4 Demonstrate visual literacy by deconstructing images in a variety of contexts.

VAH4-4.5 Apply a knowledge of art history, various cultures, and technologies in the creation of original artworks.

HIGH SCHOOL

LEVEL 4

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VAH4-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.

VAH4-5.2 Make complex, descriptive, interpretative, and evaluative judgments about his or her own artworks and those of others.

VAH4-5.3

HIGH SCHOOL

LEVEL 4

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

- VAH4-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.
- VAH4-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.
- VAH4-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.

VAK-1.3
Use all art materials and tools in a safe and responsible manner.

VA1-1.3
Use a variety of materials, techniques, and processes to create work.

| | | |
|---|------------------------------------|-----------------|
| 6 th | 7 th | 8 th |
| VA6-1.1 Identify the materials, techniques, and processes used in a variety of artworks. | VA7-1.1 Identify the materials, | |

| H1 | H2 | H3 | H4 |
|---|---------------------------------------|----|----|
| VAH1-1.1 Recognize and analyze the similarities and differences between materials, techniques, and processes in works of visual art. | VAH2-1.1 Recognize and analyze the | | |

VAH1-1.4
Apply materials,

Visual Arts Standards: Grades K - 12 Using Structures and Functions

Standard 2: The student will use composition and the elements and principles of design to communicate ideas.

| | | | | | |
|--------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Kindergarten | 1 st | 2 nd | 3 rd | 4 th | 5 th |
|--------------|-----------------|-----------------|-----------------|-----------------|-----------------|

VAK-176.06 45VA

VA1-2.3
Select and use
various
elements and
principles of
design to
communicate his
or her ideas,
feelings, and
stories through
works of visual
art.

VA2-2.3

| | | |
|--|-----------------|-----------------|
| 6 th | 7 th | 8 th |
| VA6-2.1 Select a work of art, analyze its composition, and discuss which elements of art and principles of design are used in the work. | VA7 | |

| H1 | H2 | H3 | H4 |
|--|--|--|--|
| <p>VAH1-2.1 Recognize, describe, and analyze the elements and principles of design and other compositional structures and strategies used in the visual arts to communicate ideas.</p> | <p>VAH2-2.1 Recognize, describe, and analyze the elements and principles of design and other compositional structures and strategies used in the visual arts to communicate ideas.</p> | <p>VAH3-2.1 Recognize, describe, and analyze the elements and principles of design and other compositional structures and strategies used in the visual arts to communicate ideas.</p> | <p>VAH4-2.1 Recognize, describe, and analyze the elements and principles of design and other compositional structures and strategies used in the visual arts to communicate ideas.</p> |
| <p>VAH1-2.2 Create works of visual art that use the elements and principles of design and other compositional strategies.</p> | <p>VAH2-2.2 Create works of visual art that use the elements and principles of design and other compositional strategies.</p> | <p>VAH3-2.2 Create works of visual art that use the elements and principles of design and other compositional strategies.</p> | <p>VAH4-2.2 Create works of visual art that use the elements and principles of design and other compositional strategies.</p> |

VAH1-2.3

Visual Arts Standards: Grades K - 12

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

| Kindergarten | 1 st | 2 nd | 3 rd | 4 th | 5 TH |
|---|--|--|--|---|---|
| VAK-3.1 Identify and describe content used by artists. | VA1-3.1 Recognize and describe the content in a work of visual art. | VA2-3.1 Describe the content in a work of visual art. | VA3-3.1 Recognize and describe the content in a work of visual art. | VA4-3.1 Identify and describe the content in a work of visual art. | VA5-3.1 Identify and describe the content in a work of visual art. |
| VAK-3.2 Select and use appropriate subject matter, symbols, and ideas to communicate his or her ideas through works of visual art. | VA1-3.2 Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks. | VA2-3.2 Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks. | VA3-3.2 Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks. | VA4-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making. | VA5-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making. |

| | | | | | |
|--|--|--|--|--|--|
| | <p>VA1-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.</p> | <p>VA2-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.</p> | <p>VA3-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.</p> | <p>VA4-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.</p> | <p>VA5-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.</p> |
| | | | | | <p>VA5-3.4 Write a statement that lists the ways that specific elements of art convey the intended meaning in his or her works of visual art.</p> |

| 6 th | 7 th | 8 th |
|---|---|---|
| VA6-3.1 Identify and describe the content in works of visual art. | VA7-3.1 Compare and contrast the content in two works of visual art. | VA8-3.1 Compare and contrast the content in several works of visual art. |
| VA6-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making. | VA7-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making. | VA8-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making. |
| VA6-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art. | VA7-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art. | VA8-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art. |
| | VA7-3.4 Compare and contrast his or her works of visual art with those of an established artist. | VA8-3.4 Compare and contrast his or her works of visual art with those of established artists. |

| | | | |
|----|----|----|----|
| H1 | H2 | H3 | H4 |
|----|----|----|----|

VAH1-3.1

| | | | | | |
|--|--|--|--|--|--|
| | | | | | VA5-4.3 Discuss and write about the ways that history, culture, technology, and the visual arts can influence each other. |
|--|--|--|--|--|--|

6th

Visual Arts Standards: Grades K - 12
Interpreting Works of Visual Art

Standard 5:

| 6 th | 7 th | 8 th |
|--|--|--|
| VA6-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines. | VA7-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines. | VA8-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines. |
| VA6-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum. | VA7-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum. | VA8-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum. |
| VA6-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers. | VA7-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers. | VA8-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers. |

| H1 | H2 | H3 | H4 |
|---|---|---|---|
| VAH1-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines. | VAH2-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines. | VAH3-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines. | VAH4-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines. |
| VAH1-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum. | VAH2-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum. | VAH3-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum. | VAH4-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum. |
| VAH1-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers. | VAH2-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers. | VAH3-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers. | VAH4-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers. |

GLOSSARY

Terms in the glossary are defined as they relate to Visual Arts content. It is important to note that a single term may have more than one definition or explanation.

| Visual Arts Glossary | |
|-----------------------------------|--|
| composition/compositional | An artist's arrangement or organization of the objects within a work of visual art. Adjective form, <i>compositional</i> . |
| deconstructing | The process of separating and examining the parts in a work of visual art in order to better understand that work as a whole. |
| elements and principles of design | Design elements are basic structural components of art and design including line, color, texture, shape, form, space, and value. Design principles include variety, unity, contrast, emphasis, movement, rhythm, pattern, and balance. |
| subject matter | The content that the artist has chosen to represent in a work of visual art. Traditional subject matter in painting, for example, includes landscapes, buildings and street scenes, and the human face and figure. |
| techniques | The use of tools and materials in unique ways that are specific to the artist, the medium, or the art form. Abstract expressionist painters, for example, often use palette knives or tools intended- |