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Introduction

The Visual Arts Course of Study prescribes what shall be taught in the elementary and secondary schools of the Catholic Diocese of Columbus (kindergarten through twelfth grade). This document represents the work of a committee comprised of visual arts teachers who met the challenge of devising a Diocesan K-12 Course of Study. It provides a complete and balanced visual arts education program for all students in the context of the Catholic faith.

We believe that visual arts education is essential to the basic education of all students.

Arts education experiences lead students to:

1. Experience the power of visual prayer and the joy of expressing faith through the visual arts;
2. Communicate through the visual arts and develop capacity to perceive, think creatively and critically, and problem solve;
3. Represent the most telling imprint of any civilization and serve as records of history, expressions, and beliefs;
4. Recognize symbol systems which people use to create, communicate, express, and acquire knowledge;
5. Represent forms of thinking and ways of knowing by participation in the world through cognitive and sensory experiences; • Permeate all facets of daily life experiences: worship, education, community, work, and play; and
6. Understand the connections among the visual arts and other academic disciplines.

The Diocese of Columbus' Content Standards:

1. Set high expectations and provide strong support for achievement in the arts by all students;
2. Reflect national, state, and Catholic standards;
3. Offer the necessary tools to support life-long learning and full, active, conscious participation in worship in Catholic schools and parishes; and
4. Incorporate the use of technology in artistic study and production.

Course of Study Committee Members

Andrea Belt	Saint Francis deSales High School
Ann Carroll	Saint Timothy School/Saint Agatha School
Sara Cox	Saint Patrick School
Jennifer Douglas	Bishop Hartley High School
Beverly Finkel	Trinity Catholic Elementary School/Saint Cecilia School
Julie Freeman	Our Lady of Perpetual Help School
Larry Gallick	Bishop Hartley High School
Stacy Hinton	Saint Michael School/Holy Spirit School
Michelle O'Sullivan	Saint Andrew School
Rachel Schank	Saint Vincent de Paul School
Anne Stewart	Saint Catharine School/Our Lady of Perpetual Help School

Assessment

Arts educators have always valued assessment methods that go beyond traditional paper-pencil testing and honor aspects of the artistic experience such as engagement, imagination, and creativity. Long standing assessment methods in the arts include works, collections, and presentations. To delineate these methods further, a visual arts teacher can:

Assess student's cognitive skills

- Understanding of visual arts materials, techniques, and processes
- Knowledge of elements and principles of art • Knowledge of art vocabulary
- Using creative choices for subject matter, symbols, and ideas
- Knowledge of the visual arts in history and cultures, including the Catholic Church
- Understand the various criteria and purposes for the visual arts
- Ability to make connections within and across the arts disciplines and other academic disciplines

Assess student's performance skills

- Craftsmanship of content and creativity through art production
- Skill in verbal and written art criticism

Enduring Understandings	<p>Personal Choice and Vision: Students construct and solve problems of personal, spiritual, and cultural relevance and interest when expressing themselves through visual art.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.</p>		Visual Arts Standards for the Diocese of Columbus
Progress Points	<p>The student will at the appropriate developmental level:</p> <p>A. Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.</p> <p>B. Explore a range of art concepts and artworks and construct meaning about the works.</p> <p>C. Connect making art with individual choice and understanding personal cultural identity.</p> <p>D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.</p> <p>E. Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks</p>		
Cognitive and Creative Learning Processes	PERCEIVING/KNOWING/ (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
K	<p>1PE Describe the meaning in the marks they make on paper.</p> <p>2PE Name and point out subject matter and details observed in works of art.</p> <p>3PE Describe different ways that an artwork expresses an emotion or mood.</p> <p>4PE Distinguish between common visual art forms (e.g., painting, drawing, sculpture).</p> <p>5PE Identify and name materials used in visual art.</p> <p>6PE Recognize and point out basic elements of art in their own artworks and that of others.</p> <p>7PE Explore their environments, experiences, and religious practices for artmaking ideas.</p>	<p>1PR Explore and experiment with a range of art materials and tools to create and communicate personal meaning.</p> <p>2PR Generate ideas and images for artwork based on observation, memory, imagination and experience.</p> <p>3PR Use art and design elements to communicate subject matter in artwork</p> <p>4PR Reduce objects into basic shapes and lines in relation to the whole image.</p> <p>5PR Engage in artmaking that explores words, symbols, images, music, and movement.</p> <p>6PR Create artwork that explores a central theme across disciplines.</p>	<p>1RE Describe their artworks and efforts and share their artmaking processes.</p> <p>2RE Show confidence and pride in their artistic accomplishments.</p> <p>3RE Connect their personal and religious experiences to what they see in works of art.</p> <p>4RE Communicate the ideas and stories they see in works of art.</p> <p>5RE Describe what they see and feel in selected works of art.</p> <p>6RE Recognize and point out the similarities and differences between artistic styles.</p> <p>7RE Recognize that people have different opinions and responses to works of art.</p> <p>8RE Consider and talk about why people make and enjoy works of art.</p>
1	<p>1PE Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.</p> <p>2PE Explore and describe how a selected art object was made.</p> <p>3PE Examine one or more religious, cultural, and historical artworks and respond to the visual, expressive features in the work.</p> <p>4PE Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.</p> <p>5PE Identify and discuss what an artist does and find examples of works by artists in their school, church, and community.</p> <p>6PE Generate artmaking ideas from their daily experiences, religious practices and the environment.</p>	<p>1PR Demonstrate beginning skill and craftsmanship in the use of art materials and tools.</p> <p>2PR Invent imagery and symbols to express thoughts and feelings.</p> <p>3PR Explore and use a range of subject matter to create original works of art.</p> <p>4PR Create an artwork based on observation of familiar objects from their school, church, and community.</p> <p>5PR Use selected art and design elements and principles to explore ideas, feelings and relationships.</p> <p>6PR Engage in artmaking to produce a work that combines music, movement or dramatic play with visual art.</p>	<p>1RE Recognize and point out the strengths in their artworks and how the work could be improved</p> <p>2RE Revise works of art to a level of personal satisfaction.</p> <p>3RE Share their artmaking processes with peers.</p> <p>4RE Explain how personal and religious interests and experiences are reflected in the subject matter of artworks.</p> <p>5RE Discuss the meanings of visual symbols, images and icons observed in artworks.</p> <p>6RE Select an art object and describe its personal, functional or decorative purpose.</p> <p>7RE Describe how elements and principles communicate meaning in works of art.</p> <p>8RE Express and share their own responses to works of art and consider the responses of others</p>
2	<p>1PE Notice and point out details and respond to expressive features in artworks.</p> <p>2PE Distinguish the subject matter and artistic style of two or more visual artists.</p> <p>3PE Compare the form, materials and techniques in selected works of art using descriptive language.</p> <p>4PE Identify and compare the purposes for creating art objects from various cultures.</p> <p>5PE Identify and describe cultural and religious symbols, image and contexts of works of art.</p> <p>6PE Identify and share the uses of visual art outside the classroom and provide examples.</p> <p>7PE Generate artmaking ideas from their daily experiences, religious practices, and the environment.</p>	<p>1PR Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.</p> <p>2PR Envision what cannot be observed directly and depict it visually.</p> <p>3PR Create artworks based on imagination and observation of familiar objects and scenes.</p> <p>4PR Demonstrate flexibility in their creative processes and use of art materials.</p> <p>5PR Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).</p> <p>6PR Use visual art materials to express an idea that reflects their own social, cultural or Catholic identity.</p>	<p>1RE Use basic self-assessment strategies to improve their artworks.</p> <p>2RE Understand the difference between assessing the quality of an artwork and their personal preference for the work.</p> <p>3RE Relate the subject matter and ideas in their own artworks to those in the works of others.</p> <p>4RE Share their personal and religious interpretations of the meanings conveyed in various works of art.</p> <p>5RE Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.</p> <p>6RE Identify and articulate important historical and cultural contributions of selected visual artists.</p> <p>7RE Recognize and discuss that people have various opinions about art and value art for different reasons.</p>

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Progress Points	<p>The student will at the appropriate developmental level:</p> <ul style="list-style-type: none"> A. Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed. B. Explore a range of art concepts and artworks and construct meaning about the works. C. Connect making art with individual choice and understanding personal cultural identity. D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies. E. Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks 		
Cognitive and Creative Learning Processes	PERCEIVING/KNOWING/ (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
3	<p>1PE Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras including religious imagery.</p> <p>2PE Identify the relationships between and among selected elements and principles of art and design.</p> <p>3PE Use historical, religious, and cultural artworks to answer questions about daily life.</p> <p>4PE Recognize selected artists who contributed to the cultural heritages of the people of the United States and the Catholic Church.</p> <p>5PE Provide examples of how we encounter art and artists in everyday life.</p> <p>6PE Recognize and identify choices that give meaning to a personal work of art.</p>	<p>1PR Demonstrate skill and expression in the use of art techniques and processes.</p> <p>2PR Use appropriate visual art vocabulary during artmaking processes.</p> <p>3PR Find and solve problems of personal and religious relevance and interest when developing artmaking ideas.</p> <p>4PR Create artworks that demonstrate awareness of two- and three-dimensional space.</p> <p>5PR Show increasing attention to the nuances of elements and principles of design when creating personal works of art.</p> <p>6PR Collaborate with others to create a work of art that addresses an interdisciplinary theme.</p>	<p>1RE Examine and describe how art and design principles are used by artists to create visual effects.</p> <p>2RE Select an object and explain reasons why they think it is a work of art.</p> <p>3RE Compare and contrast their opinions of a work of art with those of their peers.</p> <p>4RE Identify artworks from their church, community, or region and communicate how they reflect social influences, cultural traditions, and Catholic Identity</p> <p>5RE Use feedback and self-assessment to improve the quality of personal artworks.</p>
4	<p>1PE Use sensory details and descriptive language to identify and describe religious and universal themes, subject matter and ideas expressed across arts disciplines</p> <p>2PE Notice and describe different visual effects resulting from artmaking techniques.</p> <p>3PE Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.</p> <p>4PE Identify and describe how artists from various cultural and ethnic groups have impacted Ohio's history.</p> <p>5PE Link ideas in and design of works of art to the emotions and moods expressed in them.</p> <p>6PE Identify and name the sources for artmaking ideas (e.g., self, religion, environment and other people).</p>	<p>1PR Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.</p> <p>2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.</p> <p>3PR Generate ideas and employ a variety of strategies to solve visual problems.</p> <p>4PR Demonstrate motivation, independence and persistence during studio practices to complete artworks.</p> <p>5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art.</p> <p>6PR Demonstrate technical skill through the integration of common processes and topics from other subject areas.</p>	<p>1RE Identify qualities that contribute to the design and meaning of their artworks and the works of others.</p> <p>2RE Develop and share their ideas, beliefs and values about art.</p> <p>3RE Recognize and describe the relationship of artworks to their religious, social, and cultural contexts.</p> <p>4RE Generate criteria for discussing and assessing works of art.</p> <p>5RE Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.</p> <p>6RE Give and use constructive feedback to produce artworks that achieve learning goals.</p>
5	<p>1PE Understand that the context of an art object has an effect on how that object is perceived.</p> <p>2PE Identify and communicate how religious, historical, and cultural contexts influence ideas that inform artists.</p> <p>3PE Investigate the role of religious and cultural objects in our everyday environment.</p> <p>4PE Compare and contrast how form and style are influenced by social, environmental and political views in artworks.</p> <p>5PE Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works.</p> <p>6PE Select and access contemporary digital tools media arts to investigate ideas and inform artmaking.</p>	<p>1PR Integrate observational and technical skills to strengthen artmaking.</p> <p>2PR Use digital tools to explore ideas, create and refine works of art during the artmaking process.</p> <p>3PR Experiment with various ideas and visual art media to solve a problem that addresses a contemporary moral and/ or social issue.</p> <p>4PR Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.</p> <p>5PR During collaborative artmaking experiences, demonstrate respect and support for peer ideas and creativity.</p>	<p>1RE Apply reasoning skills to analyze and interpret the meaning in artworks.</p> <p>2RE Describe how personal experiences and Catholic Identity can influence artistic preferences.</p> <p>3RE Explain the reasons and value of documenting and preserving works of art and art objects in some cultures.</p> <p>4RE Communicate how personal artistic decisions are influenced by religious, social, environmental and political views.</p> <p>5RE Express what was learned and the challenges that remain when assessing their artworks.</p> <p>6RE Use criteria to assess works of art individually and collaboratively.</p>

Enduring Understandings	Personal Choice and Vision: Students construct and solve problems of personal, spiritual, and cultural relevance and interest when expressing themselves through visual art. Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways. Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs. Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.		Visual Arts Standards for the Diocese of Columbus
Progress Points	The student will at the appropriate developmental level: A. Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed. B. Explore a range of art concepts and artworks and construct meaning about the works. C. Connect making art with individual choice and understanding personal cultural identity. D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies. E. Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks		
Cognitive and Creative Learning Processes	PERCEIVING/KNOWING/ (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
6	1PE Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning. 2PE Discover and articulate how the media forms of the day use art and images to communicate messages and meaning. 3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world. 4PE Connect selected ideas, concepts and processes used in visual art with those used in other academic disciplines. 5PE Use Catholic Identity observations, life experiences and imagination as sources for visual symbols, images and creative expression.	1PR Demonstrate technical skill and craftsmanship in the use of materials, tools and technology to solve an artistic problem. 2PR Experiment with a variety of techniques and working methods when creating an original work of art. 3PR Generate ideas and engage in thoughtful planning when solving a visual art problem. 4PR Transform perceptions and processes into two- and three- dimensional artworks. 5PR Engage in visual problems of religious, personal, or social relevance showing focus and persistence to complete the task. 6PR Integrate elements of art and design to solve interdisciplinary problem.	1RE Explain what makes an object a work of art using a range of criteria.. 2RE Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary. 3RE Explore and discuss how culture and Catholic tradition influence artwork. 4RE Defend artistic decisions using appropriate visual art vocabulary. 5RE Assess personal progress to improve craftsmanship and refine and complete works of art. 6RE Develop and use criteria for self-assessment and to select and organize artworks for a portfolio or display.
7	1PE Explore how religious and personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter. 2PE Identify professions that use artistic skills and problem-solving. 3PE Identify sources of visual culture in society and the media and discuss how the messages they convey affect personal, moral, and consumer choices. 4PE Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories. 5PE Examine designed objects and identify the processes and decisions made to produce them with attention to purpose, aesthetics, moral and social issues and cultural and personal meaning. 6PE Connect various art forms to their religious, social, cultural or political purposes and include regional examples.	1PR Improve craftsmanship and refine ideas in response to feedback. 2PR Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art. 3PR Represent depth and volume in their two-dimensional works of art. 4PR Apply art and design principles in the construction of three- dimensional artworks. 5PR Create a work of art in collaboration with others to address a moral, social, or cultural issue. 6PR Demonstrate understanding of visual literacy, illustration and graphic communication.	1RE Speculate about an artist's intentions and message in a work using relevant references to the work. 2RE Compare and contrast diverse viewpoints about works of art. 3RE Interpret selected artworks and synthesize their interpretations with the interpretations of others. 4RE Classify and categorize examples of artworks from various eras and cultures. 5RE Describe how experiences in galleries, museums, churches, and other cultural institutions can stimulate the imagination and enrich people's lives. 6RE Develop and use criteria to guide reflection and assessment of selected personal artworks. 7RE Assess one's own work and working process and the work of others in relation to criteria and standards.
8	1PE Identify how an artist's choice of media relates to the ideas and images in the work. 2PE Develop awareness and articulate various functions of art. 3PE Connect science and technology with the development of art. 4PE Understand how religious, social, cultural and political factors affect what contemporary artists and designers create. 5PE Discover how Catholic Identity, culture, age, gender and background influence audience perception of art. 6PE Identify professions that use artistic and problem-solving skills.	1PR Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art. 2PR Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks. 3PR Use critical thinking and visual literacy to communicate a specific idea. 4PR Present personal artworks that show competence in the use of art elements to create meanings and effects. 5PR Collaborate to create a thematic work that combines visual art with other arts disciplines. 6PR	1RE Examine various qualities in artworks to understand how an artist's choice of media relates to the images and ideas in the work. 2RE Explain and defend their artistic decisions using visual art vocabulary. 3RE Identify examples of visual culture and discuss how visual art is used to shape individual, social, and moral behavior. 4RE Recognize how public discussion can affect beliefs about the nature and value of art. 5RE Identify professions that use art and design, and explore the relationship between art, technology and industry. 6RE Develop and apply criteria to assess personal works for content and craftsmanship.

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<p>Progress Points</p>	<p>The student will at the appropriate developmental level:</p> <ul style="list-style-type: none"> A. Understand and articulate the intrinsic worth and public value of arts and cultural participation. B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products. C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies. D. Access and evaluate information from a variety of sources for visual reference with attention to spiritual, ethical and legal issues. E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works. F. Analyze why images are created and interpreted and how media influences cultural and spiritual beliefs and behaviors. G. Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments. H. Demonstrate respect for socially, culturally and spiritually diverse content to create more meaningful art. 		
<p>Cognitive and Creative Learning Processes</p>	<p>PERCEIVING/KNOWING/ (PE)</p>	<p>PRODUCING/PERFORMING (PR)</p>	<p>RESPONDING/REFLECTING (RE)</p>
<p>HS I Beginning</p>	<p>1PE Examine and articulate the effects of context on visual imagery.</p> <p>2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.</p> <p>3PE Identify the relationship between community or cultural values and trends in visual art.</p> <p>4PE Identify the factors that influence the work of individual artists, including their religious and cultural background.</p> <p>5PE Describe the role of technology as a visual art medium.</p> <p>6PE Describe the decisions made in the design of everyday objects.</p> <p>7PE</p>	<p>1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.</p> <p>3PR Explore multiple solutions to visual art problems through preparatory work.</p> <p>4PR Establish the appropriate levels of craftsmanship when completing artworks.</p> <p>5PR Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.</p> <p>6PR Identify and apply visual literacy as a means to create images that are personally expressive.</p> <p>7PR</p>	<p>1RE Explore various methods of art criticism in responding to artworks.</p> <p>2RE Identify assessment practices to manage, monitor and document their learning.</p> <p>3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.</p> <p>4RE Investigate the role of innovative technologies in the creation and composition of new media imagery.</p> <p>5RE Identify and explain one or more theories of aesthetics and visual culture.</p> <p>6RE Identify various venues for viewing works of art.</p> <p>7RE Recognize and articulate the importance of lifelong involvement and advocacy in the arts.</p>
<p>HS II Developing</p>	<p>1PE Examine the context details of visual imagery and explain the social and cultural influences on the images.</p> <p>2PE Describe sources visual artists use to generate ideas for artworks.</p> <p>3PE Explore the relationship between community or cultural values and trends in visual art.</p> <p>4PE Analyze the work of individual artists and explain how they are influenced by religious and cultural factors.</p> <p>5PE Explore the application of technology to the production of visual artworks. 6PE Connect processes and decisions made in the design of everyday objects, environments, and communications</p>	<p>1PR Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.</p> <p>2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.</p> <p>3PR Generate a variety of solutions to visual arts problems through preparatory work.</p> <p>4PR Establish and apply appropriate levels of craftsmanship to complete artworks.</p> <p>5PR Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.</p> <p>6PR Incorporate visual literacy as a means to create images that advance individual expression and communication.</p>	<p>1RE Apply methods of art criticism when discussing selected works of art. 2RE Apply assessment practices to revise and improve their artworks and to document their learning.</p> <p>2RE Apply assessment practices to revise and improve their artworks and to document their learning.</p> <p>3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.</p> <p>4RE Explain the role of innovative technologies in the creation and composition of new media imagery.</p> <p>5RE Compare and contrast various theories of aesthetics and visual culture.</p> <p>6RE Identify the challenges various venues present to the creation of works of art.</p> <p>7RE Explore and discuss opportunities for lifelong involvement and advocacy in the arts.</p>

HS III Intermediate

- 1PE Examine the context details of visual imagery and explain the social and cultural influences on the images.
- 2PE Describe sources visual artists use to generate ideas for artworks.
- 3PE Explore the relationship between community or cultural values and trends in visual art.
- 4PE Analyze the work of individual artists and explain how they are influenced by religious and cultural factors.
- 5PE Explore the application of technology to the production of visual artworks.
- 6PE Connect processes and decisions made in the design of everyday objects, environments, and communications.
- 7PE

- 1PR Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
- 2PR Make informed choices in the selection of materials and techniques that relate to solving a visual problem.
- 3PR Solve visual art problems that demonstrate skill, imagination and observation.
- 4PR Prepare artworks for display that demonstrate high levels of craftsmanship.
- 5PR Explore and expand on personal art applications through the use of available digital tools, innovative technologies and media arts.
- 6PR Expand visual literacy as a means to create images that advance individual expression and communication.
- 7PR

- 1RE Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts.
- 2RE Practice self-assessment to understand their progress and prioritize steps for improvement.
- 3RE Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.
- 4RE Respond to critical questions about the meaning and influence of new media imagery in our culture.
- 5RE Develop and support a personal and spiritual philosophy based on a connection to aesthetic theories and an understanding of visual culture.
- 6RE Explain how a response to a work of art is affected by the context in which it is viewed.
- 7RE Investigate and plan strategies for lifelong involvement and advocacy in the arts.

HS IV Mastery

- 1PE Analyze interdisciplinary connections that influence social, religious, and cultural contexts of visual imagery.
- 2PE Analyze and explain the factors that influence artworks.
- 3PE Compare and contrast the styles in artworks by artists of different cultures and historical trends.
- 4PE Explain how individual artists impact cultural developments.
- 5PE Investigate the influence of technology on visual art and its effects on their own works.
- 6PE Identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications.
- 7PE

- 1PR Demonstrate advanced technical skills and craftsmanship with various art media when creating images from observation, memory and imagination.
- 2PR Use criteria to revise works-in-progress and describe changes made and what was learned in the process.
- 3PR Contribute to a portfolio of works that demonstrates technical skill, a range of media and various original solutions to visual art problems.
- 4PR Select, organize and prepare artworks for exhibition.
- 5PR Create original artworks that demonstrate the ability to select, use and vary available digital tools and innovative technologies.
- 6PR Visually express complex concepts and meaning in their artworks.
- 7PR
- 8PR

- 1RE Apply art criticism methods and inquiry skills as viewer, critic and consumer of visual images produced by new media and media arts.
- 2RE Apply assessment practices to select, organize and present personal artworks that document their understanding of visual art and literacy concepts.
- 3RE Apply inquiry and analytic processes when viewing, judging and consuming visual content and images produced by new media and media arts.
- 4RE Analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional elements.
- 5RE Defend personal and spiritual philosophies based on a connection to aesthetic theories and an understanding of visual culture.
- 6RE Engage in discourse and express a point of view about issues related to the public display of works of art.
- 7RE Form and demonstrate personal strategies for lifelong involvement and advocacy in the arts.

Glossary

A

Aesthetics

An area of philosophy that studies the beautiful and artistic and examines related human responses to art through inquiry processes.

Analogous Colors

A color scheme that combines 3-5 hues located next to each other on the color wheel.

Analyze

The process of identifying the aspects of a work of art and examining how they function independently and together.

Art critic

A person who evaluates a work of art.

Art criticism

The process of description, analysis, interpretation, and judgment about the aesthetic value and meaning of a work of art.

Art forms

The categories used to classify various types of visual artwork. These include painting, drawing, sculpture, and ceramics.

Art history

The field of study that examines the origins and developments of visual art over time and in different cultures. Those who study art history examine various factors that influence art including society, religion, culture, philosophy, aesthetics, and technology.

Assess

To use subject-appropriate standards, evaluation methods, and criteria to make judgments about student achievement or program quality.

Asymmetrical Balance

Arranging dissimilar objects on either side of a central vertical line so that composition appears balanced.

B

Balance

A design principle which shows the distribution of visual weight within a composition (symmetrical, asymmetrical, and radial).

C

Complementary Colors

A color scheme incorporating opposite hues on the color wheel.

Color A design element which is the reflection of light with properties of hue, value, and intensity.

Composition

The arrangement of an artwork's formal elements including, but not limited to, line, shape, and color.

Contemporary Art

Art made after 1970 or works of art made by living artists.

Contemporary art is not defined by a succession of periods, schools, or styles.

Content

The subject matter, concepts, or ideas associated with a work of art. A work's content is shaped by the artist's intent, the context, and by the experiences, thoughts, and reactions of the viewer. Context The conditions of specific places and time periods (including social, economic, political, historical, and cultural conditions) that influence the development of thoughts, ideas, or concepts in the visual arts.

Contrast

Elements with strong differences that stand in opposition to one another (e.g., light/dark, large/small, round/square).

Cool Color

A color that appears to be close to the blue to green side of the color wheel.

Create

To make works of visual art using materials, techniques, processes, and reflection.

Criteria

Characteristics that serve as the basis for judging a work.

Critique

To evaluate a work of art (verb); an evaluation of a work of art (noun).

Cultural heritage

The cultural continuity that is created when traditions, attitudes, and beliefs are passed down from one generation to another.

Culture

The ideas, beliefs, and customs of a group of people.

Cultural values

The beliefs and attitudes shared by a group of people.

D**Description**

What everyone sees in the work of art.

Design

The planned arrangement of visual elements.

Discipline

A branch of knowledge or learning such as dance, drama/theatre, music, visual art, or other subject areas.

E**Elements of art**

The components of visual arts expression (such as line, shape, color, form, value, texture, and space).

Emphasis

A design principle which shows the area in the composition which attracts the most attention; the focal point.

Expression

The use of visual art to convey beliefs, feelings, and meanings through selective use of art media.

F**Form**

The design element that is the shape and structure of a work of art. Many artists strive for a relationship between form and content so that the way something is made fits with what the artist intends the work to be about, or how it will be viewed.

Function

The purpose and use of an artwork.

H

Hue

First property of color that gives it a name on the color wheel.

I

Icon

An object or symbol that represents something culturally significant.

Intensity

The third property of color that gives the brightness or dullness of a color.

Interdisciplinary

Instruction that connects the content of two or more disciplines or subject areas.

Interpretation

A subjective conclusion regarding the meaning, implication, or effect of an artwork.

J

Judgment

A discussion of the relative merits of a work art.

L

Line

A design element that is a continuous mark between two points.

M

Media/Medium

The materials and tools used to create artwork.

Movement

A design principle which shows the illusion of motion in a work of art. The path that the eye follows as one looks at a piece of art.

N

Negative Space

The unoccupied areas or empty space surrounding the objects or figures in a composition.

P

Perceptual skill

The ability to observe the details of objects, figures, or places and represent these observations accurately.

Perspective

A system for representing three-dimensional objects viewed as receding on a two-dimensional surface.

Portfolio

A collection of samples of one's completed artwork and works-in-progress.

Positive Space

Any 2-D shape or object distinguished from the background, or any 3-D form that occupies space.

Primary Colors

The three colors from which all other colors can theoretically be mixed (red, yellow, and blue).

Principles of Art

The organization of design elements including balance, emphasis, illusion of space, illusion of movement, proportion, and unity.

Process

A complex operation that involves a number of methods and techniques to create a work of art.

Proportion

The relative size of elements in a composition; how big or small something is in relation to something else.

R**Radial Balance**

The elements that radiate from a central point.

Reflection

A structure through which students can consider their own thinking about an aesthetic experience, an artwork, or the creative process.

Repetition

Using the same visual element over again within the same composition.

Rhythm

A design based on repetition.

S**Secondary Colors**

A mixture of any two primary colors (green, orange, violet).

Self-assessment

The process of engaging students in thinking about their own abilities and performance. Performance is usually related to students' understanding of specific knowledge and skills, performance standards, criteria, and personal goals. The intent is to teach students to monitor their progress and learning.

Shape

A design element of a visually perceived area created either by an enclosing line, or by color and value changes, which define the outer edge.

Space

The distance of area between or around things. A design principle, the illusion of space can be created in a 2-D composition by overlapping, size, value, and linear perspective.

Style

The particular technique and characteristics that distinguish the art of different cultures or artists and periods or schools of art.

Subject matter

The content of a work of visual art including portraits, human figures, cityscapes, landscapes, seascapes, animals, nonobjective or abstract forms.

Symmetrical Balance

Arranging the elements so they are visually equal on either side of a center vertical axis line.

T**Techniques**

The processes by which materials are used to create visual art including carving, drawing, painting, printing, rendering, sketching or stippling.

Technology

Electronic media, including computers, cameras, video equipment, and visual art software used to learn about, create, and document visual artwork.

Tertiary Colors

A mixture of primary and the adjacent secondary color (e.g., yellow-orange, or blue-violet).

Texture

A design element that shows the surface quality of an object that can be seen or felt.

Three-dimensional

Showing three dimensions, thereby giving the illusion of depth and appearing lifelike.

Tools

The instruments (including brushes, scissors, brayers, easels, knives, kilns, and cameras) that are used to create works of visual art.

Two-dimensional

Showing two dimensions, thereby lacking depth and appearing flat.

Type letters

Seen as a shape for use in a graphic design.

U**Universal theme**

A major idea or subject repeatedly represented over time through various art forms.

Unity

A design principle where all the design elements look like they belong together.

V**Value**

A design element, also the second property of color, that is a measure of relative lightness or darkness, which can apply to color or tone.

Variety

Adding variety keeps a unified piece of art from being boring.

Visual art

Forms or categories of creative and expressive production including the following: drawing, painting, printmaking, sculpture, graphics, photography, architecture, folk art, ceramics, fiber arts, jewelry, and others.

Visual art problem

A visual art assignment or task, usually with defined characteristics, that is a starting point for thinking about and using visual arts components.

Visual culture

The elements in society that shape and reflect our ideas about and tastes in visual design. In modern American society, these include elements such as television, museums, movies, the Internet and shopping malls.

W**Warm Colors**

A color that appears to be closer to the yellow-to-red side of the color wheel.