

Art Standards and Benchmarks –

August 24, 2006

Content Standard: 1: Understanding and applying media, techniques, and processes

Content Standard: 2: Using knowledge of structures and functions

Content Standard: 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Content Standard: 4: Understanding the visual arts in relation to history and cultures

Content Standard: 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Content Standard: 6: Making connections between visual arts and other disciplines

| | Understanding and applying media, techniques, and processes | Using knowledge of structures and functions | Choosing and evaluating a range of subject matter, symbols and ideas | Understanding the visual arts in relation to history and cultures | Reflecting upon and assessing the characteristics and merits of their work and the work of others | Making connections between visual arts and other disciplines |
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| 1 | Making connections between visual arts and other disciplines | Students know the differences among visual characteristics and purposes of art in order to convey ideas | Students explore and understand prospective content for works of art | | | |
| 2 | Students know the differences between materials, techniques, and processes | Students describe how different <u>expressive features</u> cause different responses | Students select and use subject matter to communicate meaning | Students know that the visual arts have both a history and specific relationships to various cultures | Students understand there are various purposes for creating works of visual art | Students identify connections between the visual arts and other disciplines in the curriculum |

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| 3 | Students describe how different materials, techniques, and processes cause different responses | Students describe how different <u>organizational principles</u> cause different responses | Students select and use symbols to communicate meaning | Students identify specific works of art as belonging to particular cultures, times, and places | Students describe how people's experiences influence the development of specific artworks | Students understand similarities and differences between characteristics of the visual arts and other arts disciplines |
| 4 | Students use different media, techniques, and processes to communicate ideas, experiences, and stories | Students use visual structures and functions of art to communicate ideas | Students select and use ideas to communicate meaning | Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art | Students understand there are different responses to specific artworks | Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines |
| 5 | Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices | Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work | Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks | Students know and compare the characteristics of artworks in various eras and cultures | Students compare multiple purposes for creating works of art | Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context |

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| 6 | Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices | Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas | Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks | Students know and compare the characteristics of artworks in various eras and cultures | Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry | Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context |
| 7 | Students intentionally take advantage of the qualities and characteristics of <u>art media</u> , techniques, and processes to enhance communication of their experiences and ideas | Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas | Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks | Students describe and place a variety of art objects in historical and cultural contexts | Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry | Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts |
| 8 | Students intentionally take advantage of the qualities and characteristics of <u>art media</u> , techniques, and processes to enhance communication of their experiences and ideas | Students select and use the qualities of structures and functions of art to improve communication of their ideas | Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks | Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art | Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures | Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts |

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| <p>9-12</p> | <p>-Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks -Students understand how the communication of ideas relates to the media, techniques, and processes they use</p> | <p>-Students understand how the characteristics and structures of art are used to define commercial, personal, communal or other purposes of art -Students evaluate the effectiveness of artworks in terms of organizational structures and functions -Knows how organizational principles and functions can be used to solve specific visual arts problems</p> | <p>-Students understand how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history -Students apply subjects, symbols, and ideas in their artworks</p> | <p>-Students identify a variety of historical and cultural contexts in terms of characteristics and purposes of works of art -Students know the function and meaning of specific art objects within varied cultures, times, and places -Students understand relationships of works of art to one another in terms of history, aesthetics, and culture</p> | <p>-Students identify intentions of those creating artworks -Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts -Students understand how various interpretations can be used to understand and evaluating works of visual art</p> | <p>-Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis -Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences</p> |
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