

# Nine Through Twelve-Advanced

Visual and Performing Arts: Visual Arts Content Standards.

## 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 a part of a public exhibition.

### Communication and Expression 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 learn 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.

### **Careers and Career-Related Skills**

- 5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for post secondary 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.