

ARTISTIC LITERACY

Visual Art Strands

The visual arts curriculum is organized under four major strands: **Presenting**, **Responding**, **Creating**, and **Connecting**. Each strand provides a clear outline of what students are to know across grade levels while providing unifying threads of understanding in support of the goals and objectives within the Visual Art standards. Presenting, responding, creating, and connecting are the strands in which all aspects of visual art can be organized and defined as follows:

Presenting: Refers to presenting or demonstrating something about an existing artwork, informally or formally, a process that calls upon the technical, expressive, and interpretive skills of the learner.

Responding: Refers to synthesizing knowledge of visual art in relation to history, culture, heritage, other content areas, ideas, and life-long learning.

Creating: Refers to expressing ideas and feelings through the creating of visual art.

Connecting: Refers to analyzing, critiquing, describing, and evaluating visual artworks.



Language of Visual Art

“Presenting”

Standard 1

Rationale: Learning to use an appropriate art vocabulary is an essential beginning point for all art students. Sequential study of the language of visual art will contribute to the student’s ability to understand and notice detail. Attention to detail will give students greater perceptual and aesthetic understanding of art. The Visual Art standards support the **Enduring Understanding** that works of art are created for a wide variety of contextual purposes and many different reasons. Learning the language of visual art will help students present and/or communicate their thoughts, ideas, and works of art more persuasively at a greater depth of knowledge.

Essential question: How is art used to express a feeling, record or illustrate an historical event, memorialize or honor individual achievement, tell a story, celebrate a victory, or adorn an empty space?

By participating in the process of purposeful looking, students enhance their ability to see detail and note subtle differences in visual images. They become more aware of images as a form of visual communication, and learn to think about and discuss what they see. The Visual Art standards encourage instruction that will help students build a solid foundation in the language of visual art. The elements of art and principles of design represent that foundation upon which literacy in the visual arts is built. This **Enduring Understanding** of the language of visual art will strengthen each student’s visual fluency and focus their ability to observe and make meaning of the greater world around them.

Students at every grade level should have the opportunity to experience a variety of fine art, and share their observations with others using the language of visual art. They can be challenged to note their observations verbally and/or in writing by responding to a simple **Essential Question**:

- What do I see?

Standard 1: Language of Visual Art: “Presenting”

The student will identify and communicate using a variety of visual art terms.



**Visual Art History and Culture
“Responding”
Standard 2**

Rationale: As participants in a greater society, all students benefit by learning about the defining contributions the arts have made throughout history. Analyzing historical works of art from multiple perspectives invites students to think deeply, beyond simply making value judgments. This process requires knowledge and understanding of the variety of philosophical perspectives that exist within today’s world. Students at all grade levels will benefit from the **Enduring Understandings** gained from learning to observe, reflect and participate in studies that reflect the historical content of visual art. Learning activities in this area of the Visual Art standards will enable students to consider the following **Essential Questions**:

- Who made the artwork?
- Why was the artwork created?
- What function/purpose does the artwork have with respect to its cultural origin?

Classroom teachers are encouraged to emphasize the following areas of art history and culture.

- Works of art that are historically or culturally important because they are representative of a particular style of art.
- Works of art that have symbolic, cultural or historical importance.
- Works of art that are highly original and innovative.
- Works of art that represent different thematic aspects of the human experience
- Works of art that reflect citizenship, and civil discourse.
- Works of art that express a wide range of human emotional qualities, (e.g., honor, courage, perseverance, civic pride, etc.).

Standard 2: Visual Art History and Culture: “Responding”

The student will recognize the development of visual art from a historical and cultural perspective.



Visual Art Expression “Creating” Standard 3

Rationale: Art making is a complex cognitive process. It can involve developing an idea, visually describing a real world experience, expressing an emotional state, or illustrating a intuitive feeling. Creating visual art will help students learn to express themselves more confidently at a deeper level of aesthetic reflection and greater sense of craftsmanship.

This process begins by discussing some **Essential Questions**.

- How was the artwork made?
- What materials were used?
- Why was the artwork created?

Students can and should also be encouraged to develop **Enduring Understandings** of their own unique visual ideas. Through the process of visual art expression, students will engage in problem solving, critical thinking, and aesthetic decision-making. All of these skills are important skills needed in today’s world. Creating original works of art with basic tools and materials, using a variety of art making techniques, will foster **Enduring Understandings** by helping students:

- Develop a greater understanding of the creative process.
- Develop a sense of craftsmanship through repeated art making experiences.
- Increase their understanding of visual art as a language beginning at a basic knowledge level and progressing to higher levels of linguistic fluency.
- Guide their understanding and ability to engage creativity in original ways that are inventive, innovative, and imaginative.

Art processes should be explained and demonstrated for the students by the classroom teacher, art specialist, or visiting artist. It is also possible to allow students to have a simple exploration experience to get acquainted with the materials. It is important, however, that the classroom teacher experience art making before hand, so that he/she will be familiar with the characteristics of the materials to be used, and any art processes that may be taught. Prior art making experiences will contribute greatly to the avoidance of unnecessary disappointments and accidents. Safely working with different types of art materials should be encouraged when selecting curriculum. This will help students to safely understand the broad range of effects that are possible within each medium or art making process they are learning.

Standard 3: Visual Art Expression: “Creating”

The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.



Visual Art Appreciation **“Connecting”** **Standard 4**

Rationale: Learning to appreciate visual art can help each student establish a point of view for deeper analysis of art. Works of art can depict a wide variety of ideas, subjects and historical events within a wide range of human experiences. Art Appreciation will help students make informed decisions about the concept of “quality in art.” Asking questions for purposes of discussion also represents an important step in learning to appreciate visual art.

Art appreciation may involve asking the following **Essential Questions**:

- What is art?
- What is creativity?
- What does a particular work of art communicate to you?
- How was this work of art made? (e.g., technique, process)
- What is the purpose of art? (e.g., symbolic meaning, function)
- What materials were used to create the artwork? (e.g., stone, wood, clay, metal, pigment, canvas, mixed media, plastic, etc.)

By promoting **Enduring Understanding** and appreciation for the discipline of art, academic standards of knowledge are raised for all students. Creative problem solving and creative thinking are an integral part of learning to appreciate art.

The following **Enduring Understandings** foster appreciation of the visual arts when we ask students to:

- Look closely at the process of making art and its relationship to the final product.
- Identify examples of creative problem solving in every day life, and encourage students to make connections with other areas of the instructional curriculum.
- Suspend judgment of unusual or different ideas that students may have about what art is. Divergent thinking can often produce a variety of future problem solving areas of inquiry.
- Explore and investigate new ideas and concepts within a wide range of creative possibilities

Standard 4: Visual Art Appreciation: “Connecting”
The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions.



VISUAL ART

Grade 1

Standard 1: Language of Visual Art: “Presenting”

The student will identify and communicate using a variety of visual art terms.

1. Use appropriate art vocabulary to describe art.
2. Name elements of art, including: line, color, form, shape, texture, value, and space.
3. Name the principles of design, including: rhythm, balance, contrast, movement, center of interest (emphasis), and repetition.
4. Use the elements of art and principals of design.

Standard 2: Visual Art History and Culture: “Responding”

The student will recognize the development of visual art from a historical and cultural perspective.

1. Understand art reflects a culture.
2. Identify connections between visual art and other art disciplines.
3. Identify specific works of art produced by artists in different cultures.
4. Use appropriate art terminology to express personal opinions about art.

Standard 3: Visual Art Expression: “Creating”

The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

1. Experiment in color mixing with various media.
2. Use a variety of subjects, basic media and techniques in creating visual art, including drawing, painting, sculpture, collage, and mixed media.
3. Demonstrate beginning skills of composition using the elements of art and principles of design.
4. Use art media and tools in a safe and responsible manner to create visual art.

Standard 4: Visual Art Appreciation: “Connecting”

The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions.

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
2. Demonstrate respect for personal artwork and the artwork of others.
3. Demonstrate thoughtfulness and care in completion of artworks..
4. Identify learning connections between visual art and concepts from other disciplines, such as mathematics, science, English Language Arts, social studies, and media arts.



VISUAL ART

Grade 2

Standard 1: Language of Visual Art: “Presenting”

The student will identify and communicate using a variety of visual art terms.

1. Use appropriate art vocabulary to describe art.
2. Name and describe the elements of art, including line, color, form, shape, texture, value, and space.
3. Name and describe the principles of design, including rhythm, balance, contrast, movement, center of interest (emphasis), and repetition.
4. Use the elements of art and principals of design to communicate ideas.

Standard 2: Visual Art History and Culture: “Responding”

The student will recognize the development of visual art from a historical and cultural perspective.

1. Understand art reflects the culture of its origin.
2. Identify connections between characteristics of visual art and other art disciplines.
3. Identify specific works of art produced by artists in different cultures times and places.
4. Use appropriate art terminology to express personal opinions about art.

Standard 3: Visual Art Expression: “Creating”

The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

1. Experiment in color mixing with various media.
2. Use a variety of subjects, basic media and techniques in creating visual art including drawing, painting, weaving, sculpture, ceramics, collage, and mixed media.
3. Demonstrate beginning skills of composition using the elements of art and principles of design.
4. Use art media and tools in a safe and responsible manner to make visual art.

Standard 4: Visual Art Appreciation: “Connecting”

The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions.

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
2. Demonstrate respect for personal artwork and the artwork of others.
3. Demonstrate thoughtfulness and care in completion of artworks.
4. Identify learning connections between visual art and concepts from other disciplines, such as mathematics, science, English Language Arts, social studies and media arts.



VISUAL ART

Grade 3

Standard 1: Language of Visual Art: “Presenting”

The student will identify and communicate using a variety of visual art terms.

1. Use appropriate art vocabulary to describe art.
2. Name, describe, and understand the elements of art, including: line, color, form, shape, texture, value, and space.
3. Name, describe, and understand the principles of design, including: rhythm, balance, contrast, movement, center of interest (emphasis), and repetition.
4. Understand the characteristics of and use the elements of art and principals of design to creatively express original ideas.

Standard 2: Visual Art History and Culture: “Responding”

The student will recognize the development of visual art from a historical and cultural perspective.

1. Understand that art reflects and can describe the culture of its origin.
2. Identify connections between different the visual arts and other art disciplines.
3. Identify specific works of art produced by artists at different times and places, including American, Native American, African American, Asian, European, and Hispanic art produced.
4. Use appropriate art terminology to express personal opinions about art.
5. Understand how the visual arts are reflected in, the culture, traditions, and history of Oklahoma.

Standard 3: Visual Art Expression: “Creating”

The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

1. Experiment in color mixing with various media.
2. Use a variety of subjects, basic media and techniques in creating visual art including drawing, painting, weaving, sculpture, ceramics, collage, and mixed media.
3. Demonstrate understanding and knowledge of composition using the elements of art and principles of design.
4. Use art media and tools in a safe and responsible manner to create visual art.

Standard 4: Visual Art Appreciation: “Connecting”

The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions.

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
2. Demonstrate respect for personal artwork and the artwork of others.
3. Demonstrate thoughtfulness and care in completion of artworks.
4. Make learning connections between visual art and other disciplines, such as mathematics, science, English Language Arts, social studies, and media arts.



VISUAL ART

Grade 4

Standard 1: Language of Visual Art: “Presenting”

The student will identify and communicate using a variety of visual art terms.

1. Know how works of art are made with respect to the materials, media, techniques, and sources of ideas.
2. Describe and use the elements of art, including: line, color, form, shape, texture, value (light and dark), and space in works of art.
3. Describe and use the principles of design, including: rhythm, balance, contrast, movement, variety, center of interest (emphasis), and repetition in works of art.
4. Infer meaning from and discuss student observations of visual and expressive features seen in the environment (e.g., colors, textures, shape, form, etc.).

Standard 2: Visual Art History and Culture: “Responding”

The student will recognize the development of visual art from a historical and cultural perspective.

1. Describe and place a variety of specific significant art objects by artist, style and historical and cultural context.
2. Identify themes and purposes of works of art and artifacts in history and culture.
3. Demonstrate a basic knowledge of several fields of art such as painting, sculpture, drawing, computer graphics, printmaking, architecture, fiber arts, and media arts.
4. Identify how visual art is used in today’s world, including media arts and the popular media of advertising, television, and film.
5. Understand how the visual arts have affected and are reflected in, the culture, traditions, and history of the United States.

Standard 3: Visual Art Expression: “Creating”

The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

1. Create original visual artworks using a variety materials (media), techniques (skills), and sources for ideas.
2. Use observation, memory, and imagination in creating original works of art.
3. Apply knowledge of a basic art vocabulary through experiences in creating original works of art.
4. Use art media and tools in a safe and responsible manner to create original visual art.

Standard 4: Visual Art Appreciation: “Connecting”

The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions.

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
2. Demonstrate respect for personal artwork and the artwork of others.
3. Demonstrate thoughtfulness and care in completion of artworks.
4. Make learning connections between visual art and other disciplines, such as mathematics, science, English Language Arts, social studies, and media arts.
5. Critique personal art based on teacher-established criteria.



VISUAL ART

Grade 5

Standard 1: Language of Visual Art: “Presenting”

The student will identify and communicate using a variety of visual art terms.

1. Know how works of art are made with respect to the materials, media, techniques, and sources of ideas.
2. Describe and apply knowledge of the principles of design, including: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in personal artwork and the artworks of others.
3. Describe and apply knowledge of the principles of design, including: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in personal artwork and the artworks of others.
4. Describe and use the elements of art, including: line, color, form, shape, texture, value (light and dark), and space in works of art.
5. Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlapping, negative space, positive space, size, color) in his/her own artwork and the artworks of others.
6. Infer meaning from and discuss student observations of visual and expressive features seen in the environment (e.g., colors, textures, shape, form, etc.).

Standard 2: Visual Art History and Culture: “Responding”

The student will recognize the development of visual art from a historical and cultural perspective.

1. Describe and place a variety of significant visual art objects by artist, style and historical and cultural context.
2. Identify themes and purposes of works of art and artifacts in history and culture.
3. Identify how the visual arts are used by artists and designers in today’s world, including media arts, and the popular media of advertising, television, and film (e.g., illustrator, fashion designer, sculptor, display designer, painter, graphic designer, animator, and photographer).
4. Communicate in-depth knowledge gained through integrated study of a visual art theme, historical period, or event.
5. Understand how the visual arts are reflected in, the culture, traditions, and history of the United States.

Standard 3: Visual Art Expression: “Creating”

The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

1. Create original visual artworks using a variety materials (media), techniques (skills), and sources for ideas.
2. Use observation, memory and imagination in creating original works of art.
3. Apply knowledge of a basic art vocabulary through experiences in creating original works of art.
4. Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
5. Demonstrate a basic knowledge of media and processes while creating in the following disciplines of visual art:

Painting	media:	tempera, watercolor, oil, and acrylic.
	processes:	wet-on-wet, wet-on-dry, wash, resist, and sponge.
Sculpture or Architecture	media:	paper, papier-mâché, clay, plaster, cardboard, wood, found objects, beads, sand, and wire.
	processes:	carving, constructing, and assembling.
Drawing	media:	pencils, colored pencils, markers, chalks, crayons, and oil-pastels.
	processes:	sketching, contour line, hatching, crosshatching, and stippling.
Printmaking	media:	printing ink, styrofoam, stencil, found object.
	processes:	relief, silkscreen, and monoprint.
Fiber Arts	media:	cloth, yarn, ribbon, found objects, paper, and rope.
	processes:	weaving, stitchery, braiding, and basketry.
Media Arts	media:	broadcasting, film, journalism, performing arts, and telecommunications.
	processes:	Audio-video communication technology, printing technology.

Standard 4: Visual Art Appreciation: “Connecting”

The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions.

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
2. Demonstrate respect for personal artwork and the artwork of others.
3. Demonstrate thoughtfulness and care in completion of artworks.

4. Make learning connections between visual art and other disciplines, such as mathematics, science, Language Arts, social studies, and media arts.
5. Critique personal art based on teacher-established criteria.



VISUAL ART

Grade 6

Standard 1: Language of Visual Art: “Presenting”

The student will identify and communicate using a variety of visual art terms.

1. Compare works of art which are similar or different in expressive quality, composition, and style.
2. Describe and apply knowledge of the principles of design, including: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in his/her own art work and the artworks of others.
3. Describe and use the elements of art, including: line, color, form, shape, texture, value (light and dark), and space in works of art.
4. Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlapping, negative space, positive space, size, color) in his/her own artwork, and the artworks of others.
5. Infer meaning from and discuss how artists use the elements of art and principles of design in creating art.

Standard 2: Visual Art History and Culture: “Responding”

The student will recognize the development of visual art from a historical and cultural perspective.

1. Recognize and describe the cultural and ethnic traditions which have influenced the visual arts, including American, Native American, African American, Asian, Australian, European, and Hispanic traditions.
2. Analyze art from various historical periods in terms of artistic style and subject matter
3. Identify how the visual arts are used in business and industry, including advertising, television, and film, and understand the role of the visual arts in creating digital images and commercial designs.
4. Discuss the relationship that exists between the visual arts and other art forms, such as music, dance, drama and media arts.
5. Understand how the visual arts are reflected in different cultures throughout history.

Standard 3: Visual Art Expression: “Creating”

The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

1. Create original visual artworks using a variety materials (media), techniques (skills), and sources for ideas.
2. Use observation, memory, and imagination in creating original works of art.
3. Apply knowledge of a basic art vocabulary through experiences in making original works of art.
4. Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
5. Demonstrate a basic knowledge of media and processes while creating in the following disciplines of visual art:

Painting	media:	tempera, watercolor, oil, and acrylic.
	processes:	wet-on-wet, wet-on-dry, wash, resist, and sponge.
Sculpture or Architecture	media:	paper, papier-mâché, clay, plaster, cardboard, wood, found objects, beads, sand, and wire.
	processes:	carving, constructing, and assembling.
Drawing	media:	pencils, colored pencils, markers, chalks, crayons, and oil-pastels.
	processes:	sketching, contour line, hatching, crosshatching, and stippling.
Printmaking	media:	printing ink, styrofoam, stencil, found object.
	processes:	relief, silkscreen, and monoprint.
Fiber Arts	media:	cloth, yarn, ribbon, found objects, paper, and rope.
	processes:	weaving, stitchery, braiding, and basketry.
Media Arts	media:	broadcasting, film, journalism, performing arts, and telecommunications.
	processes:	Audio-video communication technology, printing technology.

Standard 4: Visual Art Appreciation: “Connecting”

The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions.

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
2. Demonstrate respect for personal artwork and the artwork of others.
3. Demonstrate thoughtfulness and care in completion of artworks.
4. Make learning connections between visual art and other disciplines, such as mathematics, science, English Language Arts, social studies, and media arts.

5. Critique personal art based on teacher-established criteria.



VISUAL ART

Grade 7

Standard 1: Language of Visual Art: “Presenting”

The student will identify and communicate using a variety of visual art terms.

1. Compare and contrast works which are similar or different in expressive quality, composition, and style.
2. Describe and apply knowledge of the principles of design, including: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in his/her own art work and the art works of others.
3. Describe and use the elements of art, including: line, color, form, shape, texture, value (light and dark), and space in works of art.
4. Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlapping, negative space, positive space, size, color) in his/her own artwork and the artworks of others.
5. Infer meaning from and discuss how artists use the elements of art and principles of design in creating art.
6. Identify and evaluate solutions to visual design problems.

Standard 2: Visual Art History and Culture: “Responding”

The student will recognize the development of visual art from a historical and cultural perspective.

1. Recognize and describe the cultural and ethnic traditions which have influenced the visual arts, including American, Native American, African American, Asian, Australian, European, and Hispanic traditions.
2. Identify and be familiar with a range of art works, identifying artist, culture, and style from an historical context.
3. Identify the variety of art forms used in business and industry, (including advertising, television, and film) and understand the role of art in creating digital images and commercial designs.
4. Analyze careers in art and a variety of other careers in terms of the art skills needed to be successful.
5. Understand how the visual arts are reflected in different cultures throughout history.

Standard 3: Visual Art Expression: “Creating”

The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

1. Create original visual artworks using a variety materials (media), techniques (skills), and sources for ideas.
2. Use observation, memory, and imagination in making original works of art.
3. Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
4. Apply knowledge of a basic art vocabulary through experiences in making original works of art.
5. Create original art using a variety of art tools, media, techniques and processes in the art disciplines of (e.g., ceramics, drawing, fiber arts, painting, printmaking, media arts, and sculpture).

Standard 4: Visual Art Appreciation: “Connecting”

The student will appreciate and utilize visual art to make interdisciplinary connections and informed decisions.

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
2. Demonstrate respect for personal artwork and the artwork of others.
3. Demonstrate thoughtfulness and care in completion of artworks.
4. Make learning connections between visual art and other disciplines, such as mathematics, science, English Language Arts, social studies, and media arts.
5. Analyze and reflect upon personal artwork based on formative evaluations of the work.



VISUAL ART

Grade 8

Standard 1: Language of Visual Art: “Presenting”

The student will identify and communicate using a variety of visual art terms.

1. Compare and contrast works which are similar or different in expressive quality, composition, and style.
2. Identify and apply knowledge of the principles of design, including: rhythm, balance (symmetrical, asymmetrical, radial), contrast, movement, variety, center of interest (emphasis), and repetition in personal artwork and the artworks of others.
3. Identify and apply the elements of art, including: line, color, form, shape, texture, value (light and dark), and space in works of art.
4. Discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, one-, two-, and three-point perspective, overlapping, negative space, positive space, size, color) in personal artwork and the artworks of others.
5. Infer meaning from and discuss how artists use the elements of art and principles of design in creating art.

Standard 2: Visual Art History and Culture: “Responding”

The student will recognize the development of visual art from a historical and cultural perspective.

1. Recognize and describe the cultural and ethnic traditions which have influenced the visual arts, including American, Native American, African American, Asian, Australian, European, and Hispanic traditions.
2. Identify and be familiar with a range of art works, identifying artist, culture and style from an historical context.
3. Use visual images from a variety of media and technological sources to communicate creatively.
4. Analyze careers in art and a variety of other careers in terms of the art skills needed to be successful.
5. Research and explain how the visual arts are reflected in different cultures throughout history.

Standard 3: Visual Art Expression: “Creating”

The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

1. Create original visual artworks using a variety materials (media), techniques (skills), and sources for ideas.
2. Use observation, memory and imagination in making original works of visual art.
3. Apply knowledge of a basic art vocabulary through experiences in making original works of visual art.
4. Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
5. Create original visual art using a variety of art tools, media, techniques and processes in the art disciplines of (e.g., ceramics, drawing, fiber arts, painting, printmaking, media arts, and sculpture).

Standard 4: Visual Art Appreciation: “Connecting”

The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions.

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
2. Demonstrate respect for personal artwork and the artwork of others.
3. Demonstrate thoughtfulness and care in completion of artworks.
4. Make learning connections between visual art and other disciplines, such as mathematics, science, English Language Arts, social studies, and media arts.
5. Analyze and reflect upon personal art work based on formative and summative evaluations of the work.



VISUAL ART

High School

Standard 1: Language of Visual Art: “Presenting”

The student will identify and communicate using a variety of visual art terms.

1. Compare and contrast works which are similar or different in expressive quality, composition, and style.
2. Identify and apply knowledge of the principles of design, including: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in personal artwork and the artwork of others.
3. Identify and apply the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art.
4. Differentiate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, one-, two-, and three-point perspective, overlap, negative space, positive space, size, color) in personal artwork and the artwork of others.
5. Analyze how the elements of art and principles of design are used in the presentation of visual arts.
6. Discuss visual arts skills and processes used to identify and solve design problems in visual art and other creative disciplines.

Standard 2: Visual Art History and Culture: “Responding”

The student will recognize the development of visual art from a historical and cultural perspective.

1. **PROFICIENT:** Research works of art within their cultural and historical context.
ADVANCED: Analyze common characteristics of works of art and artifacts across time and among different cultural groups.
2. **PROFICIENT;** Describe the basic ideas underlying several major art movements or historical periods including: Ancient (Egyptian, Greek and Roman), Renaissance, Impressionism/Post-Impressionism and 20th Century.
ADVANCED: Analyze issues related to chronology and discuss or debate contemporary issues in relation to historical perspectives.
3. **PROFICIENT:** Compare cultural and ethnic art forms throughout the world that have influenced visual art.
ADVANCED: Classify works of art based on time-periods, movements or specified style, and understand the role of visual art in documenting history.
4. **PROFICIENT:** Describe the relationship between visual art and other academic disciplines.

- ADVANCED: Analyze the creative and analytical principles, themes, and techniques relating to visual art and contrast them with other academic disciplines.
5. PROFICIENT: Identify major regional, national, and international collections of art.
- ADVANCED: Research exemplary art exhibitions at local, regional, national, or international museums or art galleries.
6. PROFICIENT: Identify the use of visual art in business and industry, advertising, television and film.
- ADVANCED: Document and create a visual art career plan based on personal portfolio, and develop an in depth investigation of future educational possibilities.
7. PROFICIENT: Understand the role of visual arts in United States history
- ADVANCED: Interpret the role of visual arts in United States history from a cultural, and/or historical perspective.

Standard 3: Visual Art Expression: “Creating”

The students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

1. Create original two-and three-dimensional works of visual art from observation, memory, and imagination using a variety of art media
2. Prepare a portfolio (collection) of the learner’s original artwork.
3. Demonstrate safe and proper use, care, and storage of media, materials, and equipment while creating visual art.
4. Apply knowledge of a basic art vocabulary through experiences in making original works of visual art.
5. Create original visual art using a variety of art tools, media, techniques and processes in the visual art disciplines of (e.g., ceramics, drawing, fiber arts, painting, printmaking, media arts, and sculpture).
6. Create original visual art using skills and knowledge learned in other content disciplines of learning.
7. Analyze and discuss the influences of digital media and technology on the visual arts.

Standard 4: Visual Art Appreciation: “Connecting”

The student will appreciate and utilize visual art to make interdisciplinary connections and informed aesthetic decisions.

1. PROFICIENT: Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
- ADVANCED: Understand the collaborative relationships between cultural art organizations, and the citizens they serve.

2. PROFICIENT: Demonstrate respect for personal artwork and the artwork of others.
ADVANCED: Create a personal artistic style in the development of a portfolio of personal artwork.
3. PROFICIENT: Demonstrate thoughtfulness and care in completion of artworks.
ADVANCED: Develop an artist statement of personal artwork.
4. PROFICIENT: Make learning connections between visual art and other disciplines, such as mathematics, science, English Language Arts, social studies and media arts.
ADVANCED: Understand how knowledge gained in other disciplines of learning can lead to the creative resolution of design challenges in the visual arts.
5. PROFICIENT: Critique personal artwork based on thoughtful inquiry.
ADVANCED: Construct persuasive and reasonable arguments, individually and/or in collaboration with other students, to defend or critique works of art.



Media Arts Introduction

The standards for the *Media Arts* are new to the visual and performing arts standards document. Today, in a rapidly changing world of creative expression, students are expanding their use of technology as a source of social networking, communication, and creative expression. This includes graphic, video, and sound art that originate from a variety of new sources and are then used to create *Media Arts*. The *Media Arts* standards are embedded within the visual arts and general music content standards, and can be used to design curriculum in animation, film studies, graphic design, sound design and recording, digital photography, audio-video communication technology, broadcasting, journalism, performing arts, printing technology, telecommunications, and the visual arts. We are pleased to welcome *Media Arts* to the world of Fine Arts, and to the pantheon of creative human expression.

MEDIA ARTS

- PROFICIENT:** Use a variety of media arts technologies, techniques, and processes to communicate ideas

ADVANCED: Develop and expand using technologies, techniques, and processes related to media arts creatively.
- PROFICIENT:** Make connections between media arts and other arts disciplines, of learning.

ADVANCED: Communicate and understand the interrelationship between media arts and other disciplines of learning.
- PROFICIENT:** Demonstrate a working knowledge of digital citizenship.

ADVANCED: Demonstrate fluency of the responsible use of digital technology and digital citizenship.
- PROFICIENT:** Explore language, tone and point of view in media arts texts.

ADVANCED: Analyze how language, tone, and point of view used in media arts texts influence variations in meaning and multiple interpretations of visual messages.
- PROFICIENT:** Understand cultural and societal issues related to media arts.

ADVANCED: Debate the roll of media arts and use of digital technologies in today's world.
- PROFICIENT:** Use a variety of media arts techniques and processes to develop original ideas.

ADVANCED: Creatively use media arts techniques and processes to develop original ideas.

7. PROFICIENT: Design media arts artwork that indicates an understanding of the elements and principles of artistic design.

ADVANCED: Create a portfolio of media arts artwork that indicates deep knowledge of the elements and principles of artistic design.



VISUAL ART GLOSSARY

acrylic paint - a nontoxic, water-based pigment available in tubes or jars and may be washed out of brushes.

aesthetics - that branch of philosophy which focuses on the nature and value of art, the nature of beauty, and provides a criteria by which works of art are analyzed and evaluated.

architecture - the art form of designing and planning the building of structures such as homes, churches, bridges, shopping centers, office buildings, schools, etc. Architecture is common to all cultures throughout history.

art criticism - the field of inquiry that describes, interprets and evaluates works of visual art, often by making comparative judgments.

art history - the field of inquiry into the origins of visual art in worldwide and/or specific cultures, including the social, religious, cultural, philosophical, aesthetic and technological factors which influence changes in their production over time.

background - part of the picture plane that seems furthest from the viewer usually in the upper portion of the image.

ceramics - making visual art from clay, a naturally occurring earth substance. The pottery is produced using this process and is then fired in a kiln to make it stronger.

collage - twentieth-century technique of making art in which various materials, such as paper, photographs, fabric, string, etc., are pasted on a flat surface.

commercial art - graphic art produced for purposes such as advertising and packaging.

composition - arrangement of objects, shapes, colors in a work of art.

content - message or theme the artist is trying to communicate in a particular work of art.

contour - outline or outside edge of shapes. Contour lines will define something in a drawing, painting, or other work of art.

create - the process of producing works of visual art using various materials, media and techniques, usually of an original concept or idea, and involving higher-order thinking skills.

design - organization, plan or arrangement of a work of art.

drawing - the art of representing objects, ideas, etc. on a surface using pencil, crayon, marker, pen, or other marking material to make lines or values usually on a flat surface.

easel - a freestanding upright support for a painter's canvas.

elements of art (design) - the observable components of which all works of visual art are comprised, includes: line, shape, color, texture, value (light and dark), form, and space.

engraving - an intaglio printmaking method in which a sharp tool called a burin is used to scratch lines into a metal plate. This technique is used to create a print.

expression - a process of conveying ideas, feelings and meanings through selective use of the communicative possibilities of visual art

folk art - paintings and decorative objects made in a naïve style.

foreground - part of the picture plane that seems closest to the viewer, usually in the lower portion of the image.

foreshortening - a way of drawing or painting an object or person (using linear perspective) so that it seems to go back in space. Prominently used during the Renaissance.

landscape - a painting, drawing, photograph, or other work of art, which shows natural or outdoor scenes, such as rivers, lakes, mountains, or trees.

loom - machine or frame for weaving.

materials - the resources used in (1) the creation of works of visual art, such as canvas, clay, fabrics, fibers, film, paint, paper, wood, etc., and (2) the study of works of art, such as art reproductions, books, videocassettes, filmstrips, slides, etc.

medium - material used by an artist to produce a work of art. May also refer to the liquid mixed with pigment to make paint.

media - visual artworks are grouped according to the materials used to produce them, such as film, oils, pen and ink, pencils and watercolors, etc.

middle ground - area of a picture between foreground and background.

mixed media - creating artwork that uses more than one medium or technique in combination.

modern art - the latest styles of art, often associated with revolutionary ideas and styles in art, architecture, and literature. The art that developed in the early 20th century as a reaction to traditional forms.

mosaic - floor or wall decoration made of small pieces of stone, ceramic, shell, or glass set into plaster or cement.

original - artwork not copied or imitated from the work of someone else.

paint - pigments (color) mixed with oil or water. Pigment particles in paint stick to the surface of the support material on which the paint is applied.

paint brush - used to apply paint to the surface of different support materials.

paper maché - modeling material made of mashed newspaper and liquid paste.

perception - visual and sensory awareness, discrimination and integration of impressions, conditions and relationships with regard to objects, images and feelings.

perspective - system for giving the illusion of three-dimensional space on a two-dimensional surface.

photographer - person using the technique of photography to capture optical images on light sensitive surfaces.

picture plane - surface of a painting or drawing.

pottery - ceramic container made from clay, and then fired in a kiln.

portrait - image of a person's face.

primary colors - the basic colors of red, yellow, and blue from which it is possible to mix all other colors on the color wheel.

principles of design - refer to the different ways the elements of design may be used in works of art in the Western European tradition, such as: balance, rhythm, center of interest, emphasis, contrast, repetition, movement, variety, and unity. Although, works from cultures that are not part of the Western European tradition may give evidence of such principles, they were not created according to these principles and should not be judged by them.

print, printmaking - the art process used to produce an impression from one surface to another and may be repeated one or more times to produce identical images. Several basic printing processes used in the classroom include stencil, block, and monoprint.

process - a complex operation involving a number of methods or techniques, such as the additive/subtractive process in sculpture, or the etching/intaglio processes in printmaking.

rubbing - technique of transferring textural qualities of a surface to paper by placing the paper over the surface and repeatedly rubbing over the top of the paper with crayon or pencil until the image is clearly visible on the paper.

sculpture - a three-dimensional work of art, which may be carved, modeled, constructed, or cast.

secondary colors - the three colors obtained by mixing equal parts of two primary colors: red + yellow = orange; red + blue = violet; blue + yellow = green.

shade - dark value of a color made by adding black to it. Opposite of a tint.

shadow - shaded areas in a drawing painting photograph, or other work of art. Shadows show the surface of the subject that reflects the least light, and are used to create the illusion of form. Opposite of highlight.

still life - a painting, drawing, photograph, or other work of art that shows an arrangement of inanimate objects.

style - an artist's or group of artists' characteristic way of making art or expression, often typical of a cultural group or time period.

subject matter - the categories for identifying the type of content in visual works of art, such as abstractions, animals, landscapes, genre (people in everyday activities), human figures, cityscapes, seascapes, etc.

symbol - visual image that stands for or represents something else.

techniques - the processes by which art materials and media are used to create/produce works of visual art, such as carving, drawing, painting, printing, etc.

technologies - complex equipment used in the study and creation of art, such as lathes, presses, computers, lasers and video equipment.

three-dimensional - having three qualities including depth, height, and breadth, as in a sculpture, for example.

tint - light value of a color made by mixing the color with white.

tools - instruments and equipment used by students to create and learn about art, such as brushes, scissors, brayers, easels, kilns, carving tools and cameras.

two-dimensional - flat. Having only two qualities of height and breadth, as in a drawing or painting, for example.

vanishing point - in perspective, the point at which receding lines seem to converge and vanish.

visual art- a broad category that includes the traditional fine art, such as drawing, painting, printmaking and sculpture; communication and design art such as film, television, graphics and product design; architecture and environmental art such as urban, interior and landscape design; folk art; and works of art such as ceramics, fibers, jewelry, works in wood, paper and other materials.

Major styles of visual art in Western Culture

Ancient Art - Prehistoric to approximately A.D. 330 (artifacts listed are a few of the noted contributions of these ancient cultures).

Egyptian - including the Pyramids, Sphinx, hieroglyphics, columns and wall paintings.

Greek - including architecture, pottery/vase decoration and sculpture.

Roman - including panel paintings, portrait sculpture, and mosaics.

Renaissance - A revival or rebirth. An art movement during the fourteenth and fifteenth century, during which time advances in painting were made, including perspective and foreshortening. Noted artists of the time include Leonardo Da Vinci, Michelangelo and Raphael.

Impressionism - A style of painting started in France in the 1860s. This style of art emphasized the effect of sunlight on objects and used small dabs of paint that are blended in the viewer's eyes to imitate reflected light. Noted artists include Edgar Degas, Pierre Auguste Renoir, Mary Cassatt and Claude Monet.

Post-Impressionism - A French art movement that immediately followed Impressionism, in the 1880s and 1890s. Artists emphasized light, shadow, and color and added dimensions of psychological depth and emotional involvement in their art. Noted artists included Paul Cezanne, Vincent van Gogh and Paul Gauguin.

Cubism - A twentieth-century art movement begun in the 1900s, in which subject matter is broken up or separated into cubes and other geometric shapes. These artists rejected the use of proportion and emphasized the flatness of the painted subject and subjects are sometimes shown from several viewpoints at the same time. Noted artists include Pablo Picasso and Georges Braque.

Abstract Art - A twentieth-century art movement which is nonrepresentational and in which the elements and principles of design may be stressed or shapes of real objects may be simplified or distorted. Noted artists include Piet Mondrian, Wassily Kandinsky and Jackson Pollack.

Note: There are many other artists and styles of art and the classroom teacher or visual art specialist is encouraged to expand on those listed above.