

MMSD 6-12th Grade Level Visual Arts Standards



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MADISON METROPOLITAN SCHOOL DISTRICT



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Visual Arts Standards- 6-8th Grade

Acknowledgments

The Visual Arts Standards committee referred to the National Standards for Arts Education (MENC, 1994) as a model from which to create the district's standards. The committee refined the expectations for the primary and intermediate levels and clarified those for the middle, high school, and advanced levels for this district. It extends its gratitude to the visual arts educators across the nation who contributed to the national standards as well as the district's visual arts faculty who reviewed Madison's standards and offered their suggestions. The document standardizes the expanding practice of our outstanding teachers as they respond to learners' abilities and their needs into the 21st century.

The revisions in 2008 provide additional information to assist in the reporting of student progress towards the WI Academic Standards explored in general music for middle school. A rubric tool is provided at the end of this document to assist staff is determining the level of proficiency a student has demonstrated through skills/techniques, knowledge, and application of the content area.

1998 Madison Metropolitan School District Visual Arts Standards Committee:

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- Katharine Goray -- Lincoln Elementary
- Randy Hopkins -- Shorewood Elementary
- Lee Kleeman -- Thoreau Elementary
- Susan Klein -- Huegel Elementary
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Intent of Visual Arts Education

Definition:

The Visual Arts are an essential part of human existence. They communicate ideas, feelings, and experiences into meaningful visual expressions. Through the use of a medium and the simple elements of line, form, space, color, and texture, people from earliest recorded history have created art. It is all around us. It appears in nature, in the imitation of nature, and in original expressions. One of the most revealing ways that people share their culture is through the arts which are as varied as the cultures that create it. The different forms of visual art reflect what is happening in a nation and in the world. It exists in the form and function of everything on the market and its importance is sometimes taken for granted in the design of such things as apparel, furniture, appliances, technology, vehicles, etc.

Purpose:

Art is universal because it transcends barriers which can exist in the spoken and written word. Through art, the common threads of humanity and cultural differences are recognized and appreciated. In a world which depends so much on accurate visual interpretation, learners need to interpret the visual experience through an understanding of other subject matter, symbols and ideas.

The visual arts give balance to human existence. They are a means used to convey people's emotional reactions to others and the life around them. Art permits people to express who they are and what they feel about the world they live in. It establishes their identity in a particular place and at a particular time. They are a means of caring for and preserving the life of the human spirit. Because the nation's population is more diverse, understanding and communication across nations and cultures is essential. Students need to understand the function and structure of the visual arts, the relationship to human history and cultures, and the connections between the visual arts and other disciplines.

The "Goals 2000: Educate America Act" was approved by both houses of Congress in 1994 and established the arts as a core subject among the disciplines in which every American should demonstrate competence. It is studied for itself and for the profound effect it has on facilitating the learning of spatial concepts needed in architecture and geometry, and on the creativity which is essential to development in science and engineering. Additionally, the study of visual arts assists consumers in understanding how art and its elements affect people and how they are used commercially to influence the cognition, behavior, and the environment.

Characteristics:

Art education makes a unique contribution to a student's experience. It facilitates the ability to communicate in a nonverbal manner and to develop and expand problem solving skills. It fosters the development of craftsmanship and encourages perception, reflection, and production. The act of creating art involves people on many levels of thinking and modes of learning. It offers learning opportunities to students of all mental and physical ability levels and ages. The eye, hand, and mind act in concert in the creation of art.

A well-balanced curriculum and the instruction of art includes the following areas of study in the K-12 art program: drawing, painting, printing, sculpture, ceramics, environmental design and architecture, art metal, commercial art, photography, cinegraphics, fiber art, and viewing and responding. Students are taught to know and apply the principles of movement or rhythm, balance, contrast, emphasis, unity, and repetition to their art.

Wisconsin Statutes PI 8.01(2)(j)(k)(l) require that regular visual arts classes, which follow a comprehensive curriculum, be taught by a visual arts specialist from kindergarten through eighth grade in the elementary schools, and through the sixth grade in middle schools. Thereafter, each school district is required to offer art courses as electives through high school.

These visual arts standards provide unified expectations for students and inform the community of what a person who is literate in visual arts knows and can do at each level of development.

Wisconsin Academic Standards- Visual Arts

- Content Standard One:** Sees
in ways that engage the student in personal inquiry leading to a vision of what could be
- Content Standard Two:** Imagines
and problem solves a variety of approaches to and solutions for visual problems
- Content Standard Three:** Designs
artwork organized by compositional principles, expressive features, and sensory qualities
- Content Standard Four:** Creates
images and objects that communicate and express ideas using varied media, techniques, and processes
- Content Standard Five:** Produces
artwork that exemplifies craftsmanship
- Content Standard Six:** Reflects
upon and assesses the characteristics and merits of own work and the work of others
- Content Standard Seven:** Interprets
the visual experience with a range of subject matter, symbols, and ideas
- Content Standard Eight:** Understands
the function and structure of the visual arts in relation to human history and cultures
- Content Standard Nine:** Makes
connections among the visual arts with other disciplines

Visual Arts Standards and Grade Level Benchmarks- 6-8th Grade

Standard One: **Sees**

in ways that engage the student in personal inquiry leading to a vision of what could be.

The student will be able to:

Performance Standard Grade EIGHT	6	7	8
Gathers information from a variety of sources and stimuli; applies that information to create artworks.	Utilize information provided by teacher and apply that information to create artworks.	Utilize information gathered by teachers and students and apply that information to create artworks.	Utilize information from variety of sources both inside and out of classroom, including independent research to create artworks.
Uses insightful observations over time to reflect their abilities, interests, and talents.	Identify their abilities, interests and talents as sources to create artworks.	Discuss abilities, interests, and talents in the artwork of other artists and peers.	Demonstrate the use of insightful observations to reflect abilities, interests and talents in their artworks.

Standard Two: **Imagines**

Imagines and applies a variety of approaches to and solutions for visual problems.

The student will be able to:

Performance Standard Grade EIGHT	6	7	8
Expresses oneself freely with an awareness of multiple solutions without fear of failure.	Express oneself freely with an awareness of multiple solutions through multiple sketches without fear of failure.	Express oneself freely with an awareness of multiple solutions through multiple sketches and multiple styles without fear of failure.	Express oneself freely with an awareness of multiple solutions through multiple sketches, styles, and media without fear of failure.
Formulates problems, eliminates ineffective information, and forms creative solutions.	Choose the best solution in collaboration with teacher's input.	Choose the best solution in collaboration with teacher's input and make revisions.	Choose the best solution with more independence and make informed decisions to fit selected media.
Identifies a variety of singular characteristics from a variety of sources to analyze, apply, and create new ideas.	Identify concepts from a variety of sources.	Identify and analyze concepts from a variety of sources.	Identify and analyze concepts from a variety of sources and apply them creatively to their own artworks.
Describes how different materials, techniques, and processes can result in different visual expression.	Recognize different materials, techniques, and processes.	Recognize and name different materials, techniques, and processes.	Describe how artists use different materials, techniques, and processes to achieve different visual expressions.

Standard Three: Designs

Designs artwork organized by compositional principles, expressive features, and sensory qualities.

The student will be able to:

Performance Standard Grade EIGHT	6	7	8
Devises and applies a plan to create artwork.	Create preliminary sketches that utilize the elements of art.	Create preliminary sketches that utilize the elements of art and principles of design.	Create preliminary sketches that utilize the elements of art and principles of design.
Recognizes visual systems and demonstrates their importance in creating artworks.	Recognize and name the elements of art.	Recognize and name the elements of art and principles of design.	Recognize, name, and apply the elements of art and principles of design to artworks.
Employs organizational structures and analyzes what makes them effective or not effective in the communication of ideas.	Recognize effective principles of composition and ineffective applications through visual examples and vocabulary.	Recognize and name effective principles of composition and ineffective applications through visual examples and vocabulary.	Define and analyze effective principles of composition and ineffective applications through visual examples and vocabulary.

Standard Four: Creates

Creates images and objects that communicate and express ideas using varied media, techniques, and processes.

The student will be able to:

Performance Standard Grade EIGHT	6	7	8
Select media, techniques, and processes; analyzes what makes them effective or not effective in communicating ideas; and reflects upon the effectiveness of their choices.	Use a variety of media and analyze the effectiveness in communicating ideas.	Use a variety of media, techniques, and processes and analyze the effectiveness in communicating ideas.	Analyze and reflect upon the effectiveness of choice in media, techniques, processes, and communication of ideas.
Intentionally takes advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.	Use a variety of media and identify qualities and characteristics of each.	Use a variety of media, techniques, and processes and identify qualities and characteristics of each.	Choose media, techniques, and processes to enhance communication of experiences and ideas.
Selects and uses the qualities of structures and functions of art to improve communication of their ideas.	Recognize form and function of art in their environment.	Compare and contrast form and function of art in their environment.	Utilize form and function to communicate their ideas through visual art.
Generalizes about the effects of visual structures and functions and reflects upon these effects in their own work.	Identify form and function in handcrafted and mass-produced art.	Differentiate between handcrafted and mass-produced art.	Summarize reflections of the role of art in society and in their own lives.

Standard Five: Produces
 Produces artwork that exemplifies craftsmanship.

The student will be able to:

Performance Standard Grade EIGHT	6	7	8
Creates a quality product applying craftsmanship as indicated by best personal effort.	Define and apply craftsmanship.	Convey growing awareness of craftsmanship and apply it to their artworks.	Convey growing awareness of craftsmanship and apply it to their artworks.
Demonstrates technical proficiency in a variety of media.	Demonstrate technical proficiency in a variety of media.	Demonstrate technical proficiency in a variety of media.	Demonstrate technical proficiency in a variety of media.
Follows directions, interprets, and executes those directions without creative compromise and evaluates results.	Follow directions, interpret, and execute those directions.	Follow directions, interpret, and execute those directions without creative compromise.	Follow directions, interpret, and execute those directions without creative compromise and evaluate results.

Standard Six: Reflecting
 Reflects upon and assesses the characteristics and merits of own work and the work of others.

The student will be able to:

Performance Standard Grade EIGHT	6	7	8
Compares multiple purposes for creating works of art.	Recognize multiple purposes for creating works of art including architecture, adornment and decoration, political and persuasive art, and folk art and crafts.	Recognize multiple purposes for creating works of art including architecture, adornment and decoration, political and persuasive art, and folk art and crafts.	Recognize multiple purposes for creating works of art including architecture, adornment and decoration, political and persuasive art, and folk art and crafts.
Analyzes contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.	Recognize the cultural and historical meaning of art across time in specific artworks.	Demonstrate an understanding of cultural and aesthetic inquiry in specific artworks.	Analyze the cultural and historical meaning of art across time in specific artworks through cultural and aesthetic inquiry.
Describes and compares a variety of individual responses to their own artworks and to artworks from various eras and cultures.	Define the term critique and apply the process to specific artworks using appropriate vocabulary.	Critique their own artwork using appropriate vocabulary.	Critique their own artwork and the artwork of others using appropriate vocabulary.

Standard Seven: Interpreting

Interprets the visual experience with a range of subject matter, symbols, and ideas.

The student will be able to:

Performance Standard Grade EIGHT	6	7	8
Integrates visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.	Recognize visual and spatial relationships and ideas in a variety of artworks.	Explain the use of visual and spatial relationships and ideas to communicate through a variety of artworks.	Utilize visual, spatial, and temporal concepts with context to communicate intended meaning in their artworks.
Uses subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meanings in artworks.	Recognize that subjects, themes, and symbols hold context and value.	Explain how subjects, themes, and symbols communicate meaning in specific artworks.	Recognize the use of aesthetics, knowledge of context, and values to communicate meaning in artworks.

Standard Eight: Understanding

Understands the function and structure of the visual arts in relation to human history and cultures.

The student will be able to:

Performance Standard Grade EIGHT	6	7	8
Knows and compares the characteristics of artworks in various eras and cultures.	Recognize the characteristics of artworks in various eras and cultures.	Identify and compare the characteristics of artworks in various eras and cultures.	Describe the characteristics of artworks in various eras and cultures.
Describes and places a variety of art objects in historical and cultural contexts.	Recognize the historical and cultural context of a variety of art objects.	Identify and compare a variety of art objects in historical and cultural contexts.	Place a variety of art objects in historical and cultural contexts.
Analyzes, describes, and demonstrates 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.	Recognize that factors of time and place influence the characteristics that give meaning and value to a work of art.	Identify and compare how factors of time and place influence the characteristics that give meaning and value to a work of art.	Demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art.

Standard Nine: Making Connections
 Makes connections among the visual arts with other disciplines.

The student will be able to:

Performance Standard Grade EIGHT	6	7	8
Compares the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.	Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context with a focus on subject matter.	Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context with a focus on historical periods.	Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context with a focus on cultural context.
Describes ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.	Recognize and identify the connections of art with basic concepts taught in other disciplines focusing on social studies and science. e.g., Describe how the principle of <i>balance</i> is related to the subject matter of <i>anatomy</i> in science.	Recognize and identify the connections of art with basic concepts taught in other disciplines focusing on language arts. e.g., Describe how the principle of <i>rhythm</i> is related to the subject matter of <i>poetry</i> in language arts.	Recognize and identify the connections of art with basic concepts taught in other disciplines focusing on mathematics. e.g., Describe how the principle of <i>repetition</i> is related to the subject matter of <i>tessellation</i> in math.

Middle School Report Card Power Standards and Rubrics

The power standards chosen for the fine arts areas are - Skills/Technique, Knowledge, and Application. The power standards provide an efficient way to review student achievement in these three broad categories within the report card versus reviewing nine standards for both visual arts and music, and five for theater per quarter. Content teachers choose instructional strategies, activities, and materials which best fit within the power standards (standards) explored to help students grow in that content area.

To assist in defining levels of proficiency within each power standards, a set of rubrics have been created. The rubrics identify the power standards and the Wisconsin Academic Standards which fit within each. The rubrics are a tool that teaching staff may wish to use in reporting what a student is expected to know and be able to do in that class. As we work together in defining ways to assess and evaluate student performance within content areas, the rubrics will continue to evolve. Please forward suggestions and your experience utilizing these tools. Thank you for your energy in enriching MMSD students' experiences within the arts.

Middle School Visual Arts Power Standards Rubrics

Visual Arts Standards	Skills and Techniques Perform in the content area using essential elements that show proficiency				6-8 th Grade Activities Examples:
<u>Designs</u> artwork organized by compositional principles, expressive features, and sensory qualities	4 Devises and applies an in-depth and effective plan to create artwork.	3 Devises and applies an effective plan to create artwork with some minor inconsistencies.	2 Devises and applies a plan to create artwork with some adjustments.	1 Designs artwork with little or no attention to artistic principals.	-Writes or draws several visual solutions for the problem presented. - Creates a visual solution with a manipulative.
<u>Creates</u> images and objects that communicate and express ideas using varied media, techniques, and processes	4 Constructs objects utilizing various media to convey ideas and in-depth understanding of techniques and processes.	3 Constructs objects utilizing various media to convey ideas and understanding of techniques and processes with some minor inconsistencies.	2 Constructs objects utilizing various media to convey ideas and understanding of techniques and processes with some adjustments.	1 Constructs objects utilizing various media with little or no understanding of techniques and processes.	-Creates a collage of images utilizing three different media. -Journals about the differences in effects that each media will have within the collage. -Discusses the challenges in mixing media and how to work within the complexities of each media to create a desired outcome.
<u>Produces</u> artwork that exemplifies craftsmanship	4 Makes artwork based on in-depth understanding of media, techniques, processes, and communication of ideas to create a quality piece of art.	3 Makes artwork based on understanding of media, techniques, processes, and communication of ideas with some minor inconsistencies to create a quality piece of art.	2 Makes artwork based on understanding of media, techniques, processes, and communication of ideas to create a quality piece of art with some adjustments.	1 Makes artwork media with little or no understanding of media, techniques, processes, and communication of ideas to create a quality piece of art.	-Produces a painting that showcases the techniques and processes of a select artist. -Journals about the processes and techniques required to create the artwork. -Discusses what quality looks for within this artwork.

Visual Arts Standards	<h2 style="text-align: center;">Knowledge</h2> <p style="text-align: center;">Express in a variety of ways how to accomplish elements essential in the content area</p>				6-8 th Grade Activities Examples:
<u>Sees</u> in ways that engage the student in personal inquiry leading to a vision of what could be	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">4</div> Communicates in-depth artistic ideas and shares connections to own abilities, interests, and talents.	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">3</div> Communicates an understanding of artistic ideas and shares connections of own abilities, interests, and talents with minor inconsistencies.	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">2</div> Communicates with some adjustments artistic ideas and shares connections to own abilities, interests, and talents.	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">1</div> Communicates little or no artistic ideas or connections to own abilities, interests, and talents.	- Journals ideas of artistic ideas to pursue. - Discusses personal artistic ability and how to create a piece of artwork utilizing techniques explored.
<u>Imagines</u> and problem solves a variety of approaches to and solutions for visual problems	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">4</div> Investigates visual problems thoroughly and identifies multiple appropriate in-depth solutions.	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">3</div> Investigates visual problems and identifies appropriate solutions with minor inconsistencies.	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">2</div> Investigates visual problems and identifies appropriate solutions with some adjustments.	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">1</div> Investigates visual problems and solutions with little or no artistic understanding.	- Journals ideas of methods of artistic approaches. - Discusses strategies to solve artistic problems. - Manipulates materials to explore artistic options.
<u>Understands</u> the function and structure of the visual arts in relation to human history and cultures	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">4</div> Communicates in-depth artistic historical and cultural idioms.	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">3</div> Communicates understanding of artistic historical and cultural idioms with minor inconsistencies.	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">2</div> Communicates artistic historical and cultural idioms with some adjustments.	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">1</div> Communicates little or no artistic ideas artistic historical and cultural idioms.	- Journal ideas of artistic historical elements present within a painting. - Discuss methods used by a culture in time to produce a piece of artwork.

Visual Arts Standards	<h2 style="text-align: center;">Application</h2> <p style="text-align: center;">Identify examples that use skills, techniques and knowledge of the content area</p>				6-8 th Grade Activities Examples:
<u>Reflects</u> upon and assesses the characteristics and merits of own work and the work of others	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">4</div> Assesses the work of examples found with an in-depth understanding of artistic processes, media, and expression.	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">3</div> Assesses the work of examples found with an understanding of artistic processes, media, and expression with minor inconsistencies.	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">2</div> Assesses the work of examples found with an in-depth understanding of artistic processes, media, and expression with some adjustments.	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">1</div> Assesses the work of examples found with little or no understanding of artistic processes, media, and expression.	- Journal about the art example and it's use of line and shape. - Discuss how the art example utilizes certain artistic techniques.
<u>Interprets</u> the visual experience with a range of subject matter, symbols, and ideas	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">4</div> Communicates an in-depth understanding of artistic ideas from concrete to abstract within an example selected.	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">3</div> Communicates an understanding of artistic ideas from an artwork selected with minor inconsistencies.	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">2</div> Communicates an in-depth understanding of artistic ideas from an artwork selected with some adjustments.	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">1</div> Communicates ideas with little or no understanding of artistic ideas from an artwork selected	- Journal ideas of artistic ideas conveyed in an art example. - Discuss abstract and/or concrete depictions within a piece of art.
<u>Makes</u> connections among the visual arts with other disciplines	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">4</div> Communicates with an in-depth understanding of artistic connections across content areas.	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">3</div> Communicates with minor inconsistencies an understanding of artistic connections across content areas.	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">2</div> Communicates with some adjustments an understanding of artistic connections across content areas.	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">1</div> Communicates with little or no understanding of artistic connections across content areas.	- Journal ideas of artist, John James Audubon, to science. - Discuss what the artist, Audubon, needed to investigate prior his creations.

Standards and Benchmarks- Visual Arts

12th, 8th, 4th, & 2nd Grade

Standard One:	Seeing Sees in ways that engage the student in personal inquiry leading to a vision of what could be.
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High School Performance Standards:

1. Sees creative possibilities in all internal and external images within their environment through the process of making artworks.
2. Uses insightful observations over time to reflect their abilities, interests and talents.

Required for all Students:

Middle School Performance Standards:

1. Gathers information from a variety of sources and stimuli; applies that information to create artworks.
2. Uses insightful observations over time to reflect their abilities, interests and talents.

Intermediate Performance Standards

1. Uses insightful observations over time to reflect their abilities, interests, and talents.
2. Understands art as a form of visual communication.

Primary Performance Standards:

1. Explores and understands prospective content for works of art.
2. Understands art as a form of visual communication.

Standard Two:	Imagining Imagines and applies a variety of approaches to and solutions for visual problems.
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Elective:

High School Performance Standards:

1. Makes and uses a plan of creative action and defines the steps necessary to carry it out.

2. Identifies a variety of singular characteristics from a variety of sources to analyze, apply and create new ideas.
3. Describes how different materials, techniques, and processes can result in different visual expressions.
4. Expresses oneself freely with an awareness of multiple solutions without fear of failure.

Middle School Performance Standards:

1. Expresses oneself freely with an awareness of multiple solutions without fear of failure.
2. Formulates problems, eliminates ineffective information, and forms creative solutions.
3. Identifies a variety of singular characteristics from a variety of sources to analyze, apply, and create new ideas.
4. Describes how different materials, techniques, and processes can result in different visual expressions.

Intermediate Performance Standards

1. Describes how different materials, techniques, and processes can result in different visual expressions.

Primary Performance Standards:

1. Knows that there is a range of different qualities to materials, techniques, and processes.

Standard Three:	Designing Designs artwork organized by compositional principles, expressive features, and sensory qualities.
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High School Performance Standards:

1. Understands the nature and properties of materials and tools and uses compositional principles, elements of design, expressive features, and sensory qualities in designing their artworks.
2. Recognizes visual systems and demonstrates their importance in creating artworks.
3. Employs organizational structures and analyzes what makes them effective or not effective in the communication of ideas.

Middle School Performance Standards:

1. Devises and applies a plan to create artwork.
2. Recognizes visual systems and demonstrates their importance in creating artworks.

3. Employs organizational structures and analyzes what makes them effective or not effective in the communication of ideas.

Intermediate Performance Standards:

1. Knows the differences among visual characteristics and purposes of art in order to convey ideas.
2. Experiences and identifies that features and elements of art cause different visual results.
3. Describes how different expressive features and principles cause different responses.

Primary Performance Standards:

1. Experiences and identifies that features and elements of art cause different visual results.
2. Describes how different expressive features and principles cause different responses.

Standard Four:	Creating Creates images and objects that communicate and express ideas using varied media, techniques, and processes.
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High School Performance Standards:

1. Implements their designs into creating images and objects that communicate and express their ideas using varied media, techniques, and processes so that their artwork has both aesthetic and functional qualities.
2. Communicates ideas regularly at a high level of effectiveness in at least one visual arts medium.
3. Selects and uses the qualities of structures and functions of art to improve communication of their ideas.
4. Generalizes about the effects of visual structures and functions and reflects upon these effects in their own work.

Middle School Performance Standards:

1. Selects media, techniques, and processes; analyzes what makes them effective or not effective in communicating ideas; and reflects upon the effectiveness of their choices.
2. Intentionally takes advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
3. Selects and uses the qualities of structures and functions of art to improve communication of their ideas.
4. Generalizes about the effects of visual structures and functions and reflects upon these in their own work.

Intermediate Performance Standards:

1. Uses different media, techniques and processes to communicate ideas, experiences, and stories.

Primary Performance Standards:

1. Knows the differences between materials, techniques, and processes.

Standard Five:	Producing Produces artwork that exemplifies craftsmanship.
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High School Performance Standards:

1. Uses art materials and tools in a safe, responsible and skillful manner.
2. Makes artwork that meets the craftsmanship requirements of each specific media, tools, and techniques.
3. Demonstrates technical proficiency in a variety of media.
4. Follows directions, interprets and executes those directions, without creative compromise and evaluates results.

Middle School Performance Standards:

1. Uses art materials and tools in a safe, responsible and skillful manner.
2. Creates a quality product applying craftsmanship as dictated by best personal effort.
3. Demonstrates technical proficiency in a variety of media.
4. Follows directions, interprets and executes those directions without creative compromise and evaluates results.

Intermediate Performance Standards:

1. Uses art materials and tools in a safe, responsible and skillful manner.

Primary Performance Standards:

1. Uses art materials and tools in a safe, responsible, and skillful manner.

Standard Six:

Reflecting

Reflects upon and assesses the characteristics and merits of own work and the work of others.

High School Performance Standards:

1. Correlates responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions.
2. Analyzes contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.
3. Describes and compares a variety of individual responses to their own artworks and to artworks from various eras and cultures.

Middle School Performance Standards:

1. Compares multiple purposes for creating works of art.
2. Analyzes contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.
3. Describes and compares a variety of individual responses to their own artworks from various eras and cultures.

Intermediate Performance Standards:

1. Understands there are various purposes for creating works of visual art.
2. Describes how people's experiences influence the development of specific art works.
3. Understands that there are different responses to specific artworks.

Primary Performance Standards:

1. Understands that there are various purposes for creating works of visual art.
2. Understands how people's experiences influence the development of specific art works.
3. Understands that there are different responses to specific artworks.

Standard Seven:

Interpreting

Interprets the visual experience with a range of subject matter, symbols, and ideas.

High School Performance Standards:

1. Describes the origins of specific images and ideas and explains why they are of value in one's artwork and in the work of others.
2. Evaluates and defends the validity of sources for content and the manner in which subject matter, symbols, and images are used in one's works and in significant works by others.

Middle School Performance Standards:

1. Integrates visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.
2. Uses subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meanings in artworks.

Intermediate Performance Standards:

1. Selects and uses subject matter, symbols, and ideas to communicate meaning.
2. Understands that different subject matter, symbols and ideas communicate meaning.

Primary Performance Standards:

1. Understands and uses subject matter, symbols, and ideas to communicate meaning.
2. Understands that different subject matter, symbols, and ideas communicate meaning.

Standard Eight:	Understanding Understands the function and structure of the visual arts in relation to human history and cultures.
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High School Performance Standards:

1. Differentiates among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
2. Describes the functions and explores the meaning of specific art objects within varied cultures, times, and places.
3. Analyzes relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.
4. Analyzes and interprets artworks for relationships among form, context, purposes, and critical models showing understanding of the work of critics, historians, aestheticians, and artists.
5. Analyzes common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.

Middle School Performance Standards:

1. Knows and compares the characteristics of artworks in various eras and cultures.
2. Describes and places a variety of art objects in historical and cultural contexts.
3. Analyzes, describes, and demonstrates 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.

Intermediate Performance Standards:

1. Knows that the visual arts have both a history and specific relationships to various cultures.
2. Identifies specific works of art as belonging to particular cultures, times and places.
3. Demonstrates how history, culture, and the visual arts can influence each other in making and studying works of art.

Primary Performance Standards:

1. Knows that the visual arts have both a history and specific relationships to various cultures.

Standard Nine:	Making Connections Makes connections among the visual arts with other disciplines.
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High School Performance Standards:

1. Compares 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.
2. Compares characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.
3. Synthesizes the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences.

Middle School Performance Standards:

1. Compares the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.
2. Describes ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Intermediate Performance Standards:

1. Understands the similarities and differences between visual arts and other arts disciplines.
2. Identifies connections between the visual arts and other disciplines in the curriculum.

Primary Performance Standards:

1. Understands and uses similarities and differences between characteristics of the visual arts and other arts disciplines.