



Visual Arts

Grades Nine Through Twelve— Proficient

Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of the visual arts after the student has attained the level of achievement in visual arts required of all students in grade eight.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination .

Analyze Art Elements and Principles of Design

- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Impact of Media Choice

- 1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
- 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
- 2.4 Review and refine observational drawing skills.

Communication and Expression Through Original Works of Art

- 2.5 Create an expressive composition, focusing on dominance and subordination.
- 2.6 Create a two- or three-dimensional work of art that addresses a social issue.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
- 3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

Diversity of the Visual Arts

- 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
- 3.4 Discuss the purposes of art in selected contemporary cultures.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

Make Informed Judgments

- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
- 4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.
- 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Visual Literacy

- 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

Career and Career-Related Skills

- 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).



Visual Arts

Grades Nine Through Twelve— Advanced

Note: The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of the visual arts and subsequent to the attainment of the proficient level of achievement.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- 1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art.
- 1.3 Analyze their works of art as to personal direction and style.

Analyze Art Elements and Principles of Design

- 1.4 Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts.
- 1.5 Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.
- 1.6 Describe the use of the elements of art to express mood in one or more of their works of art.

Impact of Media Choice

- 1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.
- 1.8 Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
- 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.3 Assemble and display objects or works of art as part of a public exhibition.

Communicate and Express Through Original Works of Art

- 2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating works of art.
- 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.
- 3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

Diversity of the Visual Arts

- 3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures.
- 3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.
- 4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.
- 4.3 Analyze and articulate how society influences the interpretation and message of a work of art.

Make Informed Judgments

- 4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.
- 4.5 Construct a rationale for the validity of a specific work of art—artwork that falls outside their own conceptions of art.
- 4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Speculate on how advances in technology might change the definition and function of the visual arts.

Visual Literacy

- 5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.

Career and Career-Related Skills

- 5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).
- 5.4 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.

Glossary of Terms Used in the Visual Arts Content Standards



abstract	Artwork in which the subject matter is stated in a brief, simplified manner. Little or no attempt is made to represent images realistically, and objects are often simplified or distorted.
additive	Refers to the process of joining a series of parts together to create a sculpture.
aerial perspective	Aerial or atmospheric perspective achieved by using bluer, lighter, and duller hues for distant objects in a two-dimensional work of art.
aesthetics	A branch of philosophy; the study of art and theories about the nature and components of aesthetic experience.
analogous	Refers to closely related colors; a color scheme that combines several hues next to each other on the color wheel.
arbitrary colors	Colors selected and used without reference to those found in reality.
art criticism	An organized system for looking at the visual arts; a process of appraising what students should know and be able to do.
art elements	See <i>elements of art</i> .
assemblage	A three-dimensional composition in which a collection of objects is unified in a sculptural work.
asymmetry	A balance of parts on opposite sides of a perceived midline, giving the appearance of equal visual weight.
atmospheric perspective	See <i>aerial perspective</i> .
background	The part of the picture plane that seems to be farthest from the viewer.
balance	The way in which the elements in visual arts are arranged to create a feeling of equilibrium in a work of art. The three types of balance are symmetry, asymmetry, and radial.
collage	An artistic composition made of various materials (e.g., paper, cloth, or wood) glued on a surface.
color	The visual sensation dependent on the reflection or absorption of light from a given surface. The three characteristics of color are hue, value, and intensity.
color relationships	Also called color <i>schemes</i> or <i>harmonies</i> . They refer to the relationships of colors on the color wheel. Basic color schemes include monochromatic, analogous, and complementary.

color theory	An element of art. Color has three properties: hue, value, and intensity.
complementary colors	Colors opposite one another on the color wheel. Red/green, blue/orange, and yellow/violet are examples of complementary colors.
composition	The organization of elements in a work of art.
content	Message, idea, or feelings expressed in a work of art.
contour drawings	The drawing of an object as though the drawing tool is moving along all the edges and ridges of the form.
contrast	Difference between two or more elements (e.g., value, color, texture) in a composition; juxtaposition of dissimilar elements in a work of art; also, the degree of difference between the lightest and darkest parts of a picture.
cool colors	Colors suggesting coolness: blue, green, and violet.
curvature	The act of curving or bending. One of the characteristics of line.
curvilinear	Formed or enclosed by curved lines.
design	The plan, conception, or organization of a work of art; the arrangement of independent parts (the elements of art) to form a coordinated whole.
distortion	Condition of being twisted or bent out of shape. In art, distortion is often used as an expressive technique.
dominance	The importance of the emphasis of one aspect in relation to all other aspects of a design.
elements of art	Sensory components used to create works of art: line, color, shape/form, texture, value, space.
emphasis	Special stress given to an element to make it stand out.
expressive content	Ideas that express ideas and moods.
figurative	Pertaining to representation of form or figure in art.
foreground	Part of a two-dimensional artwork that appears to be nearer the viewer or in the front. <i>Middle ground</i> and <i>background</i> are the parts of the picture that appear to be farther and farthest away.
focal point	The place in a work of art on which attention becomes centered because of an element emphasized in some way.
form	A three-dimensional volume or the illusion of three dimensions (related to shape, which is two-dimensional); the particular characteristics of the visual elements of a work of art (as distinguished from its subject matter or content).
function	The purpose and use of a work of art.
genre	The representation of people, subjects, and scenes from everyday life.
gesture drawing	The drawing of lines quickly and loosely to show movement in a subject.
harmony	The principle of design that combines elements in a work of art to emphasize the similarities of separate but related parts.

hue	Refers to the name of a color (e.g., red, blue, yellow, orange).
installation art	The hanging of ordinary objects on museum walls or the combining of found objects to create something completely new. Later, installation art was extended to include art as a concept.
intensity	Also called <i>chroma</i> or <i>saturation</i> . It refers to the brightness of a color (a color is full in intensity only when pure and unmixed). Color intensity can be changed by adding black, white, gray, or an opposite color on the color wheel.
line	A point moving in space. Line can vary in width, length, curvature, color, or direction.
linear perspective	A graphic system used by artists to create the illusion of depth and volume on a flat surface. The lines of buildings and other objects in a picture are slanted, making them appear to extend back into space.
line direction	Line direction may be horizontal, vertical, or diagonal.
line quality	The unique character of a drawn line as it changes lightness/darkness, direction, curvature, or width.
maquette	A small preliminary model (as of a sculpture or a building).
mass	The outside size and bulk of a form, such as a building or a sculpture; the visual <i>weight</i> of an object.
media	Plural of <i>medium</i> , referring to materials used to make art; categories of art (e.g., painting, sculpture, film).
middle ground	Area of a two-dimensional work of art between foreground and background.
mixed media	A work of art for which more than one type of art material is used to create the finished piece.
monochromatic	A color scheme involving the use of only one hue that can vary in value or intensity.
mood	The state of mind or feeling communicated in a work of art, frequently through color.
motif	A unit repeated over and over in a pattern. The repeated motif often creates a sense of rhythm.
movement	The principle of design dealing with the creation of action.
multimedia	Computer programs that involve users in the design and organization of text, graphics, video, and sound in one presentation.
negative	Refers to shapes or spaces that are or represent areas unoccupied by objects.
neutral colors	The colors black, white, gray, and variations of brown. They are included in the color family called <i>earth colors</i> .
nonobjective	Having no recognizable object as an image. Also called <i>nonrepresentational</i> .
observational drawing skills	Skills learned while observing firsthand the object, figure, or place.

one-point perspective	A way to show three-dimensional objects on a two-dimensional surface. Lines appear to go away from the viewer and meet at a single point on the horizon known as the <i>vanishing point</i> .
organic	Refers to shapes or forms having irregular edges or to surfaces or objects resembling things existing in nature.
pattern	Anything repeated in a predictable combination.
performance art	A type of art in which events are planned and enacted before an audience for aesthetic reasons.
perspective	A system for representing three-dimensional objects viewed in spatial recession on a two-dimensional surface.
point of view	The angle from which the viewer sees the objects or scene.
portfolio	A systematic, organized collection of student work.
positive	Shapes or spaces that are or represent solid objects.
primary colors	Refers to the colors red, yellow, and blue. From these all other colors are created.
printmaking	The transferring of an inked image from one surface (from the plate or block) to another (usually paper).
principles of design	The organization of works of art. They involve the ways in which the elements of art are arranged (balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation, unity).
properties of color	Characteristics of colors: hue, value, intensity.
proportion	The size relationships of one part to the whole and of one part to another.
rectilinear	Formed or enclosed by straight lines to create a rectangle.
reflection	Personal and thoughtful consideration of an artwork, an aesthetic experience, or the creative process.
rhythm	Intentional, regular repetition of lines of shapes to achieve a specific repetitive effect or pattern.
rubric	A guide for judgment or scoring; a description of expectations.
scale	Relative size, proportion. Used to determine measurements or dimensions within a design or work of art.
sculpture	A three-dimensional work of art either in the round (to be viewed from all sides) or in bas relief (low relief in which figures protrude slightly from the background).
secondary colors	Colors that are mixtures of two primaries. Red and yellow make orange, yellow and blue make green, and blue and red make violet.
shade	Color with black added to it.
shape	A two-dimensional area or plane that may be open or closed, free-form or geometric. It can be found in nature or is made by humans.

space	The emptiness or area between, around, above, below, or contained within objects. Shapes and forms are defined by the space around and within them, just as spaces are defined by the shapes and forms around and within them.
still life	Arrangement or work of art showing a collection of inanimate objects.
structure	The way in which parts are arranged or put together to form a whole.
style	A set of characteristics of the art of a culture, a period, or school of art. It is the characteristic expression of an individual artist.
stylized	Simplified; exaggerated.
subordination	Making an element appear to hold a secondary or lesser importance within a design or work of art.
subtractive	Refers to sculpting method produced by removing or taking away from the original material (the opposite of <i>additive</i>).
texture	The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art.
theme	An idea based on a particular subject.
three-dimensional	Having height, width, and depth. Also referred to as 3-D.
tint	Color lightened with white added to it.
tone	Color shaded or darkened with gray (black plus white).
two-dimensional	Having height and width but not depth. Also referred to as 2-D.
two-point perspective	A system to show three-dimensional objects on a two-dimensional surface. The illusion of space and volume utilizes two vanishing points on the horizon line.
unity	Total visual effect in a composition achieved by the careful blending of the elements of art and the principles of design.
value	Lightness or darkness of a hue or neutral color. A <i>value scale</i> shows the range of values from black to white.
value scale	Scale showing the range of values from black to white and light to dark.
vanishing point	In perspective drawing, a point at which receding lines seem to converge.
variety	A principle of art concerned with combining one or more elements of art in different ways to create interest.
virtual	Refers to an image produced by the imagination and not existing in reality.
visual literacy	Includes thinking and <i>communication</i> . Visual thinking is the ability to transform thoughts and information into images; visual communication takes place when people are able to construct meaning from the visual image.
visual metaphor	Images in which characteristics of objects are likened to one another and represented <i>as</i> that other. They are closely related to concepts about symbolism.

volume	The space within a form (e.g., in architecture, volume refers to the space within a building).
warm colors	Colors suggesting warmth: red, yellow, and orange.
watercolor	Transparent pigment mixed with water. Paintings done with this medium are known as <i>watercolors</i> .