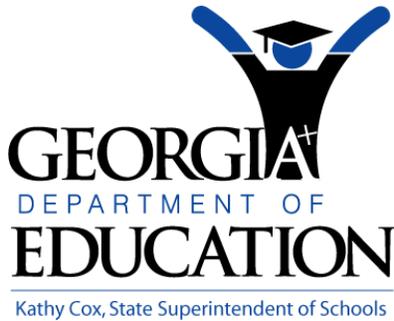


Georgia Department of Education



FINE ARTS EDUCATION

GEORGIA PERFORMANCE STANDARDS

Visual Arts

Preface
Georgia Performance Standards for Fine Arts Education

TABLE of CONTENTS

Section	Page Number/s
I. Introduction	3
II. Definition of Performance Standards	3
III. Benefits of Performance Standards	3
IV. Georgia Performance Standards	3-4
V. Assessment	4
VI. Application of Standards for Students with Disabilities	4-5
VII. References/Consultants	5

This preface is included for all of the four areas of Fine Arts Education. The Georgia Performance Standards (GPS) for Visual Arts Education begins on page 6.

Georgia Performance Standards for Fine Arts Education

Preface

I. Introduction

During the school year 2008-2009, three committees for advisory, writing, and external review were created for each of the four content areas of fine arts education including dance, music, theatre arts, and visual arts to draft Georgia Performance Standards for Fine Arts Education. The National Standards for Arts Education as referenced in the National Standards for Arts Education, Copyright ©1994 by MENC: The National Association for Music Education, other states' fine arts curriculum standards along with their State Department of Education fine arts specialists and the Regional Educational Laboratory - South East Center (SERVE) all contributed to the resource and research base. Committee members were recommended by school district leadership and other experts in the field of fine arts education. Demographically and geographically, the group represented a cross-section of Georgia and included members from business, community, pre-kindergarten, elementary education, secondary education, post-secondary education, and state and national fine arts associations as listed within the standards document for each content area.

The Georgia Performance Standards for Fine Arts are based on The National Standards for Arts Education as referenced in the National Standards for Arts Education, Copyright ©1994 by MENC: The National Association for Music Education. The National Standards outline what every K-12 student should know and be able to do in the arts. The standards were developed by the Consortium of National Arts Education Association, through a grant administered by The National Association for Music Education (MENC).

II. Definition of Standards:

Standards are statements that define what students should know and be able to do upon completion of specific levels of instruction as well as how they will respond to their environment. Standards serve as a guide for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals for expanding and improving education.

III. Benefits of Performance Standards:

As described in the National Standards for Arts Education, arts education benefits both student and society. The arts cultivate the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication.

IV. Georgia Performance Standards:

Georgia's performance standards provide clear expectations for instruction, assessment, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough." Performance standards isolate and

identify the skills needed to use the knowledge and skills to problem-solve, reason, communicate, and make connections with other information. They also tell the teacher how to assess the extent to which the student understands the standard and can manipulate and apply the information.

Performance standards incorporate the content standard, which simply tells the teacher what a student is expected to know (i.e., what concepts he or she is expected to master) and be able to do. Supporting elements are established and further define and support each content standard. Content standards and elements provide the foundation for developing three additional items: suggested student tasks, sample student work, and teacher commentary on student work.

V. Assessment:

Arts education places a high value on personal insight, individual achievement, and group performance; a broad range of assessment measures are used to assess whether a standard is being met. Because the standards are consensus statements about what an education in the arts should contain, they provide a basis for student assessment and program evaluation. The standards support the arts in the “academic” standing in that mere participation is not the same as education. The standards affirm that discipline and rigor are critical to high academic achievement. Academic achievement, knowledge, and skills can be measured in the arts– if not always on a numerical scale, then by informed critical judgment. Performance-based assessment has long been used in the arts. This includes the practice of portfolio review in the visual arts and the assessment of performance skills through auditions used in dance, music, and theatre. The content of the standards for the arts attends to creating, performing, and responding which is consistent with and informs the perspective of the National Assessment of Educational Progress (NAEP).

VI. Application of Standards for Students with Disabilities:

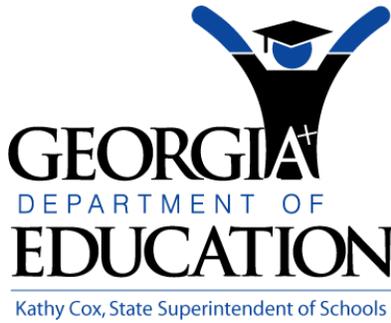
All students deserve access to the rich education and understanding that the arts provide, regardless of the student’s background, talents, or disabilities. In an increasingly technological environment overloaded with sensory data, the ability to perceive, interpret, understand, and evaluate such stimuli is critical. The arts help all students to develop multiple capabilities for understanding and deciphering an image- and symbol-laden world. The necessity of assuring that fine arts education services are provided to students with disabilities is in the implementing of the Individuals with Disabilities Education Act (IDEA). The IDEA requires that each child with a disability be afforded the opportunity to participate in the regular fine arts education program available to nondisabled children with specifically designed instruction (adapting, as appropriate, to the needs of the child, the content, methodology, or delivery of instruction) to address the unique needs of the child. Removal of children with disabilities is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. At this point, special services and programming may be used as an appropriate alternative. Some of the elements supporting the standards may not be developmentally or functionally appropriate for every child with a disability unless accommodations or modifications are implemented. Art educators must be committed and prepared to make appropriate adjustments in the curriculum to meet the unique needs of the learner. Making appropriate modifications to the curriculum to

meet individual needs allows for meaningful and relevant experiences provided in a safe and secure environment.

VII. References/Consultants:

- The National Standards for Arts Education as referenced in the National Standards for Arts Education, Copyright ©1994 by MENC: The National Association for Music Education. New York: Rowan & Littlefield.
- Nancy Carr, Fine Arts Director, California Department of Education
- Linda Lovins, Fine Arts Specialist, Florida Department of Education
- Christie Lynch, Arts Education Consultant, North Carolina Department of Public Instruction
- Deborah Reeve, Executive Director, National Art Education Association

Georgia Department of Education



VISUAL ARTS EDUCATION GEORGIA PERFORMANCE STANDARDS

TABLE of CONTENTS
Georgia Performance Standards for Visual Arts Education

Section	Page Number/s
I. Acknowledgments	8-10
• Visual Arts Advisory Committee	
• Visual Arts Writing Committee	
• Visual Arts External Review Committee	
II. Introduction/Coding	11-13
III. Georgia Performance Standards for Visual Arts Education	14-96
• Kindergarten.....	15-19
• First Grade.....	20-24
• Second Grade.....	25-29
• Third Grade.....	30-34
• Fourth Grade.....	35-40
• Fifth Grade.....	41-46
• Sixth Grade.....	47-53
• Seventh Grade.....	54-60
• Eighth Grade.....	61-67
• High School (Grades 9-12).....	68-96
○ Visual Arts (VA).....	68-75
○ Drawing (DR).....	76-82
○ Painting (PA).....	83-89
○ Sculpture (SC)	90-96
IV. APPENDIX I	97-98

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II. Introduction

The Georgia Performance Standards for Visual Arts are designed to help students develop aesthetic perception, personal expression, and artistic skills. In a problem-solving context, students meet the challenges of focused study, engaging in higher-level integrative thought processes. Art is a means to engage all the senses for learning and expression. Art provides opportunities to develop inherent creative abilities. It also fosters and preserves individual identity, uniqueness, self-esteem, and personal accomplishment.

The Visual Arts Performance Standards affirm art as a process of inquiry into meaning and idea that is grounded in context and articulated in the purposeful manipulation of visual media. Analysis of products developed within this process can be used to enhance the student's own understanding of his or her thinking. This is developed through assessment and reflection. The habits of mind developed in each step of the process of inquiry articulated in the Performance Standards connect across the curriculum.

Art, when taught through a reflective pedagogy of care and responsibility, promotes self-esteem and positive relationships. It improves self-confidence and personal awareness. The study of art stimulates the imagination and encourages students to utilize their creative potential in learning about and producing original works of art. It promotes the development of personal and cultural identity for students. Art instruction provides opportunities for students to work individually and collaboratively to foster social development and cooperative interaction. Additionally, the standards promote an awareness of art as a vocation, avocation, and means for living an aesthetically rich life.

The creation of art offers opportunities for highlighting student achievement through school and community exhibits. The visual arts bring a layer of quality to the educational environment. The visual arts standards help students see art in a personal context and expand the concept to the community and the world. The arts are a bridge to understanding our own and other cultures.

Through a varied assessment program, students should have periodic opportunities to engage in inquiry-oriented lessons related to Visual Arts. Skills introduced in a given year are developed and become more proficient over time; once proficiency is reached, students continue to advance, increasing refinement and artistic independence. A varied assessment program with multiple types of formative and summative assessments provides the teacher, the student, and the parent with a measure of the student's progress and mastery of the Georgia Performance Standards for Visual Arts.

Organization of Visual Arts Standards

The Georgia Performance Standards for Visual Art are arranged in domains that group the standards for clarity and focused study. National Standards for Visual Art provided a foundation for development of the Georgia standards. Advisors' suggestions led to the combination of two national standards and the placement of "production" at the heart—in the middle—of the standards arrangement. The domains are as follows: Meaning and Creative Thinking (MC), Contextual Understanding (CU), Production and Response (PR), Assessment and Reflection (AR), and Connections (C).

Meaning and Creative Thinking (MC)

Students engage in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of their own art works and the art works of others (National Standards 2 & 3).

Students develop creativity, critical-thinking, perceptual awareness, and problem solving skills through this critical and creative exposure to artworks. Students engage in aesthetic dialogue, considering "essential questions" of art, making effort toward constructing meaning as they encounter and produce works of art. Evidence may be documented through journal-keeping, brainstorming lists, project development, and in the course of conversations.

Contextual Understanding (CU)

Students understand the visual arts in relation to history and culture (National Standard 4). Students recognize the impact of art on history and different cultures and how history and culture have influenced art. Students plan for and participate in a variety of activities that promote personal engagement and deep knowledge in the study of art history and culture.

Production (PR)

Students create artworks by applying media, techniques, and processes to formulate and express their own ideas and conceptual understandings (National Standard 1). Experiencing the role of the artist, students apply media, techniques, and processes working toward development of sufficient skill, confidence, and sensitivity to carry out their intentions in their artwork. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, students learn to communicate ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital media art techniques. Students should be engaged in well-rounded studio art experiences.

Assessment and Reflection (AR)

Students critique works of art, reflecting upon and assessing the characteristics and merits of their own work and the artwork of others (National Standard 5). Students learn to describe and assess the materials, techniques, and processes used to complete a finished artwork. They demonstrate the ability to reflect upon and interpret the construction of meaning in their own

work and the work of others. Interacting with peers, they express and validate personal viewpoint and offer constructive criticism.

Connections (C)

Students make connections to other disciplines and to the world around them through the visual arts (National Standard 6). Students make connections from the world of art to other areas of learning and personal endeavor. Students derive inspiration for art from a variety of content areas. They inform their study and production of art by integrating information and skills from other disciplines and areas of knowledge such as math, reading, English Language Arts, social studies, science, world languages, music, dance, theater, physical education, career awareness, and technology into his or her artwork.

Georgia Performance Standards

The coding system developed for the performance standards in visual arts will find that each standard has a unique corresponding code made up of numbers and letters. The code includes the following:

- subject area (Visual Arts, delineated by the letters “VA”)
- grade level or band (grades K-5 for Elementary School; grades 6-8 for Middle School; HS = High School for grades 9-12)
- specific grade levels Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8 for grades K-5 and 6-8
- letter abbreviations of the standard’s domain (MC = Meaning and Creative Thinking; CU = Contextual Understanding; PR = Production; AR = Assessment and Reflection; C = Connections; DR = Drawing; PA = Painting, SC = Sculpture)
- numbering system for the standard within that domain
- the elements supporting the standard denoted by lower case letters

Coding examples include:

The code for the first Kindergarten standard and corresponding element for Meaning and Creative Thinking is **VAKMC.1.a**

Visual Arts, Kindergarten, Meaning and Creative Thinking, Standard 1, Element a

The code for the grade 6 second standard and corresponding element within the Production domain is **VA6PR.2.b**

Visual Arts, Grade 6, Production Standard 2, Element b

The coding for the fourth standard and corresponding element within the Drawing domain for high school is **VAHSDRCU.4.c**

Visual Arts, High School, Drawing, Contextual Understanding, Standard 4, Element c

III. Georgia Performance Standards for Visual Arts Education

Grades K-5 Visual Arts Introduction

Art is an integral part of the total elementary school curriculum, recognized by National Standards to be part of the core of quality education. All children in grades K-5 should receive regularly scheduled art instruction taught by certified visual arts specialists.

Art is an important means of self-expression. The Georgia Performance Standards for Visual Art builds opportunities for children to develop innate sensibilities through making and studying art. As students are guided through visual, tactile, and manipulative art experiences, they build important mental constructs. The standards guide development of the students' technical abilities and higher-order thinking skills. This sequenced, developmentally appropriate set of standards for elementary art has been designed to develop aesthetic understanding, creative thinking, perceptual awareness, artistic skills and knowledge, historical and cultural context, critical analysis, and connections to other disciplines.

The Visual Arts Skills Matrix provided with these standards lists skills, techniques, and materials that should be integrated into content as appropriate (rather than taught separately).

A well-constructed elementary art program will ensure that the students will understand the following:

- Imagination is important.
- There may be more than one answer to a question and more than one solution to a problem.
- Answers to a question need not be identical.
- Intrinsic satisfaction matters.
- Flexibility of thought is critical throughout the course of one's work.
- Personal success stems from the care invested in one's own work and the ability to work cooperatively with others in a dynamic studio setting.

KINDERGARTEN

VISUAL ARTS

Children enter kindergarten with a wide variety of life experiences and abilities. A broad range of artistic experiences helps kindergarten students develop fine motor skills, conceptual understanding, and idea building.

Drawing is a natural inclination that precedes the development of writing. The drawing abilities of kindergarteners range from organized scribbles to symbolic representations of the world around them. As kindergarten students begin to explore visual representation, they develop personalized schema to portray subjects that are personally significant such as self, family, animals, and familiar objects. Kindergarten students also explore ideas, stories, and fantasy through drawing.

Kindergarten students need opportunities to develop ideas, express imagination, and explore a variety of media and techniques. Students enjoy sharing stories about their artistic creations and often embellish details in the telling. Learning to participate as an exhibiting artist-presenter and as a respectful audience member becomes the basis for the development of the critique process.

The visual arts provide natural connections for kindergarten students to explore many concepts from other academic disciplines. Development of a basic understanding of the elements of art—color, line, shape, space, and texture—provides a sensory foundation for vocabulary development and scaffolding other learning concepts.

MEANING and CREATIVE THINKING

The student engages in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of his or her own art works and the art works of others (National Standards 2 &3). The student develops creativity, critical-thinking, perceptual awareness, and problem solving skills. The student considers the critical questions of art, making effort toward constructing meaning as art is encountered and produced. Evidence may be documented through mapping, diagrams, journal-keeping, brain-storming lists, project development and conversations.

VAKMC.1 Engages in the creative process to generate and visualize ideas.

- a. Participates in group brainstorming activity to generate ideas.
- b. Verbally expresses individual ideas, thoughts, and feelings.

VAKMC.2 Formulates personal responses.

- a. Generates visual images by manipulating art materials.
- b. Mentally recalls and produces visual images (e.g., people, places, animals, things, locations, events, actions) using a variety of art materials.
- c. Makes connections between visual images and personal experiences.
- d. Expresses individual ideas, thoughts, and feelings through drawing.

VAKMC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.

- a. Uses pictures to tell a story.
- b. Understands that symbols can convey different kinds of meaning.
- c. Looks at objects and thinks about ideas in relationship to one another and observes relationships in works of art.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and culture (National Standard 4).

The student recognizes the impact of art on history and different cultures, and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VAKCU.1 Identifies artists and offers ideas about what art is and who artists are.

- a. Recognizes self as an artist.
- b. Identifies artists in his/her community.
- c. Understands own ideas as unique to him/her.

VAKCU.2 Views and discusses selected artworks.

- a. Talks about artworks of significant artists that have recognizable subjects and themes.
- b. Discusses art from a variety of world cultures.
- c. Recognizes the unique contributions of Georgia artists and art forms.
- d. Points out clues in selected artworks that determine time and place.

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).

Experiencing the role of the artist, each student applies media, techniques, and processes developing basic skills and increasing confidence. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student begins to relate process, material, and technique to the communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital media art techniques. The student should be engaged in well-rounded studio art experiences.

- VAKPR.1 Creates artworks based on personal experience and selected themes.
- a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
 - b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, form, texture).
 - c. Combines materials in new and inventive ways to make a finished work of art.
- VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (e.g., drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.
- a. Attempts to fill the space in an art composition.
 - b. Creates drawings with a variety of media (e.g., pencils, crayons, pastels).
 - c. Draws a variety of lines (e.g., straight, curved, angled, broken, thick, and thin) and shapes (e.g., geometric, organic/free form shapes).
 - d. Creates lines with a variety of media and art tools (e.g., pencils, crayons, scissors, paint brushes, found objects).
 - e. Creates paintings with a variety of media (e.g., finger-paint, tempera, watercolor).
 - f. Uses color to express thoughts, feelings, and ideas.
 - g. Mixes colors to make new colors.
 - h. Explores printmaking using a variety of stamping techniques. (e.g., thumbprints, cardboard, sponge, found objects)
 - i. Uses an awareness of pattern and texture to create a print.
 - j. Develops manual dexterity through craft techniques (e.g., collage, stitchery, weaving)

- VAKPR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.
- Makes pots and/or forms using pinch construction.
 - Incorporates texture into a design.
 - Employs simple construction techniques.
 - Recognizes form as not flat.
 - Demonstrates that shapes can be put together to make new shapes or forms.
 - Creates composition using traditional and/or contemporary craft materials and methods (e.g., paper sculpture, found object, sculpture, jewelry).
- VAKPR.4 Participates in appropriate exhibition(s) of artworks.
- Develops title for finished work.
 - Views and discusses displayed artwork.

ASSESSMENT and REFLECTION

The student critiques works of art while reflecting upon and assessing the characteristics and merits of his or her artwork and the artwork of others (National Standard 5). The student describes and assesses materials, techniques, and processes used to complete a finished artwork. The student demonstrates the ability to reflect upon and interpret the construction of meaning in his or her own artwork and the artwork of others. Interacting with peers, the student expresses a personal viewpoint and offers constructive criticism.

- VAKAR.1 Discusses his or her own artwork and the artwork of others.
- Shows an interest in art.
 - Describes his or her artwork, revealing media subject and story.
 - Compares and contrasts artworks based on subject, theme, and/or elements.
 - Expresses preference for one of two or three artworks (reproductions).
 - Uses art terms with emphasis on the elements of art: space, line, shape, form, color, value, texture.
 - Identifies and names lines (e.g., straight, curved, broken, zigzag, spiral, scalloped, thick and thin).
 - Recognizes organic shapes and names geometric shapes.
 - Correctly names colors.
 - Lists primary colors.
 - Names geometric forms (e.g., spheres, cubes).
 - Identifies relationships of placement in space (e.g., beside/overlapping, above/below, close/far, right/left, top/bottom, front/back, over/under).
 - Identifies space as empty or crowded.
 - Identifies texture as the way something feels.
 - Names a variety of textures (e.g., smooth, rough, hard, soft).

- o. Identifies how elements of art communicate specific feeling.
- p. Describes how repeated colors, lines, shapes, forms, or textures make pattern in an artwork.

VAKAR.2 Utilizes a variety of approaches to understand and critique works of art.

- a. Poses questions and gathers information from works of art.
- b. Reads meaning through interpretation of ideas, thoughts and feelings expressed in artwork.
- c. Connects life experience to artwork.

CONNECTIONS

The student makes connections to other disciplines and the world through the visual arts (National Standard 6). The student makes connections from the world of art to other areas of learning and personal endeavor. The student derives inspiration for art from a variety of content areas. The student informs study and production of art by integrating information and skills from other areas of knowledge and academic disciplines (e.g., math, reading, English Language Arts, social studies, science, music, dance, theater arts, world languages, career awareness, and technology into his or her artwork).

VAKC.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Explores universal concepts (e.g., pattern, balance) and creates artworks inspired by ideas from literature, science, music, and/or math.
- b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

VAKC.2 Develops life skills through the study and production of art.

- a. Understands learning goals for artwork and evaluates when goals are met.
- b. Adapts to change.

GRADE 1

VISUAL ARTS

By first grade, most children have developed a collection of symbols for objects in their environment such as a person, house, or tree. These symbols are highly individualized since they are the result of personal development. Children's symbols are unique and represent conceptual understanding rather than direct observation of their world.

MEANING and CREATIVE THINKING

The student engages in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of his or her art works and the art works of others (National Standards 2 & 3). The student develops creativity, critical-thinking, perceptual awareness, and problem solving skills. The student considers the critical questions of art, making effort toward constructing meaning as art is encountered and produced. Evidence may be documented through diagrams, journal-keeping, brainstorming lists, project development, and conversations.

- VA1MC.1 Engages in the creative process to generate and visualize ideas.
- Recognizes and discusses how visual images can have multiple meanings.
 - Generates multiple visual images.
- VA1MC.2 Formulates personal responses.
- Makes connections between visual images and personal experiences.
 - Expresses individual ideas, thoughts, and feelings through drawing.
 - Explores how meaning can change when images are revised.
- VA1MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.
- Describes subjects in art works such as animals, people, places, and things.
 - Examines common subjects and themes in selected artworks from own and other cultures, such as the world of play, foods, costumes, celebrations, communities, and nature.
 - Understands that symbols and the qualities found in the elements of art (e.g., shapes and colors) can convey different kinds of meaning.
 - Looks at objects and thinks about ideas in relationship to one another and observes relationships in works of art.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and culture (National Standard 4).

The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

- VA1CU.1 Identifies artists as creative thinkers who make art and share ideas.
- Recognizes ways that artists are involved in communities (e.g., architects, painters, photographers, interior designers, educators, museum docents).
 - Recognizes and associates selected artists with their individual works.

- VA1CU.2 Views and discusses selected artworks.
- Names subject and theme.
 - Describes time and place.
 - Identifies artist and culture.

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her own ideas and conceptual understandings (National Standard 1).

Experiencing the role of the artist, each student applies media, techniques, and processes in order to develop basic skills and increase confidence. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student begins to relate process, material, and technique to communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital art media techniques. The student should be engaged in well-rounded studio art experiences.

- VA1PR.1 Creates artworks based on personal experience and selected themes.
- Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
 - Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, space, form, texture).
 - Creates art works that attempt to fill the space of art composition.
 - Makes choices in developing art compositions.
 - Combines materials in new and inventive ways to make a finished work of art.

VA1PR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Creates drawings with a variety of media (e.g., pencils, crayons, pastels).
- b. Identifies lines and shapes in order to draw an object.
- c. Creates paintings with a variety of media (e.g., acrylic, tempera, watercolor).
- d. Mixes two primary colors to make a secondary color.
- e. Creates prints using a variety of stamping techniques (e.g., thumbprints, cardboard, sponges, found objects).
- f. Uses an awareness of shape, pattern, and texture to create a variety of print art.
- g. Develops manual dexterity through craft techniques (e.g., collage, stitchery, weaving).

VA1PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Uses clay techniques to create forms (e.g., modeling, rolling, pinching).
- b. Incorporates texture into ceramic artwork.
- c. Uses an awareness of form, pattern, and texture.
- d. Creates 3-dimensional composition using traditional and/or contemporary craft materials and methods (e.g., paper sculpture, found object assemblage, jewelry).

VA1PR.4 Participates in appropriate exhibition(s) of artworks.

- a. Assigns a title that describes his or her finished work of art.
- b. Signs a finished work of art.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her artwork and the artwork of others (National Standard 5). The student describes and assesses materials, techniques, and processes used to complete a finished artwork. The student demonstrates the ability to reflect upon and interpret the construction of meaning in his or her own artwork as well as the artwork of others. Interacting with peers, the student expresses a personal viewpoint and offers constructive criticism.

VA1AR.1 Discusses his or her artwork and the artwork of others.

- a. Shows an interest in art.
- b. Demonstrates a respect for art forms and art objects.
- c. Describes own artwork, revealing subject matter and story.
- d. Expresses feelings in response to examining artworks.
- e. Identifies and compares specific elements and principles of art and how these contribute to communicating specific feelings.
- f. Uses art terminology with emphasis on the elements of art: line, shape, form, color, space, texture.
- g. Identifies lines as outlines or edges of shapes and forms.
- h. Recognizes how media and techniques affect line qualities.
- i. Differentiates between geometric shapes and organic shapes.
- j. Identifies primary colors and secondary colors on the color wheel.
- k. Names geometric forms (e.g., spheres, cubes, cylinders, cones, rectangular prisms).
- l. Recognizes that forms have different sides and occupy space.
- m. Observes and identifies positive and negative space.
- n. Identifies texture by feel and sight.
- o. Names and describes a variety of textures by feel and by sight.
- p. Describes how repeated colors, lines, shapes, forms, or textures can make a pattern in an artwork.

VA1AR.2 Uses a variety of approaches to understand and critique works of art.

- a. Examines two artworks identifying similarities and differences.
- b. Expresses and explains preference for one of two or three artworks.

CONNECTIONS

The student makes connections to other disciplines and the world through the visual arts (National Standard 6). The student makes connections from the world of art to other areas of learning and personal endeavor. The student derives inspiration for art from a variety of content areas. The student informs study and production of art by integrating information and skills from other areas of knowledge and academic disciplines (e.g., math, reading, English Language Arts, social studies, science, music, dance, theater arts, world languages, career awareness, and technology into his or her artwork).

VA1C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Explores universal concepts (e.g., pattern, balance) and creates artworks inspired by ideas from literature, science, music, and/or math.
- b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

VA1C.2 Develops life skills through the study and production of art.

- a. Understands learning goals for artwork and evaluates when goals are met.
- b. Adapts to change.

GRADE 2

VISUAL ARTS

Children at this stage are inclined to draw what they know, not what they see. Symbols become progressively more detailed. The use of base-lines and sky-lines is a common drawing strategy at this age. Children make art for enjoyment and personal expression.

MEANING and CREATIVE THINKING

The student engages in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of his or her art works and the art works of others (National Standards 2 & 3). The student develops creativity, critical-thinking, perceptual awareness and problem solving skills. The student considers the critical questions of art, making effort toward constructing meaning as art is encountered and produced. Evidence may be documented through mapping, diagrams, journal-keeping, brainstorming lists, project development, and conversations.

VA2MC.1 Engages in the creative process to generate and visualize ideas.

- a. Generates visual images in response to *open-ended* prompts, themes, and narratives.

VA2MC.2 Formulates personal responses.

- a. Produces multiple interpretations for an object or image.
- b. Revises artwork in response to unanticipated insights and discoveries.

VA2MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.

- a. Discusses uses of symbols and cultural icons in artwork.
- b. Mentally envisions what cannot be directly observed (e.g., depicting imaginary worlds, fantastic machines, unusual creatures).
- c. Generates new images and meaning by using visual analogy and metaphor (e.g., seeing a cloud as an animal).
- d. Observes how the visual relationship of objects and ideas affects meaning and/or significance.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and culture (National Standard 4).

The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA2CU.1 Identifies artists as creative thinkers who make art and share their ideas.

- a. Recognizes unique contributions of contemporary and historical Georgia artists and art forms.
- b. Creates artwork that explores ideas, issues, and events from current and past cultures.

VA2CU.2 Views and discusses selected artworks.

- a. Names subject and theme.
- b. Uses context clues to identify time and place.
- c. Theorizes and suggests how culture and environment provide inspiration for creating artworks.
- d. Recognizes media and technique.
- e. Observes and discusses simple perspective techniques (e.g., diminishing size, overlapping, placement on the picture plane).

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express ideas and conceptual understandings (National Standard 1).

Experiencing the role of the artist, each student applies media, techniques, and processes to develop basic skills, and increase confidence. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student relates process, material and technique to communication of ideas. Media/techniques should include, but are not limited to drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital media art techniques. The student should be engaged in well-rounded studio art experiences.

VA2PR.1 Creates artworks based on personal experience and selected themes.

- a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
- b. Creates artworks emphasizing one or more elements of art (e.g., space, line, shape, form, color, value, texture) and principles of design (e.g., balance, repetition).
- c. Combines materials in new and inventive ways to make a finished work of art.

VA2PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Creates drawings with a variety of media (e.g., pencils, crayons, pastels).
- b. Creates landscape with a horizon line.
- c. Creates paintings with a variety of media (e.g., tempera, watercolor).
- d. Mixes colors intentionally to create specific new colors.
- e. Mixes white with colors to create tints and black with colors to create shades (values).
- f. Creates prints using mono-printing or relief techniques.
- g. Develops craft techniques (e.g., collage, stitchery, weaving).

VA2PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Creates ceramic objects incorporating basic additive method.
- b. Creates sculpture using a variety of materials and methods (e.g., papier-mâché, paper sculpture, assemblage, found objects).
- c. Creates composition using traditional and/or contemporary craft methods (e.g., weaving, stitchery, and jewelry).

VA2PR.4 Participates in appropriate exhibition(s) of artworks.

- a. Writes a title that describes his or her finished work of art.
- b. Writes an artist's statement by reflecting on finished artwork.
- c. Signs a finished work of art.
- d. Views displayed artwork.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her own artwork and the artwork of others (National Standard 5). The student describes and assesses materials, techniques, and processes used to complete a finished artwork. The student demonstrates the ability to reflect upon and interpret the construction of meaning in his or her own artwork and the artwork of others. Interacting with peers, the student expresses a personal viewpoint and offers constructive criticism.

VA2AR.1 Discusses his or her artwork and the artwork of others.

- a. Demonstrates a respect for art forms and art objects.
- b. Identifies the differences between photographs, paintings, drawings and sculptures.
- c. Uses art terminology with emphasis on the elements of art: line, shape, form, color, space, and texture.
- d. Differentiates horizontal, vertical, and diagonal lines.
- e. Uses art terminology with emphasis on the principles of design: contrast, rhythm/movement, and pattern/repetition.
- f. Recognizes that lines can show rhythm and movement.
- g. Demonstrates that shape/forms can have balance (e.g., symmetrical, asymmetrical).
- h. Identifies geometric and non-geometric shapes and forms in artwork.
- i. Describes colors as warm or cool.
- j. Identifies value as the lightness or darkness of a color.
- k. Distinguishes between 2-D shapes and 3-D forms.
- l. Explains how space is either positive or negative.
- m. Identifies symmetrical (formal) and radial balance in artworks and in nature.
- n. Distinguishes between the textures of materials, such as fabric, yarn, paper, clay, and found objects.
- o. Recognizes that texture can be visual and/or tactile.
- p. Describes how repeated colors, lines, shapes, forms, or textures can make a pattern in an artwork.

VA2AR.2 Uses a variety of approaches to understand and critique works of art.

- a. Describes his or her artwork, revealing subject, story, and intention.
- b. Discusses and compares his or her definition of art with that of others.
- c. Compares and contrasts artworks based on subject, theme, and/or elements.
- d. Expresses preference for one of two or three artworks.

CONNECTIONS

The student makes connections to other disciplines and the world through the visual arts (National Standard 6). The student makes connections from the world of art to other areas of learning and personal endeavor. The student derives inspiration for art from a variety of content areas. The student informs study and production of art by integrating information and skills from other areas of knowledge and academic disciplines (e.g., math, reading, English Language Arts, social studies, science, music, dance, theater arts, world languages, career awareness, and technology).

VA2C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Explores and creates art inspired by ideas from literature, science, music, and/or math.
- b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

VA2C.2 Develops life skills through the study and production of art.

- a. Manages goals and time.
- b. Adapts to change.
- c. Works in teams.
- d. Guides and leads others.

GRADE 3

VISUAL ARTS

Self-criticism is common and drawing is often less spontaneous among third graders when compared to earlier stages. In student drawings, objects no longer stand on a baseline or overlap. Beginning use of perspective and awareness of shading develops.

MEANING and CREATIVE THINKING

The student engages in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of his or her own art works and the art works of others (National Standards 2 & 3). The student develops creativity, critical-thinking, perceptual awareness and problem solving skills. The student considers the critical questions of art, making effort toward constructing meaning as art is encountered and produced. Evidence may be documented through diagrams, journal-keeping, brainstorming lists, project development, and conversations.

VA3MC.1 Engages in the creative process to generate and visualize ideas.

- a. Creates a series of thumbnail sketches to alter visual images, such as magnifying, reducing, repeating or combining them in unusual ways, to change how they are perceived and interpreted.
- b. Formulates visual ideas by using a variety of resources (books, magazines, and Internet).

VA3MC.2 Formulates personal responses to visual imagery.

- a. Uses a sketchbook for planning and self-reflection.
- b. Responds to big ideas, universal themes, and symbolic images to produce images with richer and more personal meaning.

VA3MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.

- a. Generates different viewpoints for making and interpreting a visual image.
- b. Develops open-ended themes/topics in unique and innovative ways (e.g., modifying or combining visual images).
- c. Observes how visual relationship of objects and ideas (e.g., contrast, proportion, placement) affects appearance and how arrangements may affect meaning and/or significance.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and culture (National Standard 4).

The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA3CU.1 Investigates and discovers the personal relationship of artist to community, culture, and world through making and studying art.

- a. Recognizes the unique contributions of contemporary and historical Georgia artists and art forms.
- b. Discovers personal relationship to community, culture, and world through making and studying art.

VA3CU.2 Views and discusses selected artworks.

- a. Names subject and theme.
- b. Uses context clues to identify time and place.
- c. Identifies artist and culture.
- d. Recognizes media and technique.
- e. Discusses the purpose of art in various cultures (e.g., aesthetic, utilitarian).

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).

Experiencing the role of the artist, each student applies media, techniques, and processes to develop basic skills and increase confidence. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student relates process, material, and technique to the communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital media art techniques. The student should be engaged in well-rounded studio art experiences.

VA3PR.3 Creates artworks based on personal experience and selected themes.

- a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
- b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, form, texture).
- c. Creates art emphasizing one or more principles of design (balance, proportion, rhythm, emphasis, unity, contrast).
- d. Combines materials in new and inventive ways to make a finished work of art.

VA3PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Creates drawings with a variety of media (e.g., pencils, crayons, pastel).
- b. Draws lines with varied weights and in varied ways.
- c. Uses directional lines (vertical, horizontal, diagonal).
- d. Creates landscape with foreground, middle ground, background.
- e. Achieves distance through diminishing sizes and placement of objects higher on the page.
- f. Creates paintings with a variety of media (e.g., tempera, watercolor).
- g. Creates prints using mono-printing and relief techniques.

VA3PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Creates ceramic objects incorporating the additive method using score and slip.
- b. Creates sculpture using a variety of methods (e.g., papier-mâché, cutting, folding, found objects).
- c. Makes decisions about surface treatment of sculpture or ceramic form.
- d. Creates composition using traditional and/or contemporary craft methods (e.g., weaving, stitchery, jewelry).

VA3PR.4 Participates in appropriate exhibition(s) of artworks.

- a. Prepares artwork for exhibition by writing a title, statement, and signature on his or her finished work of art.
- b. Participates in an art exhibit.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her own artwork and the artwork of others (National Standard 5). The student describes and assesses materials, techniques, and processes used to complete a finished artwork. The student demonstrates the ability to reflect upon and interpret the construction of meaning in his or her own artwork and the artwork of others. Interacting with peers, the student expresses a personal viewpoint and offers constructive criticism.

VA3AR.1 Discusses his or her artwork and the artwork of others.

- a. Describes how size, colors, lines, shapes, and textures are organized in artwork to create a focus or center of interest (emphasis).
- b. Demonstrates a respect for art forms and art objects.
- c. Uses art terminology with emphasis on the elements of art: line, shape, form, color, space, texture.
- d. Uses art terminology with emphasis on the principles of design. (e.g., balance, proportion, rhythm, emphasis, unity, contrast).
- e. Recognizes that lines can be used to suggest movement, feelings, sounds, and ideas.
- f. Points to descriptive, directional, and expressive lines in artworks.
- g. Explains how texture (implied and actual) is used in two-dimensional shapes and three-dimensional forms.
- h. Identifies intermediate and complementary colors, tints, and shades of colors.
- i. Recognizes value as the lightness and darkness of a color.
- j. Distinguishes between 2-D shapes and 3-D forms.
- k. Recognizes the division of picture plane into foreground, middle ground, and background.
- l. Describes how negative and positive space is related.
- m. Recognizes and compares symmetrical and asymmetrical balance in artworks.

VA3AR.2 Uses a variety of approaches to understand and critique works of art.

The student--

- a. Distinguishes between original artwork and reproductions.
- b. Describes his/her artwork revealing subject, story, and intention.
- c. Compares and contrasts artworks based on subject, theme, and/or elements and principles of art.
- d. Expresses preference for one of two or three artworks and gives reasons why.
- e. Discusses how the elements and principles of design contribute to the composition in an artwork.

CONNECTIONS

The student makes connections to other disciplines and the world through the visual arts (National Standard 6).

The student makes connections from the world of art to other areas of learning and personal endeavor. The student derives inspiration for art from a variety of content areas. The student informs study and production of art by integrating information and skills from other areas of knowledge and academic disciplines (e.g., math, reading, English Language Arts, social studies, science, music, dance, theater arts, world languages, career awareness, and technology).

VA3C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Makes interdisciplinary connections, applying art skills and knowledge to improve understanding in other disciplines.
- b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

VA3C.2 Develops life skills through the study and production of art.

- a. Manages goals and time.
- b. Adapts to change.
- c. Works in teams.
- d. Guides and leads others.
- e. Directs own learning.
- f. Demonstrates persistence.

GRADE 4

VISUAL ARTS

The fourth grade marks the start of increased realism in a student's work of art. At age nine or ten, many children exhibit greater visual awareness of the things around them. As a result, they become increasingly conscious of details and proportion in what they are drawing. They typically include elaborate hairstyles, jewelry, and logos in their portrait drawings. People are also drawn in action poses and costumes. At this stage, there is an increased concern for making artwork look "right," and students may quickly become frustrated and disappointed. Students begin to show depth in their drawing, with overlapping and diminishing size. Students also incorporate greater awareness of symbolism and meaning in works of art (visual metaphor and expressive imagery).

MEANING and CREATIVE THINKING

The student engages in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of his or her own art works and the art works of others (National Standards 2 & 3). The student develops creativity, critical-thinking, perceptual awareness, and problem solving skills. The student considers the critical questions of art, making effort toward constructing meaning as art is encountered and produced. Evidence may be documented through diagrams, journal-keeping, brainstorming lists, project development, and in the course of conversations.

VA4MC.1 Engages in the creative process to generate and visualize ideas.

- a. Creates a series of thumbnail sketches to alter visual images (e.g., magnifying, reducing, repeating, or combining them in unusual ways) to change how they are perceived and interpreted.
- b. Formulates visual ideas by using a variety of resources (e.g., books, magazines, Internet).

VA4MC.2 Formulates personal responses to visual imagery.

- a. Uses a sketchbook for planning and self-reflection.
- b. Responds to big ideas, universal themes, and symbolic images to produce images with richer, more personal meaning.
- c. Self-monitors by asking questions before, during, and after art production to reflect upon and guide the artistic process.

VA4MC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.

- a. Generates different viewpoints for making and interpreting a visual image.
- b. Develops visual images by combining or modifying open-ended themes/topics in unique and innovative ways.
- c. Observes how the visual relationship of objects and ideas (juxtaposition) affects contrast and/or proportion and how placement may affect meaning and/or significance.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and culture (National Standard 4).

The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA4CU.1 Investigates and discovers the personal relationship of artist to the community, the culture, and world through making and studying art.

- a. Recognizes the unique contributions of contemporary and historical Georgia artists and art forms.
- b. Explores and articulates ideas and universal themes from diverse cultures of the past and present.

VA4CU.2 Views and discusses selected artworks.

- a. Identifies elements, principles, themes, and/ or time period in a work of art.
- b. Discusses how social events inspire art from a given time period.

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).

Experiencing the role of the artist, each student applies media, techniques, and processes to develop basic skills and increase confidence. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student relates process, material, and technique to the communication of ideas. Media/techniques should include, but are not limited to drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital. The student should be engaged in well-rounded studio art experiences.

VA4PR.1 Creates artworks based on personal experience and selected themes.

- a. Interprets visually the big ideas (community, identity, nature, justice, conflict) and broad themes (mother and child, love, war, loss, family) in open-ended ways that resonate with personal meaning.
- b. Makes design decisions as the result of conscious, thoughtful planning and choices.
- c. Communicates values, opinions, or personal insights through an original work of art.
- d. Generates artworks to express individual ideas, thoughts, and feelings from memory and/or imagination.
- e. Creates representational art works from direct observation (e.g., landscape, still life, portrait.)
- f. Produces artworks emphasizing one or more elements of art (e.g., space, line, shape, form, color, value, texture)
- g. Combines materials in new and inventive ways to make a finished work of art.

VA4PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Produces drawings with a variety of media (e.g., pencils, crayons, pastels, and charcoal).
- b. Creates contour drawing.
- c. Uses shading (changes in value) to create depth and model form.
- d. Captures movement in artworks, such as gesture drawings.
- e. Creates paintings with a variety of media (e.g., tempera, watercolor, acrylic).
- f. Mixes and uses color schemes (analogous, monochromatic, complementary, neutral).
- g. Creates a series of numbered prints.
- h. Creates art works using available technology (e.g., computer, scanner, camera, digital/video recorder).

VA4PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Creates 3-D artwork that demonstrates a design concept: open or closed form, proportion, balance, color scheme, and movement.
- b. Creates ceramic objects using hand-building methods (e.g., pinch, coil, slab,) clay processing techniques (e.g., wedge, score and slip) and surface design (e.g., stamping, relief carving, glazing, burnishing)
- c. Creates sculpture/3-dimensional form using selected method/technique (e.g., papier-mâché, paper sculpture, assemblage, found object sculpture).

VA4PR.4 Plans and participates in appropriate exhibition(s) of artworks.

- a. Prepares artwork for exhibition by writing a title, statement, and signature on his or her finished work of art.
- b. Chooses artwork to be displayed.
- c. Attends art exhibits in the school and/or local community.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her own artwork and the artwork of others (National Standard 5). The student describes and assesses materials, techniques, and processes used to complete a finished artwork. The student demonstrates the ability to reflect upon and interpret the construction of meaning in his or her own artwork and the artwork of others. Interacting with peers, the student expresses and validates a personal viewpoint and offers constructive criticism.

VA4AR.1 Develops and maintains an individual portfolio of artworks.

- a. Distinguishes between complete and incomplete artworks.
- b. Identifies strengths, interests, and areas for improvement as a creator, interpreter, and viewer of art.

VA4AR.2 Uses a variety of approaches to understand and critique works of art.

- a. Develops multiple strategies for responding to and reflecting on artworks (e.g., formal and informal art criticism techniques).
- b. Explains features of a work, including media, subject matter, and formal choices, that influence meaning.
- c. Distinguishes among representational art, abstract art, and non-objective art forms.
- d. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art.
- e. Demonstrates how shape/form can have radial balance or symmetrical balance.
- f. Writes about art for an audience and captures the feelings represented in words.

VA4AR.3 Explains how selected elements and principles of design are used in an artwork to convey meaning and how they affect personal responses to and evaluation of the artwork.

- a. Uses art terminology with emphasis on the elements of art: space, line, shape, form, color, value, texture.
- b. Uses art terminology with emphasis on the principles of design: balance, proportion, rhythm, emphasis, unity, and contrast.
- c. Recognizes spatial concepts that show depth in art works (e.g., overlapping, placement, size, color, detail) and uses them in a work of art.

- d. Explains how artists use a variety of lines and color values within an artwork to achieve three-dimensional effects (e.g., dimensional line, shading techniques).
- e. Discusses properties of color (e.g., hue, intensity, value), color schemes (e.g., neutral, complementary, analogous, monochromatic, triadic) and properties of color and how they are used in a work of art.
- f. Demonstrates how contrast can be used in a work of art to create emphasis.
- g. Explains the use of positive and negative space in composition.
- h. Describes how repeated colors, lines, shapes, forms, or textures can create pattern and show movement in an artwork.
- i. Demonstrates how the relationship of size between objects affects scale and proportion in a work of art.
- j. Uses adjectives to describe texture.

CONNECTIONS

The student makes connections to other disciplines and the world through the visual arts (National Standard 6). The student makes connections from the world of art to other areas of learning and personal endeavor. The student derives inspiration for art from a variety of content areas. The student informs study and production of art by integrating information and skills from other areas of knowledge and academic disciplines (e.g., math, reading, English Language Arts, social studies, science, music, dance, theater arts, world languages, career awareness, and technology).

VA4C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Makes interdisciplinary connections applying art skills, knowledge to improve understanding in other disciplines.
- b. Researches, describes, and discusses various art-related careers (e.g., art historian, art critic, curator, web designer, game designer, fine artist).
- c. Describes and discusses design in daily life (e.g., clothing, houses, cars, furniture).

VA4C.2 Develops life skills through the study and production of art.

- a. Manages goals and time.
- b. Adapts to change.
- c. Works in teams.
- d. Guides and lead others.
- e. Directs own learning.
- f. Demonstrates persistence.

GRADE 5

VISUAL ARTS

This stage, marked by caution and self-criticism, is the most critical stage of artistic development. Students show interest in detail, perspective, subtle use of color, and art techniques. Their interest in art moves from solely one of personal expression to consciously improving the quality of visual forms. A student's artwork is inspired by visual stimuli, subjective experiences, and interpretations drawn from imagination or from observation. At this level, students are interested in learning how things work and desire more in-depth information about the concepts, skills, and strategies practiced in earlier grades.

MEANING and CREATIVE THINKING

The student engages in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of his or her own art works and the art works of others (National Standards 2 & 3). The student develops creativity, critical-thinking, perceptual awareness, and problem solving skills. The student considers the critical questions of art, making effort toward constructing meaning as art is encountered and produced. Evidence may be documented through diagrams, journal-keeping, brainstorming lists, project development, and conversation.

VA5MC.1 Engages in the creative process to generate and visualize ideas.

- a. Creates a series of thumbnail sketches to alter visual images (e.g., magnifying, reducing, repeating or combining them in a variety of ways) to change how they are perceived and interpreted.
- b. Formulates visual ideas by using a variety of resources (e.g., books, magazines, Internet).
- c. Develops fluency, flexibility, and elaboration of ideas in the development of a work of art.

VA5MC.2 Formulates personal responses to visual imagery.

- a. Uses a sketchbook for planning and self-reflection.
- b. Responds to big ideas, universal themes, and symbolic images to produce images with richer, more personal meaning.
- c. Applies images from a variety of sources (e.g., personal experience, social and/or academic interests, books, visual resources, popular culture) and transforms them in free and open-ended ways.
- d. Explores and invents artistic conventions (styles, techniques) to connect and express visual ideas.

VA5MC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.

- a. Generates different viewpoints for making and interpreting a visual image.
- b. Develops visual images by combining or modifying open-ended themes/topics in unique and innovative ways.
- c. Observes how the visual relationship of objects and ideas (juxtaposition) affects contrast and/or proportion and how the placement may affect meaning and/or significance.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and culture (National Standard 4).

The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA5CU.1 Investigates and discovers personal relationship to community, culture, and the world through creating and studying art.

- a. Recognizes the unique contributions of contemporary and historical artists and art forms.
- b. Explores and articulates ideas, themes, and events from diverse cultures of the past and present.

VA5CU.2 Views and discusses selected artworks.

- a. Identifies elements, principle, themes, and/ or time period in a work of art.
- b. Investigates how art history shapes contemporary life.
- c. Discusses how social events inspire art from a given time period.

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her own ideas and conceptual understandings (National Standard 1).

Experiencing the role of the artist, each student selects media, techniques, and processes, analyzes what makes them effective or not effective in communicating ideas, and reflects upon the effectiveness of the choices. Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of experiences and ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital. The student should be engaged in well-rounded studio art experiences.

VA5PR.1 Creates artworks based on personal experience and selected themes.

- a. Interprets visually the big ideas (community, identity, nature, justice, conflict) and broad themes (mother and child, love, war, loss, family) in open-ended ways that resonate with personal meaning.
- b. Makes design decisions as the result of conscious, thoughtful planning and choices.
- c. Communicates values, opinions, or personal insights through an original work of art.
- d. Generates artworks to express individual ideas, thoughts, and feelings from memory and/or imagination.
- e. Creates representational art works from direct observation (e.g., landscape, still life, portrait.)
- f. Produces artworks emphasizing one or more elements of art (e.g. color, line shape form, texture).
- g. Combines materials in new and inventive ways to make a finished work of art.

VA5PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Creates drawings with a variety of media (e.g., pencils, crayons, pastels, and charcoal).
- b. Draws images from careful observation.
- c. Produces drawings that emphasize proportion and/or distortion.
- d. Creates drawings using a variety of techniques (e.g., linear perspective, contour line, gesture line).
- e. Creates paintings with a variety of media (e.g., acrylic, tempera, watercolor).
- f. Uses color schemes in a work of art (analogous, monochromatic, complementary, neutral, tertiary).
- g. Creates an edition of prints.
- h. Creates art works using available technology (e.g., computers, cameras, digital/video recorder).

VA5PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Creates 3-D artwork that demonstrates a design concept: open or closed form, proportion, balance, color scheme, and movement.
- b. Creates ceramic objects demonstrating refinement of the additive or subtractive method. (e.g., pinch method, coil method, relief) and techniques (e.g., score and slip, wedging, slab method, surface texture).
- c. Creates sculpture using a variety of methods (e.g., papier-mâché, cutting, folding, found objects).
- d. Creates compositions using traditional and/or contemporary craft methods (e.g., weaving, stitchery, batik, jewelry, book arts).

VA5PR.4 Plans and participates in appropriate exhibition(s) of artworks.

- a. Prepares artwork for exhibition by writing a title, statement and signature on his or her finished work of art.
- b. Chooses artwork to be displayed.
- c. Attends art exhibits in the school and/or local community.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of own artwork and artwork of others (National Standard 5). The student describes and assesses materials, techniques, and processes used to complete a finished artwork. The student compares multiple purposes for creating works of art. The student demonstrates the ability to reflect upon and interpret the construction of meaning in own artwork and the artwork of others. Interacting with peers, the student expresses and validates a personal viewpoint and offers constructive criticism.

VA5AR.1 Develops and maintains an individual portfolio of artworks.

- a. Distinguishes between complete and incomplete artworks.
- b. Develops strengths, interests, and areas for improvement as a creator, interpreter, and viewer of art.

VA5AR.2 Uses a variety of approaches to understand and critique works of art.

- a. Develops multiple strategies for responding to and reflecting on artworks (e.g., formal and informal art criticism techniques).
- b. Explains features of a work, including media, subject matter, and formal choices, that influence meaning.
- c. Distinguishes between representational, abstract art and non-objective forms.
- d. Analyzes and assesses an artist's intent by looking past the superficial and readily apparent meaning in an artwork and scrutinizing not only what is present but what is missing.
- e. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art.
- f. Writes about art for an audience and captures the feelings represented in words.

VA5AR.3 Explains how selected principles of design are used in an artwork to convey meaning and how they affect personal responses to and evaluation of the artwork.

- a. Uses art terms with emphasis on the elements of art: line, shape, form, color, space, value, texture.
- b. Uses art terms with emphasis on the principles of design: balance, proportion, rhythm, emphasis, unity, contrast.

- c. Describes how line can be used to show shape, movement, and space.
- d. Explains how the relationship of size between objects affects the scale and proportion in a work of art.
- e. Recognizes aerial and linear perspective techniques in a work of art.
- f. Describes how repeated colors, lines, shapes, forms, or textures can show movement in an artwork.
- g. Discusses the effect of color properties (hue, intensity, and value) and color schemes (analogous, monochromatic, complementary) on the composition.
- h. Identifies the use of light to show texture, shape and form.
- i. Describes how changes in light affect the perception of color.
- j. Explains how warm and cool colors create space in a work of art. (e.g., warm forward/ cool recedes).
- k. Identifies emphasis in a composition by the amount of contrasts in hues (colors), intensity (brightness), and value (dark-light).
- l. Differentiates relief sculpture and sculpture in the round.
- m. Examines how artists use linear perspective (one- and two-point), atmospheric perspective, overlapping, size variation, and placement in the picture plane to achieve depth in artworks.
- n. Analyzes proportion in artworks as the relationship of one part to another or to the whole.
- o. Explains that negative space is the area that surrounds an object.
- p. Describes how textures, real or implied, affect an artwork.

CONNECTIONS

The student makes connections to other disciplines and the world around him or her through the visual arts (National Standard 6). The student compares the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context. The student describes ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

VA5C.1 Applies information and processes from other disciplines to enhance the understanding and production of artworks.

- a. Makes interdisciplinary connections applying art skills, knowledge, and ideas to improve understanding in other disciplines.
- b. Researches, describes, and discusses various art-related careers (e.g., art historian, art critic, curator, web designer, game designer, fine artist).
- c. Describes and discusses design in daily life (e.g., clothing, houses, cars, furniture).
- d. Identifies how and why skills (e.g., observation, perception, imagination) impact art and enhance non-art endeavors.

VA5C.2 Develops life skills through the study and production of art.

- a. Manages goals and time.
- b. Adapts to change.
- c. Works in teams.
- d. Guides and leads others.
- e. Directs own learning.
- f. Demonstrates persistence.

Grades 6-8 Visual Arts Introduction

The Middle School Grades 6-8 Visual Arts Standards are designed so that they can be compacted to serve a brief course of instruction or they may be expanded for delivery to a semester or longer. While the Visual Arts can make a significant contribution to a child's continuing cognitive and emotional growth, not all students take art at the middle school level. The art teacher may have students for one term or multiple terms. Middle school art teachers must adapt to a wide range of abilities in a single classroom. To meet the needs of a wide range of students, art should be taught by a certified visual arts specialist with training in curriculum and pedagogy.

Art is an important means of self-expression, self-reflection, and the creation of personal identity. The Georgia Performance Standards for Visual Art builds opportunities for students to develop in affective, academic, and social ways through the explorations of visual media in their own art making and increasingly rigorous inquiry into art history, contemporary art making and cultural contexts. The standards guide development of the students' technical skills and higher-order thinking. Aesthetic understanding, imagination, creativity, problem-solving, artistic skills and knowledge, historical and cultural context, critical analysis, and connections to other disciplines are important aspects of these standards.

Form and content cannot be separated. How something is said or done shapes the content of the experience. Personal success stems from the care invested in one's own work and the ability to work cooperatively with others in a dynamic studio setting.

Visual art builds opportunities for self-reflection and the creation of individual identity. Transitioning through pre-adolescence with increasing independence, and social awareness, students benefit from structure that allows room for exploration and development of personal expression.

MEANING and CREATIVE THINKING

The student engages in the creative process, finds, identifies, formulates, solves problems, and pursues open-ended inquiry through the production of artworks. The student develops aesthetic understanding through the examination of his/her own art and the artwork of others (National Standards 2 & 3).

Description: The student develops creativity, critical-thinking, perceptual awareness, and problem-solving skills. The student considers essential questions of art, engages in aesthetic dialogue, and makes efforts to construct meaning in the study of art.

VA6MC.1 Engages in the creative process to generate and visualize ideas.

- a. Visualizes new ideas by using mental and visual imagery.
- b. Formulates and composes a series of ideas using a variety of resources (e.g., imagination, personal experience, social and/or academic interests, books, Internet, popular culture). Evidence may be documented through diagrams, journal-keeping, sketches, brain-storming lists, collections of art resources, and conversation.
- c. Explores essential questions, big ideas, or themes in personally relevant ways.

VA6MC.2 Identifies and works to solve visual problems through creative thinking, planning, and/or experimenting with art materials, tools and techniques.

- a. Demonstrates problem-solving skills by experimenting with different ideas, materials, or techniques.
- b. Discovers and defines visual problems with increasing independence as a result of experimenting with ideas, materials, and techniques.
- c. Engages in open-ended discussion and solves artistic problems through group discussion and interaction.
- d. Explores and invents artistic conventions (styles, techniques) to connect and express visual ideas.

VA6MC.3 Interprets how artists communicate meaning in their work.

- a. Discusses common themes found in a variety of art works of past and/or present artists.
- b. Compares and contrasts how factors of time and place influence the development of and meaning in works of art.

- c. Identifies and analyzes the artists' ideas, symbols, values, themes and/or intentions within artworks through spoken, written, or visual form.
- d. Participates in open-ended discussion and formulates a position regarding the aesthetic value of a specific artwork.

VA6MC.4 Engages in dialogue about his or her artwork and the artwork of others.

- a. Provides personal response (e. g., spoken, written, or visual) to a work of art using the language of art.
- b. Participates in open-ended discussion, and supports peers through informal assessment of idea development and works of art in progress.
- c. Explores essential questions related to the study of art. (e. g., How do I demonstrate craftsmanship in my work, and why is that important? What can I learn from looking at, or “reading”, works of art? What is the role of care in creating a successful work of art? What role does empathy play in art making and viewing? How can I use the elements of art and principles of design to communicate felt meaning in my work? How do my techniques and choices influence the outcome of my work? How do my choices as an artist affect my experience in creating a work of art? How do my choices as an artist affect the experience of other people when they look at my art? How does art communicate felt meaning to a viewer? How does art affect our spaces and places in which we live and work?)

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and cultures (National Standard 4).

Description: The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA6CU.1 Discovers how the creative process relates to art history.

- a. Recognizes the unique contributions of past and present artists, art periods, and movements.
- b. Identifies and analyzes images which showcase universal themes, symbols, and ideas from diverse past and present cultures.
- c. Uses a variety of resources (including technology) to investigate artists and artwork from many cultures and time periods as a source of inspiration and in the development of one's own vision.
- d. Recognizes varied reasons for making art throughout history, how history and culture have influenced art, and how art has shaped culture and history.

VA6CU.2 Investigates and discovers personal relationship to community, culture, and the world through making and studying art.

- a. Examines how forms and styles of visual and/or media arts are found in own community.
- b. Articulates ideas and themes from diverse cultures of the past and/or present.
- c. Recognizes the relationship between personal artistic contributions and one's own relationship to the world at large.
- d. Participates in activities (e.g., discussion, reading, writing, art making, art events) that promote personal engagement in the community and/or study of art history.

PRODUCTION and RESPONSE

The student creates artworks by applying media, techniques, and processes to formulate and to express his or her own ideas and conceptual understandings (National Standard 1).

Description: Experiencing the role of the artist, the student applies media, techniques, and processes with sufficient skill, confidence, and sensitivity to carry out personal intentions in artworks. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student understands the relationship of process, material, and technique to communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and technology. The student should be engaged in a well-rounded studio experience.

VA6PR.1 Understands and applies media, techniques, and processes.

- a. Produces original two-dimensional artworks using a variety of media (e.g., pencils, markers, pastels, water-based paint, printmaking materials, collage material, photographic materials, and electronic media).
- b. Develops a variety of drawing skills (e.g., observational, illusion of form, tonal rendering, perspective) to convey meaning and idea.
- c. Produces three-dimensional artworks (e.g. ceramics, assemblage, carving, mask, installation, and other forms) using selected materials (e.g., clay, papier-mâché, cardboard, paper, plaster, wood, wire, found objects, fiber, textile and/or combinations of these media) and techniques.
- d. Develops awareness of the properties of art materials in preparation for art making.
- e. Produces works of art that demonstrate knowledge of various styles of art (e.g., realism, formalism, abstraction).
- f. Uses technology to produce original works of art (e.g., digital photo montage on a personally or socially compelling theme).
- g. Uses tools and materials with craftsmanship (e.g., with care in a safe and appropriate manner).

VA6PR.2 Creates artwork reflecting a range of concepts, ideas, and subject matter.

- a. Uses selected sources for artworks (e.g., direct observation, personal experience, self-perception, memory, imagination, fantasy, traditional events, pop culture).
- b. Produces increasingly complex original works of art reflecting personal choices and increased technical skill.
- c. Selects specific media and processes to express moods, feelings, themes, or ideas in a work of art.
- d. Develops and uses original visual metaphors in artwork to convey meaning.
- e. Works directly with materials in a variety of ways (e.g., intuitive, spontaneous, and free; thoughtfully from sketchbook ideas or carefully considered plans).

VA6PR.3 Incorporates an understanding of the language of art (elements and principles of design) to develop and organize own ideas, resolve specific visual arts problems, and create works of art.

- a. Organizes art elements (e.g., space, line, shape, form, value, color, texture) using the principles of design (e.g., contrast, repetition and rhythm, variety, movement, proportion, balance, harmony, and unity) to compose artworks.
- b. Creates artwork reflecting a range of concepts, ideas, and subject matter by incorporating specific elements or principles.

VA6PR.4 Keeps a visual/verbal sketchbook journal to collect, develop and preserve ideas in order to produce works of art.

- a. Collects and explores inspirational images, words, thoughts and ideas.
- b. Maintains instructional information, consults resources, and creates notes.
- c. Practices techniques using a variety of media and tools.
- d. Composes preliminary sketches and drafts.
- e. Revises and reflects on journal content (e.g., ideas, sketches, techniques/skills, notes, media processes).

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her work and the artwork of others (National Standard 5).

Description: The student describes and assesses the materials, techniques, and processes used to complete a finished artwork. The student applies art concepts to reflect upon and interpret his or her own work and the work of others. The student thoughtfully expresses personal opinion, carefully reasoned viewpoints, and constructive criticism.

VA6AR.1 Develops and maintains an individual portfolio of artworks.

- a. Distinguishes between complete and incomplete artworks.
- b. Analyzes projects and revises them as needed.
- c. Compiles a collection of finished works that demonstrate competency using a variety of materials and processes, proficiency in craftsmanship and technical skills, and the development of an emerging personal style over time.

VA6AR.2 Critiques personal artworks as well as artwork of others using visual and verbal approaches.

- a. Acquires a range of approaches using a variety of thinking strategies to understand and critique works of art using a variety of thinking strategies.
- b. Evaluates personal art works using multiple criteria.
- c. Develops skills to provide formal or informal feedback to peers on work in process as part of a community of learners.
- d. Provides respectful and constructive criticism to peers in informal or formal class critiques.
- e. Explains how selected principles of design and elements are used in an artwork to convey meaning and how they affect personal response to that artwork.

VA6AR.3 Reflects and expands and expands use of visual language throughout the artistic process.

- a. Writes a personal reflection about a work of art in a journal, essay, or other written response that captures the felt meaning of a work of art.
- b. Reflects upon meaning conveyed by principles of design and elements of art discussing how these contribute to the merit of a work of art.
- c. Uses technology and/or visual organizers during the reflection process.
- d. Analyzes and interprets artworks through thoughtful discussion or written response considering themes, ideas, moods, or intentions presented by the artists.
- e. Revises artwork based on input from the critique process.

VA6PR.4 Plans and participates in appropriate exhibition(s) of artworks.

- a. Writes a title that describes his or her finished work of art.
- b. Writes an artist's statement by reflecting on finished artwork.
- c. Chooses artwork to be displayed.
- d. Participates in art exhibits in the school and/or local community.

CONNECTIONS

The student makes connections to other disciplines and the world around him or her through the visual arts (National Standard 6).

Description: The student makes connections from the world of art to other areas of learning and personal endeavor by deriving inspiration from a variety of content areas. The student actively

informs his or her study and production of art by making connections. Through the study and production of art, the student develops visual and verbal literacy, life, and work skills, including appropriate use and development of technology.

VA6C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Makes interdisciplinary connections expanding upon and applying art skills and knowledge to enhance personal learning.
- b. Investigates and articulates how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation and creation of artworks.
- c. Integrates themes, ideas and concepts from variety of disciplines.

VA6C.2 Develops fluency in visual communication.

- a. Reads, writes, listens to, responds to, speaks about and views information related to art (e.g., reading across the curriculum).
- b. Integrates information and skills from art into other areas of knowledge and academic disciplines, (e.g., math, reading, English Language Arts, social studies, science, performing arts, physical education, technology, connections, and other programs within and beyond the middle school environment), using art to enhance other areas of learning.
- c. Identifies and describes trends in the visual arts and communicates how the issues of time, place, and culture are reflected in selected artworks.
- d. Utilizes informational text (e.g., online journals, periodicals) to communicate art ideas.

VA6C.3 Expands knowledge of art as a profession and/or avocation.

- a. Identifies and discusses design in daily life (e.g., buildings, clothing, furniture, automobiles, advertising).
- b. Identifies skills and educational requirements necessary to pursue visual arts professions (e.g., fine artists, designers, art educators, architects, animators).
- c. Discusses how study in art benefits one's future as a vocation: (e.g., making, collecting, and volunteering); art-related careers; and/or non-art careers and life skills.
- d. Identifies and builds art skills and habits of mind that support a variety of careers (e.g., higher order thinking skills, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, and creativity).

Visual art continues to build opportunities for self-reflection, and exploration of ideas. Students benefit from structure that acknowledges personal interests and develops individual identity. Social awareness, concern for personal appearance and peer relationships gain importance.

MEANING and CREATIVE THINKING

The student engages in the creative process, finds and solves problems, and pursues open-ended inquiry through the production of artworks. The student develops aesthetic understanding through the examination of his or her art and the artwork of others. (National Standards 2 & 3)

Description: The student develops creativity, critical-thinking, and problem-solving skills. The student considers essential questions of art, engages in aesthetic dialogue, and makes efforts to construct meaning as he or she encounters in the study of art.

VA7MC.1 Identifies and works to solve problems through creative thinking, planning, and/or experimenting with art methods and materials.

- a. Uses imagination and the elements and principles of design to shape meaningful works of art.
- b. Visualizes new ideas using mental and visual imagery.
- c. Explores essential questions, formulates unique ideas and concepts using creative thinking and problem-solving skills (e.g., using visual organizers, diagrams, visual journals, brain-storming lists, art resources, and in discussions).

VA7MC.2 Identifies and works to solve problems through creative thinking, planning, and/or experimenting with art methods and materials.

- a. Uses art media to independently explore, discover and reflect on personal identity, interests, motivations and themes.
- b. Discovers and defines visual problems with increasing independence as a result of experimenting with ideas, materials, and techniques.
- c. Demonstrates understanding of the relationship between creativity and problem-solving using a variety of problem-solving strategies to generate more than one solution for an artistic problem.
- d. Engages in open-ended discussion and solves artistic problems through group discussion and interaction.
- e. Explores and invents artistic conventions (e.g., styles, techniques) to connect and express visual ideas.

VA7MC.3 Interprets how artists create and communicate meaning in and through their work.

- a. Identifies, discusses and analyzes common themes, symbols, values and/or intentions found in a variety of art works of past and/or present artists in a variety of ways (spoken, written, or visual).
- b. Compares and contrasts how factors of time and place influence the development of and meaning in works of art.
- c. Recognizes and evaluates how artists choose and use materials, visual elements,/principles, styles, techniques and tools to shape and communicate meaning.
- d. Participates in open-ended discussion and formulates a position regarding the aesthetic value of a specific artwork.

VA7MC.4 Participates in dialogue about his or her artwork and the artwork of others.

- a. Writes, reflects upon, and revises personal answers to artistic essential questions (e.g., How do I demonstrate craftsmanship in my work, and why is that important? What can I learn from looking at, or “reading”, works of art? What is the role of care in creating a successful work of art? What role does empathy play in art making and viewing? How can I use the elements of art and principles of design to communicate felt meaning in my work? How do my techniques and choices influence the outcome of my work? How do my choices as an artist affect my experience in creating a work of art? How do my choices as an artist affect the experience of other people when they look at my art? How does art communicate felt meaning to a viewer? How does art affect our spaces and places in which we live and work?).
- b. Participates in open-ended discussion, and supports peers through informal, on-going assessment of idea development and works of art in progress.
- c. Formulates and supports a position about a work of art and changes or defends that position after considering the views of others.
- d. Reflects on how personal experiences in community, culture, and the world inform the work of an artist.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and cultures (National Standard 4).

Description: The student recognizes the impact of art throughout history and within different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA7CU.1 Discovers how the creative process relates to art history.

- a. Identifies and analyzes universal themes, symbols and ideas from diverse past and present cultures and interprets how factors of time and place (climate, resources, ideas, politics, and technology) influence meaning of artworks.
- b. Uses a variety of resources (including technology) to investigate artists and artwork from many cultures and time periods as a source of inspiration and development of own vision.
- c. Recognizes the unique contributions of past and present artists, art periods, and movements (e.g., Asian regions, African regions).
- d. Recognizes the varied reasons for making art throughout history, how history and culture have influenced art, and how art has shaped culture/history.
- e. Synthesizes influences from art history into personal art making.

VA7CU.2 Investigates and discovers personal relationship to community, culture, and world through creating and studying art.

- a. Examines how forms and styles of visual and media arts are found in own community.
- b. Articulates ideas and universal themes from diverse cultures of the past and/or present.
- c. Recognizes the relationship between personal artistic contributions and one's relationship to the world at large.
- d. Participates in activities (e.g., discussion, reading writing, art making, art events), that promote personal engagement in the community and/or study of art history.

PRODUCTION and RESPONSE

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).

Description: Experiencing the role of the artist, the student applies media, techniques, and processes with sufficient skill, confidence, and sensitivity to complete personal intentions in artworks. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student understands the relationship of process, material and technique to communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital. Students should be engaged in a well-rounded studio art experience.

VA7PR.1 Understands and applies media, techniques, and processes with care and craftsmanship.

- a. Works directly with materials in a variety of ways (e.g., intuitive, spontaneous, and free, thoughtfully from sketchbook ideas or carefully considered plans).
- b. Uses tools and materials with craftsmanship (e.g., with care in a safe and appropriate manner).
- c. Explores various techniques/processes as well as the properties of art materials in preparation for art making (e.g., drawing, painting, mixed-media, printmaking, sculpture, digital art, fiber arts, ceramics, photography, technology based art works, graphic design).
- d. Develops a variety of skills in drawing (e.g., observational, illusion of form, tonal rendering, perspective) to convey meaning and idea.
- e. Produces original two-dimensional artworks for intended purpose, using a variety of media (e.g., pencils, markers, pastels, water-based paints, printmaking materials, photographic/electronic media).
- f. Uses technology to produce original works of art (e.g., digital photo montage on a personally or socially compelling theme).
- g. Produces works of art that demonstrate knowledge of various styles of art (realism, formalism, abstraction).
- h. Understands and practices safe and appropriate handling of art materials and tools.

VA7PR.2 Creates artwork reflecting a range of concepts, ideas, and subject matter.

- a. Uses selected sources for artworks (e.g., direct observation, personal experience, self-perception, memory, imagination, fantasy, traditional events, pop culture).
- b. Produces increasingly complex original works of art reflecting personal choices and increased technical skill.
- c. Develops and uses original visual metaphors in artwork to convey meaning.
- d. Works directly with materials in a variety of ways (e.g. intuitive, spontaneous and free, thoughtfully from sketchbook ideas or carefully considered plans).
- e. Selects specific media and processes to express moods, feelings, themes, or ideas.

VA7PR.3 Uses the elements and principles of design along with a variety of media, techniques and skills to produce two-dimensional and three-dimensional works of art.

- a. Purposefully selects and manipulates elements of art and applies principles of design in the development of two-dimensional and three-dimensional works of art.
- b. Applies color theory (e.g., color schemes, relationships, properties) to create visual effects and communicate ideas.

VA7PR.4 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art.

- a. Collects inspirational images, words, thoughts, and ideas.
- b. Maintains notes and class information.
- c. Plans artwork, practices techniques.
- d. Uses thumbnail sketches and visual/verbal notes to plan compositions.
- e. Evaluates effective use of the Principles of Design within one's own work.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her work and the artwork of others (National Standard 5).

Description: The student describes and assesses the materials, techniques, and processes used to complete a finished artwork. The student applies art concepts to reflect upon and interpret his or her work and the work of others. The student thoughtfully expresses personal opinion, carefully reasoned viewpoints, and constructive criticism.

VA7AR.1 Develops and maintains an individual portfolio of artworks.

- a. Distinguishes between complete and incomplete artworks.
- b. Analyzes and evaluates projects and revises them as needed.
- c. Compiles a collection of finished works that demonstrate competency in use of a variety of materials and processes; proficiency in craftsmanship and technical skills; and the development of an emerging personal style over time.

VA7AR.2 Critiques personal artworks as well as artwork of others using visual the and verbal approaches.

- a. Acquires a range of approaches to understand and critique works of art using a variety of thinking strategies.
- b. Evaluates personal works using multiple criteria.
- c. Provides respectful and constructive criticism to peers in informal and formal class critiques.
- d. Develops skills to provide informal feedback to peers on work in process as part of a community of learners.
- e. Explains how selected principles of design and elements of art are used in an artwork to convey meaning and how they affect personal response to that artwork.
- f. Analyzes artworks based on the ways technique, media, style and composition are used to convey meaning.
- g. Presents work in a group setting for formal/informal evaluation.

VA7AR.3 Reflects and expands the use of visual language throughout the artistic process.

- a. Writes a personal reflection about a work of art in a journal, essay or other written response that captures of a work of art.
- b. Reflects upon meaning conveyed through principles of design and elements of art discussing how these contribute to the merit of a work of art.
- c. Uses technology and/or visual organizers during the reflective process.
- d. Analyzes and interprets artworks through thoughtful discussion or written response, considering themes, ideas, moods and/or intentions presented by the artists.
- e. Revises artwork based on input from the critique process.
- f. Evaluates own artwork using criteria (e.g., composition, craftsmanship, technical skill, meeting goals of work, creativity, felt meaning, progress over time).

VA7AR.4 Plans and presents appropriate exhibition(s) for work(s) of art.

- a. Prepares own artwork to be exhibited in the classroom and in the school community.
- b. Mounts or mats finished works in a visually pleasing manner.
- c. Exhibits artwork with a written supporting statement that communicates purpose and/or intent.
- d. Attends art exhibits in the school and/or local community.

CONNECTIONS

The student makes connections to other disciplines and the world around him or her through the visual arts (National Standard 6).

Description: The student makes connections from the world of art to other areas of learning and personal endeavor by deriving inspiration for art from a variety of content areas. The student informs his or her study and production of art by integrating information and skills from other areas of knowledge and academic disciplines, such as math, reading, English Language Arts, social studies, science, performing arts, physical education, and connection programs.

Through the study and production of art, the student develops visual and verbal literacy and life and work skills, including appropriate use and development of technology.

VA7C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Makes connections to other subjects that help expand art knowledge and/or skills.
- b. Integrates themes, ideas, and concepts from a variety of disciplines/subjects.
- c. Investigates and articulates how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation and creation of artworks.

VA7C.2 Develops fluency in visual communication.

- a. Reads, writes, listens to, responds to, speaks about and views information related to art (e.g., reading across the curriculum).
- b. Integrates information and skills from art into other areas of knowledge and academic disciplines, (e.g., math, Reading, English Language Arts, social studies, science, performing arts, physical education, technology, connections, and other programs within and beyond the middle school environment). (Using art to enhance other areas of learning).
- c. Interprets the felt outcome or meaning of images found in various works of art/communication media (e.g., video, advertisements) and produces a visual and/or verbal response.
- d. Identifies and describes trends in the visual arts and communicates how the issues of time, place, and culture are reflected in selected artworks.
- e. Utilizes informational text (e.g., online journals, periodicals, print or non-print) to communicate art ideas.

VA7C.3 Expands knowledge of art as a profession and/or avocation and increases personal life-skills through artistic endeavor.

- a. Identifies and researches skills and educational requirements for a variety of art related careers (e.g., fine artists, designers, art educators, architects, animators).
- b. Identifies and builds art skills and habits of mind that support a variety of important human endeavors (e.g., higher-order thinking, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, creativity, imagination).

MEANING and CREATIVE THINKING

The student engages in the creative process, finds and solves problems, and pursues open-ended inquiry through the production of artworks. The student develops aesthetic understanding through the examination of his or her art and the artwork of others (National Standards 2 & 3).

Description: The student develops creativity, critical-thinking, and problem solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art. (Evidence may be documented through mapping, diagrams, journal-keeping, brain-storming lists, project development, and dialogue.)

VA8MC.1 Engages in the creative process to generate and visualize ideas.

- a. Uses elements of art and principles of design to expand imagination and develop meaningful ideas.
- b. Visualizes unique ideas and formulates artistic concepts to expand the imagination using a variety of approaches (e.g., mental and visual imagery, brainstorming lists, visual journals, sketches, art resource collections, discussions).
- c. Engages imagination to enhance fluency, flexibility, and elaboration in the visualization of ideas.

VA8MC.2 Identifies and works to solve problems through authentic engagement (thinking, planning, and experimenting) with art methods and materials, exploring the nature of creativity.

- a. Discovers and independently defines and reflects on artistic problems related personal interests.
- b. Employs multiple problem-solving strategies to develop a variety of solutions to artistic problem; evaluating the merits of each.
- c. Engages in open-ended inquiry and solves artistic problems through discussion and respectful interaction with peers.
- d. Explores and invents artistic conventions (e.g., styles, techniques) to connect and express visual ideas.

VA8MC.3 Demonstrates how artists create and communicate meaning in artworks.

- a. Identifies, discusses, and analyzes aspects (e.g., common themes, symbols, values, and/or intentions) found in a variety of art works through spoken, written, or visual presentations.
- b. Gathers information and ideas by purposefully observing, comparing, contrasting, and analyzing selected art works.
- c. Studies contemporary and/or historical works of art to determine influences that shaped the development of the work.
- d. Recognizes and evaluates how artists' choices (e.g., material selection, techniques, tools, styles, use of visual elements and principles) shape and communicate meaning.

VA8MC.4 Participates in aesthetic dialogue about his or her artwork and artwork of others.

- a. Makes personal responses (verbal and/or visual) to artistic questions. (e.g., What can I learn from looking at, or “reading” works of art? What role does empathy play in art making and viewing? What is the role of care in creating a successful work of art? How can I use the elements of art and principles of design to communicate felt meaning in my work? How do my choices as an artist affect my experience in creating a work of art? How do my techniques and choices influence the outcome of my work? How do I demonstrate craftsmanship in my work, and why is that important? How do my choices as an artist affect the experience of other people when they look at my work? How does art communicate felt meaning to a viewer? How does art affect our spaces and places in which we live and work?)
- b. Participates in open-ended discussions of art topics as a respectful member of a group.
- c. Formulates and supports a position about a work of art and changes or defends that position after considering views of others.
- d. Reflects on how personal experiences in community, culture, and the world inform one’s work as an artist.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and cultures (National Standard 4).

Description: The student recognizes the impact of art throughout history and within different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA8CU.1 Discovers how the creative process relates to art history.

- a. Identifies and analyzes universal themes, symbols, and ideas from diverse past and present cultures and interprets how factors of time and place (climate, resources, ideas, politics, and technology) influence meaning of artworks.
- b. Uses a variety of resources (including technology) to investigate artists and artwork from many cultures and time periods as a source of inspiration and development of their vision.
- c. Recognizes the varied reasons for making art throughout history, how history and culture have influenced art, and how art has shaped culture/history.
- d. Recognizes the unique contributions of past and/or present artists, art periods and movements, including but not limited to contemporary/historical art forms and Georgia artists (e.g., Regional Art, Folk Art, Cherokee and Creek cultures).
- e. Synthesizes influences from art history into personal art making.

VA8CU.2 Investigates and discovers personal relationship to community, culture, and world through making and studying art.

- a. Investigates how forms and styles of visual and /or media arts are found in own community.
- b. Articulates ideas and universal themes from diverse cultures of the past and present.
- c. Reflects upon personal artistic contributions in relationship to the community and the world at large.
- d. Participates in activities (e.g., discussion, reading, writing, art making, dramatizations, art events) that promote personal engagement in the study of art history and culture.

RESPONSE and PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).

Description: Experiencing the role of the artist, the student applies media, techniques, and processes with sufficient skill, confidence, and sensitivity to carry out personal intentions in artworks. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student understands the relationship of process, material and technique to communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital.

VA8PR.1 Engages in art making process with care and craftsmanship.

- a. Explores the properties of art materials and various techniques/processes in preparation for art making.
- b. Works directly with materials in a variety of ways (e.g., intuitive, spontaneous, and free; thoughtfully from sketchbook ideas or carefully considered plans).
- c. Uses thumbnail sketches and visual/verbal notes to plan compositions.
- d. Uses tools and materials with craftsmanship (e.g. with care in a safe and appropriate manner).
- e. Intermittently revises projects as needed throughout the creative process.

VA8PR.2 Creates artwork reflecting a range of concepts, ideas, subject matter.

- a. Uses selected sources for artworks (e.g., direct observation, personal experience, self-perception, memory, imagination, fantasy, traditional events and/or pop culture).
- b. Produces increasingly complex original works of art reflecting personal choices and increased technical skill.
- c. Develops and uses original visual metaphors in artwork to convey meaning.
- d. Works directly with materials in a variety of ways (e.g. intuitive, spontaneous and free, thoughtfully from sketchbook ideas or carefully considered plans).
- e. Selects specific media and processes to express moods, feelings, themes, or ideas.

- f. Produces works of art that demonstrate knowledge of various styles of art (e.g., realism, formalism, abstraction).

VA8PR.3 Produces an array of two-dimensional and three-dimensional artistic processes and techniques using a variety of media and technology.

- a. Develops a variety of skills in drawing (e.g., observational, illusion of form, tonal rendering, perspective, scale drawing) to convey meaning and idea.
- b. Produces original two-dimensional artworks using a variety of media.
- c. Examines, explores, and demonstrates understanding of basic color theory to create visual effects and communicate ideas.
- d. Uses technology to produce original works of art (e.g., digital photo montage on a personally or socially compelling theme).
- e. Develops three-dimensional artworks from materials such as clay, *papier-mache*, plaster, wood, wire, found objects and/or combinations of materials.

VA8PR.4 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop and preserve ideas in order to produce works of art.

- a. Collects and synthesizes inspirational images, words, thoughts and ideas.
- b. Maintains instructional information, consults resources, takes, and makes notes.
- c. Practices techniques using a variety of media and tools.
- d. Composes preliminary sketches and drafts.
- e. Revises and reflects on journal content (e.g., ideas, sketches, techniques/skills, use of elements/principles, notes, media processes).

VA8PR.5 Develops and maintains an individual portfolio of artworks.

- a. Distinguishes between complete and incomplete artworks.
- b. Analyses own projects and revises them as needed.
- c. Compiles a collection of finished works that demonstrate competency in use of a variety of materials and processes, proficiency in craftsmanship and technical skills, and the development of an emerging personal style.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her work and the artwork of others (National Standard 5).

Description: The student describes and assesses the materials, techniques, and processes used to complete a finished artwork. The student applies art concepts to reflect upon and interpret his or her work and the work of others. The student thoughtfully expresses personal opinion, carefully reasoned viewpoints, and constructive criticism.

VA8AR.1 Critiques personal artworks as well as artwork of others using visual and verbal approaches.

- a. Acquires a range of approaches to understand and critique works of art using a variety of thinking strategies.
- b. Evaluates personal works using multiple criteria.
- c. Develops skills to provide informational feedback to peers on work in process as a member of a community of learners.
- d. Provides respectful and constructive criticism to peers in formal class critiques.
- e. Provides respectful and constructive criticism to peers in class critiques.
- f. Analyzes artworks based on the ways technique, media, and composition are used to communicate meaning.
- g. Evaluates and explains how selected principles of design and elements of art are used in an artwork to express purpose and how they affect personal response to that artwork.

VA8AR.2 Reflects and expands the use of visual language throughout the artistic process.

- a. Reflects on ideas and artistic practice through journal-keeping, essay and other written response.
- b. Uses language of art to reflect on the meaning conveyed in a work of art.
- c. Uses technology, mapping and visual organizers during the reflection process
- d. Justifies verbal responses and/or visual presentations.
- e. Analyzes and interprets artworks through thoughtful discussion or written response, considering themes, ideas, mood/feeling, and /or intentions presented by the artist.
- f. Revises artwork based on input from critique process.
- g. Self-evaluates work in progress and completed work using criteria such as composition, craftsmanship, technical skill, meeting goals of work and progress over time.

VA8AR.3 Plans and presents appropriate exhibition(s) for work(s) of art.

- a. Prepares art for presentation.
- b. Mounts or mats finished works in a visually pleasing manner.
- c. Prepares and exhibits artwork, including a written statement that communicates purpose, meaning, and/or intent.

CONNECTIONS

The student makes connections to other disciplines and the world around him or her through the visual arts (National Standard 6).

Description: The student makes connections from the world of art to other areas of learning and personal endeavor by deriving inspiration for art from a variety of content areas. The student informs his or her study and production of art by integrating information and skills from other areas of knowledge and academic disciplines. Through the study and production of art, the student develops visual and verbal literacy and life and work skills, including appropriate use and development of technology.

VA8C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Makes connections to other subjects that help expand art knowledge and /or skills.
- b. Investigates and articulates how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the creation and interpretation of artworks.
- c. Integrates themes, ideas and concepts from variety of disciplines as inspiration for artwork.

VA8C.2 Develops fluency in visual communication.

- a. Reads about, writes, listens to, responds to, speaks about and views information related to art. (Reading Across the Curriculum).
- b. Integrates information and skills from art into other subject areas to support personal learning.
- c. Identifies and describes trends in the visual arts and communicates how the issues of time, place and culture are reflected in selected works.
- d. Interprets visual message of images found in various works of art and /or communication media (e.g., video, advertisements, book covers, CD/DVD covers, posters) and produces a visual and/or verbal response.
- e. Utilizes informational text (online journals, periodicals and other visual/text sources) to communicate art ideas.

VA8C.3 Expands knowledge of art as a profession and/or avocation and develops personal life-skills through artistic endeavor.

- a. Collects information about a variety of art related careers (e.g., fine artists, designers, art educators, architects, animators, photographer, typographer, illustrator).
- b. Identifies skills and educational requirements necessary to pursue visual arts professions.
- c. Develops art skills and habits of mind that support a variety of important human endeavors (e.g., higher-order thinking, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, creativity, imagination).

Grades 9 – 12 Visual Arts Introduction

Building on the educational outcomes of Visual Arts in elementary and middle school education, high school art prepares students for personal development in the arts, the construction of a body of work that may be instrumental in admission to higher education and professional development. The Georgia Performance Standards for Visual Arts builds opportunities for students to grow in affective, academic, and social ways through the explorations of visual media in their own art making. Following a comprehensive introduction to the Visual Arts, students demonstrate rigorous inquiry into specific disciplinary fields of study. The standards guide development of the students' technical skills and higher-order thinking. This sequenced, developmentally appropriate set of standards for high school has been designed to develop aesthetic understanding, creative thinking, artistic skills and knowledge, historical and cultural context, critical analysis, and connections to other disciplines.

9-12 HIGH SCHOOL

VISUAL ARTS

Standards for Visual Arts I provide a comprehensive introduction to the Visual Arts at the High School level. These standards should be met as a prerequisite for subsequent Visual Arts course work.

MEANING and CREATIVE THINKING

The student engages in the creative process, finds and solves problems, and pursues open-ended inquiry through the production of artworks. The student develops aesthetic understanding through the examination of his/her own art and the artwork of others (National Standards 1 & 2).

Description: The student develops creativity, critical-thinking, and problem solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art based on painting approaches.

VAHSVAMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings in assessing learning, and develops a personal artistic voice that gives unique form to these concepts.

- a. Identifies artistic styles of a range of contemporary and past artists.
- b. Recognizes personal motivations and interests.
- c. Identifies a personal viewpoint.
- d. Selects self-assessment standards.
- e. Identifies themes and interests to which they are drawn.
- f. Identifies preferred materials and working methods

VAHSVAMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.

- a. Uses sketchbook journal to research and experiment with artistic conventions to communicate ideas.
- b. Generates more than one solution to a single artistic problem and assesses merits of each.
- c. Analyzes, in both written and oral form, the implications of artistic decisions.
- d. Solves artistic problems through discussion and interaction with peers.
- e. Supports peers through informal, on-going critique of works in-progress.
- f. Recognizes and develops art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, and discovery of unexpected connections.

VAHSVAMC.3 Cultivates critical thinking and logical argumentation in aesthetics.

- a. Discusses aesthetic issues, such as what is beauty? What affects my personal aesthetic?
- b. Writes, reflects, and revises throughout the course a personal answer to the question, what is art?
- c. Identifies the ideas and values reflected in the art of past and present cultures.
- d. Explores ideas and values reflected in the way the student's current culture(s) define and use art.
- e. Researches and analyzes the work of an artist and writes about how the artist's style contributes to the meaning of the work.

VAHSVAMC.4 Analyzes the origins of one's own ideas in relation to community, culture, and the world.

- a. Compares and contrasts the works of a wide range of contemporary and past artists.
- b. Identifies values and practices in his or her community culture and world that inform art.
- c. Reflects on how his or her personal experience in community, culture, and the world inform his or her work.
- d. Identifies the values and contributions of diverse peers, cultures, and communities.

CONTEXTUAL UNDERSTANDING

The student understands art in relation to history and culture (National Standard 4).

Description: The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VAHSVACU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

- a. Identifies how the issues of time, place, and culture are reflected in selected art works.
- b. Discusses how understanding the original context of an artwork affects a viewer's connection with and interpretation of the artwork.
- c. Recognizes art, art styles and artists and writes and talks about them from a wide range of perspectives, including cultural context, formalist, expressionist, conceptual, functional, and technical.
- d. Discusses the importance of art in daily life (personal significance, social commentary, self-expression, spiritual expression, planning, recording history, for beauty's sake, and marketing / advertising).
- e. Supports, with examples from history, the assertion that humanity has an innate need to create or make their world a more beautiful place.

- f. Compares and contrasts works from theories of art: Formalism (Structuralism), Imitationalism (Realism), Emotionalism (Expressionism), and Functionalism (Utilitarian).
- g. Discusses the role of art in at least two historical cultures; compares and contrasts to art today.
- h. Discusses the role of art and artifacts as a visual record of humankind's history and a vehicle for gaining understanding of another culture.

VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process of art making.

- a. Develops a repertoire of contemporary and historical art exemplars.
- b. Creates art work that explores ideas, issues, and events from current and past cultures.

PRODUCTION

The student creates artwork by applying media, techniques, and processes to formulate and express his/her ideas and conceptual understanding (National Standard 1).

Description: The student applies media, techniques, and processes with sufficient skill, confidence, and sensitivity to carry out personal intentions in artworks. Through experience in a range of artistic processes, use of a variety of materials, and development of a repertoire of techniques, the student understands the relationship of process, material, and technique to communication of ideas.

VAHSVAPR.1 Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning.

- a. Uses a viewfinder to develop compositions.
- b. Uses principles of design to organize elements to communicate meaning and unified compositions concepts, such as activating negative space, visual weight, paths of movement, non-centered focal point, dominance and subordination of design elements, and variety within repetition.
- c. Uses thumbnail sketches and visual/verbal notes to plan compositions.
- d. Discusses and applies concepts, such as activating negative space, visual weight, paths of movement, non-centered focal point, and variety within repetition.

VAHSVAPR.2 Understands and applies media, techniques, and processes in drawing.

- a. Creates contour drawings from observation.
- b. Uses value to model geometric forms with rendering, hatching/cross-hatching.
- c. Combines contour and value in drawing from direct observation.

- d. Uses one- and two-point perspective to draw cubes, rectangles, and related objects from observation and analyzes use of one and two-point perspective in famous artwork (landscape, interiors, and still-life).
- e. Uses gesture drawing to portray animate / inanimate subjects and to show mass and movement, quick sketches, and expressive mark-making.
- f. Uses mark-making in a conscious way in drawing.

VAHSVAPR.3 Understands and applies media, techniques, and processes in color / painting.

- a. Applies color theory (hue, value, intensity) and color schemes (monochromatic, analogous, complementary, split-complementary, and triadic) to express emotion and create unity.
- b. Reviews primary, secondary, and tertiary hues.
- c. Uses color relationships such as monochromatic, warm/cool, complementary, analogous, and split-complementary to achieve visual unity and/or intent of work.
- d. Demonstrates understanding of the dark/light value quality of specific colors.
- e. Demonstrates understanding of the intensity of color.
- f. Lightens and darkens color with tints/shades.
- g. Understands and applies warm/cool versions of the same hue.
- h. Understands and applies impact of juxtaposing various colors.
- i. Uses mark-making in a conscious way in painting.
- j. Analyzes how color communicates meaning in personal and famous artwork.

VAHSVAPR.4 Understands and applies media, techniques, and processes in three-dimensional art.

- a. Translates 2-D sketches into 3-D form.
- b. Communicates meaning in 3-D media.
- c. Compares and contrasts sculpture-in-the-round, high relief, bas relief, and additive and subtractive processes.
- d. Understands and practices safe handling of art media and tools.

VAHSVAPR.5 Creates artwork reflecting a range of concepts, ideas, and subject matter.

- a. Keeps a visual/verbal journal.
- b. Brainstorms multiple solutions before beginning artwork.
- c. Creates sketches/artwork from formalist, emotionalist, and realist approaches.
- d. Uses symbolic representation in work.
- e. Works to find individual voice (creativity within guidelines); understands that creativity is problem-solving within given parameters.
- f. Explores digital media as a tool for art production.
- g. Uses concepts / ideas from other disciplines as inspiration for artwork.
- h. Demonstrates proper care and safe use of tools and materials.

VAHSVAPR.6 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.

- a. Creates sketches/artwork from formalist, emotionalist, and realist approaches.
- b. Writes reflections on work, idea generation, and skills progress.
- c. Analyzes and critiques works of art – personal, peers, and professional.
- d. Makes visual/verbal connections.
- e. Practices direct observation and reactions in words, images, and symbols.
- f. Records artistic research.
- g. Collects, develops, and preserves personal ideas and thoughts.
- h. Records inspirational images, words, thoughts, and ideas.
- i. Maintains notes and class information.
- j. Plans artwork.
- k. Practices technique.
- l. Experiments with media, technique, and color - uses as a process journal.
- m. Identifies emerging personal, artistic voice.

VAHSVAPR.7 Develops a portfolio of artwork for the course.

- a. Self-evaluates progress and completes work using criteria such as composition, craftsmanship, technical skill, meeting goals of work, and progress over time.

VAHSVAPR.8 Plans and presents appropriate exhibition of own artwork.

- a. Observes the preparation of art for the purpose of displaying own work.
- b. Prepares own artwork to be exhibited in the classroom and school community.

ASSESSMENT and REFLECTION:

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her work and the artwork of others (National Standard 5).

Description: The student describes and assesses materials, techniques, and processes used to complete a finished artwork. He or she demonstrates the ability to reflect upon and interpret personal work and the work of others, expressing personal viewpoint, and constructive criticism.

VAHSVAAR.1 Makes written and oral critiques of own works of art.

- a. Reflects on the artistic process (through journal-keeping, reflective writing, and discussion).
- b. Reviews portfolio to identify growth over the course of the class, mastery of skills and techniques, strongest works and what makes them strong, areas needing improvement, and effective communication of thoughts and ideas.
- c. Self-evaluates in progress and complete work using criteria such as composition, craftsmanship, technical skill, meeting goals of work, and progress over time.
- d. Sets high standards for craftsmanship and skill mastery in own artwork.
- e. Revises artwork based on input from the critique process.

VAHSVAAR.2 Critiques artwork of others individually and in group settings.

- a. Provides respectful and constructive criticism to peers in formal class critiques.
- b. Develops skills to provide informal feedback to peers on work in process as part of a community of learners.
- c. Uses established criteria to analyze specific strengths and weaknesses of art works based on the ways technique and composition are used to convey meaning.
- d. Analyzes how formal qualities (elements/principles) are used to communicate meaning.
- e. Discusses the connection between intent and viewer's interpretation—active participation by viewer to bring personal experience to the interpretation.
- f. Discusses content in artwork and how it is communicated; “reads” artwork and shares interpretations and personal responses to representational, abstract and non-objective artwork.
- g. Verbalizes personal reactions to artwork; develops descriptive vocabulary including adjectives, analogies, and metaphors.

VAHSVAAR.3 Develops multiple strategies for responding to and reflecting on artworks.

- a. Employs specific art vocabulary, accurately and routinely, to critique art in discussion and writing.
- b. Evaluates artwork using diverse criteria.
- c. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works, such as using “Visual Thinking Skills” or Feldman’s Art Criticism process.
- d. Uses a variety of approaches, in his or her visual journal, to explore and find personal connections to artworks.

CONNECTIONS

Students make connections to other disciplines and the world around them through the visual arts (National Standard 6).

Description: The student makes connections from the world of art to other areas of learning and personal endeavor. He or she derives inspiration from varied areas of knowledge and life experiences. Through the study and production of art, the student develops visual and verbal literacy and life and work skills including appropriate use and development of technology.

VAHSVAC.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Uses inspiration from other disciplines to influence idea development in art.
- b. Understands how knowledge of art enriches and enhances learning in other core disciplines.
- c. Makes interdisciplinary connections, applying art skills, knowledge, and habits of mind to improve understanding in other disciplines.
- d. Develops the ability to integrate visual and verbal skills to communicate.
- e. Identifies visual choices as a part of life.
- f. Describes and discusses the importance of aesthetic experiences in daily life.

VAHSVAC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.

- a. Manages goals and time.
- b. Directs own learning.
- c. Guides and leads others.
- d. Works in diverse teams.
- e. Adapts to change.
- f. Uses current technology as a tool.

VAHSVAC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.

- a. Discusses how study in art benefits one's future as an avocation (making, collecting, volunteering); in art-related careers; and in non-art careers and life skills (application of higher order thinking skills valued by business such as tolerance for ambiguity, judgment in the absence of explicit rules, finding structure in apparent disorder, etc.).
- b. Accesses resources such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture to research art in the world around them.
- c. Identifies various art related careers and post-secondary options.
- d. Draws inspiration for artwork from the world and resources outside the traditional classroom.

MEANING and CREATIVE THINKING

The student engages in the creative process, finds and solves problems, and pursues open-ended inquiry through the production of artworks. The student develops aesthetic understanding through the examination of his or her art and the artwork of others (National Standards 1 & 2).

Description: The student develops creativity, critical-thinking, and problem solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art based on drawing approaches.

VAHSDRMC.1 Engages in the creative process; imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings, and accesses learning. The student develops a personal artistic voice that gives unique form to these concepts.

- a. Identifies artistic voice in a range of contemporary and past artists.
- b. Reflects on emerging personal artistic preferences.
- c. Recognizes personal motivations and interests.
- d. Establishes personal viewpoint.
- e. Selects self-assessment standards, themes, and interests.
- f. Identifies preferred materials and working methods.

VAHSDRMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.

- a. Uses sketchbook journal to research, explore, and invent artistic conventions to connect and express visual ideas.
- b. Generates multiple solutions to a single artistic problem and assesses merits of each.
- c. Analyzes, in both written and oral form, the implications of artistic decisions.
- d. Solves artistic problems through discussion and interaction with peers.
- e. Supports peers through informal, on-going critique of idea development and work in-progress.
- f. Recognizes and develops art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, discovery of unexpected connections, and recognition of serendipity.

VAHSDRMC3 Cultivates critical thinking and logical argumentation in aesthetics.

- a. Interprets historical perceptions of artistic value.
- b. Identifies the ideas and values that inform how past and present cultures define and use art.
- c. Explores ideas and values reflected in the way the student's current culture(s) define and use art.
- d. Formulates and supports a position regarding the aesthetic value of a specific artwork and changes or defends that position after considering the views of others and/or additional research.

VAHSDRMC.4 Analyzes the origins of one's own ideas in relation to community, culture, and the world.

- a. Compares and contrasts the influences on the bodies of works of a wide range of contemporary and past artists.
- b. Identifies values and practices in his or her community culture and world that inform the student's art making.
- c. Reflects on how personal experience in community, culture, and the world informs an artist's works.
- d. Identifies the values and contributions of diverse peers, cultures and communities.

CONTEXTUAL UNDERSTANDING

The student understands the drawings in relation to history and culture (National Standard 4).

Description: The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VAHSDRCU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

- a. Identifies how the issues of time, place and culture are reflected in selected art works.
- b. Compares the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
- c. Discusses how understanding the original context of an artwork affects a viewer's connection with the interpretation of the artwork.

VAHSDRCU.2 Demonstrates an understanding of how art history impacts the creative process of art making.

- a. Develops a repertoire of contemporary and historical art exemplars.
- b. Demonstrates an understanding of art history and investigates how it shapes contemporary life.
- c. Creates art work that explores ideas, issues, and events from current and past cultures.

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).

Description: Experiencing the role of the artist, the student applies media, techniques, and processes with sufficient skill, confidence, and sensitivity to carry out personal intentions in artworks. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student understands the relationship of process, material, and technique to communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital. Students should be engaged in a well-rounded studio art experience.

VAHSDRPR.1 Incorporates elements and principles of design to solve specific visual arts problems and to communicate ideas and emotions, culminating in a finished work of art.

- a. Uses thumbnail sketches and visual/verbal notes to develop concept and composition for drawing.
- b. Uses viewfinders to locate, assess, select, and make compositional choices to achieve a specific intent including different vantage points.
- c. Discusses and applies concepts, such as activating negative space, visual weight, paths of movement, non-centered focal point, dominance and subordination of design elements, and variety within repetition.
- d. Applies compositional principles to create successful representational and non-objective art work.
- e. Reviews and uses color theories and schemes to create intended effect and communicate meaning.

VAHSDRPR.2 Engages in an array of drawing processes and techniques.

- a. Creates contour and cross-contour drawings that demonstrate evidence of careful observation.
- b. Investigates mark-making including, but not limited to, calligraphic line, gestural mark-making, emotive qualities of line, and line direction to build form and movement.
- c. Employs gesture drawing (figure, inanimate objects, and non-objective).
- d. Uses value to create the illusion of 3-D form on a 2-D plane (cast shadow, form shadow, transitional values, reflected value).
- e. Incorporates a variety of approaches to build value including: rendering, hatching, and cross-hatching.
- f. Differentiates and applies high key, low key, full range of value to create specific effect and mood.
- g. Applies perspective approaches including: aerial, one point, two-point, and relative scale, overlapping to creates a variety of spatial effects from flat, shallow to deep perspective.
- h. Uses visual sighting approaches and knowledge of spatial perspective for the purpose of observing and accurately recording the world around them.
- i. Manipulates a variety of observation tools to create accurate proportions (vertical and horizontal sighting with a pencil, placing reference points on the page, vertical and horizontal guides on the picture plane, comparison of parts to the whole and restated lines).

VAHSDRPR.3 Develops complex art work using a variety of media and technology.

- a. Experiments with papers, grounds, and other drawing surfaces.
- b. Develops beginning level mastery of traditional media including, but not limited to, graphite, colored pencil, charcoal, conte, soft pastel, oil pastel, pen and brush, and found mark-making tools.
- c. Uses mixed-media including traditional, contemporary, digital and alternative media.
- d. Practices safe and appropriate use and care of drawing media and tools.
- e. Adds artwork developed in this course to portfolio begun in level one art.

VAHSDRPR.4 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.

- a. Self assesses and writes reflections on work, idea generation, skills progress.
- b. Analyzes and critiques works of art – personal, peers, and professional.
- c. Makes visual/verbal connections.
- d. Practices direct observation and reactions in words, images, and symbols.
- e. Records artistic research.
- f. Collects, develops, and preserves personal ideas and thoughts.

- g. Records inspirational images, words, thoughts, and ideas.
- h. Maintains notes and class information.
- i. Plans artwork.
- j. Practices technique.
- k. Experiments with media and technique - uses as a process journal.
- l. Identifies emerging personal, artistic voice.

VAHSDRPR.5 Plans and presents appropriate exhibit of own art work.

- a. Exhibits artwork with a written supporting statement that communicates purpose and/or intent.
- b. Prepares own artwork to be exhibited in the classroom and in the school community.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her work and the artwork of others (National Standard 5).

Description: The student describes and assesses the materials, techniques, and processes used to complete a finished artwork. He or she demonstrates the ability to reflect upon and interpret his or her work and the work of others, expressing personal viewpoint, and constructive criticism.

VAHSDRAR.1 Writes and critiques orally his or her own works of art.

- a. Reflects on the artistic process (through journal-keeping and dialogic thought).
- b. Self evaluates specific works from multiple positions – achievement of intent of the work, communication of meaning, technical aspects, personal response to the artistic problem, and personal best in work process.
- c. Reviews portfolio to identify growth, mastery of skills and techniques, strongest works and what makes them strong, areas needing improvement, effective communication of thoughts and ideas, generation of new ideas from existing body of work, evidence of risk-taking, problem-solving, and emergence of artistic voice.

VAHSDRAR.2 Critiques art work of others individually and in group settings.

- a. Provides respectful and constructive criticism to peers in formal class critiques.
- b. Provides informal feedback to peers on work in process as part of a community of learners.
- c. Analyzes specific strengths and weaknesses of art works based on the ways technique and composition are used to convey meaning.
- d. Revises artwork based on input from the critique process.

VAHSDRAR.3 Develops multiple strategies for responding to and reflecting on artworks.

- a. Employs specific art vocabulary, accurately and routinely, to critique art in discussion and writing.
- b. Identifies and employs diverse criteria for evaluating artistic merit.
- c. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works.
- d. Uses a range of art criticism approaches, such as “Visual Thinking Skills” and Feldman’s Art Criticism process, to understand and make a personal connection to art works.
- e. Uses a variety of approaches, in a visual journal, to explore and find personal connections to artworks.

CONNECTIONS

Students make connections to other disciplines and the world around them through the visual arts (National Standard 6).

Description: The student makes connections from the world of art to other areas of learning and personal endeavor. He or she derives inspiration from varied areas of knowledge and life experiences. Through the study and production of art, the student develops visual and verbal literacy and life and work skills, including appropriate use and development of technology.

VAHSDRC.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Uses inspiration from other disciplines to influence idea development in art.
- b. Identifies specific knowledge and skills from other discipline that informs the planning and execution of drawing (theory of light and value of forms).
- c. Understands how knowledge of art enriches and enhances learning in other core disciplines.
- d. Makes interdisciplinary connections, applying art skills, knowledge, and habits of mind to improve understanding in other disciplines.
- e. Develops the ability to integrate visual and verbal skills to communicate clearly and eloquently.

VAHSDRC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.

- a. Manages goals and time.
- b. Directs own learning.
- c. Guides and leads others.
- d. Works in diverse teams.
- e. Adapts to change.
- f. Uses current technology as a tool.

VAHSDRC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.

- a. Accesses resources, such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture, to research art in the world around them.
- b. Identifies various art related careers and post-secondary options.
- c. Draws inspiration for artwork from the world and resources outside the traditional classroom.

MEANING and CREATIVE THINKING

The student engages in the creative process, finds and solves problems, and pursues open-ended inquiry through the production of artworks. The student develops aesthetic understanding through the examination of his or her art and the artwork of others (National Standards 1 & 2).

Description: The student develops creativity, critical-thinking, and problem solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art based on painting approaches.

VAHSPAMC.1 Engages in the creative process and imagines new ideas by using mental and visual imagery, conceptualizing these ideas by using artistic language and contextual understandings and by developing a personal artistic voice that gives unique form to these concepts.

- a. Identifies artistic voice in a range of contemporary and past artists.
- b. Reflects on emerging personal artistic preferences.
- c. Recognizes personal motivations and interests.
- d. Identifies personal viewpoint.
- e. Selects self-assessment standards.
- f. Explores themes and interests.
- g. Identifies preferred materials and working methods.

VAHSPAMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, consequences, and assessments.

- a. Uses sketchbook journal to research, explore and invent artistic conventions to connect and express visual ideas.
- b. Generates multiple solutions to a single artistic problem and assesses merits of each.
- c. Analyzes, in both written and oral form, the implications of artistic decisions.
- d. Solves artistic problems through discussion and interaction with peers.
- e. Supports peers through informal, on-going critique of idea development and work in progress.
- f. Recognizes and develops art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, discovery of unexpected connections, and recognition of serendipity.

VAHSPAMC.3 Cultivates critical thinking and logical argumentation in aesthetics.

- a. Interprets historical perceptions of artistic value.
- b. Identifies the ideas and values that inform how past and present cultures define and use art.
- c. Explores ideas and values reflected in the way the student's current culture(s) define and use art.
- d. Formulates and supports a position regarding the aesthetic value of a specific artwork and changes or defends that position after considering the views of others and/or additional research.

VAHSPAMC.4 Analyzes the origins of one's own ideas in relation to community, culture, and world.

- a. Compares and contrasts the influences on the bodies of works of a wide range of contemporary and past artists.
- b. Identifies values and practices in his or her community, culture, and world that inform his or her art making.
- c. Reflects on how personal experience in community, culture, and world informs an artist's works.
- d. Identifies the values and contributions of diverse peers, cultures, and communities.

CONTEXTUAL UNDERSTANDING

The student understands the paintings in relation to history and culture (National Standard 4).

Description: The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VAHSPACU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

- a. Identifies universal themes that appear in paintings throughout time and discusses how those themes connect to the human condition.
- b. Identifies how the issues of time, place, and culture are reflected in selected art works.
- c. Compares the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
- d. Discusses how understanding the original context of an artwork affects a viewer's connection with and interpretation of the artwork.

VAHSPACU.2 Demonstrates an understanding of how art history impacts the creative process of art making.

- a. Develops a repertoire of contemporary and historical art exemplars.
- b. Demonstrates an understanding of art history and investigates how it shapes contemporary life.
- c. Creates art work that explores ideas, issues, and events from current and past cultures.

PRODUCTION:

The student creates paintings by applying media, techniques, and processes to formulate and express his/her own ideas and conceptual understandings (National Standard 1).

Description: The student applies painting media, techniques, and processes with sufficient skill, confidence, and sensitivity to carry out personal intentions in artworks. Through experience in a range of painting processes, use of a variety of materials, and development of a repertoire of techniques, the student understands the relationship of process, material, and technique to communication of ideas.

VAHSPAPR.1 Incorporates elements and principles of design to solve specific visual arts problems and to communicate ideas and emotions, culminating in a finished work of art.

- a. Uses multiple strategies, such as thumbnail sketches, visual/verbal notes and viewfinders, to develop concept and composition for paintings.
- b. Discusses and applies concepts, such as surface quality, activating negative space, visual weight, paths of movement, non-centered focal point, dominance and subordination of design elements, and variety within repetition.
- c. Applies compositional principles to create successful representational and non-objective art work.

VAHSPAPR.2 Applies color theory in painting.

- a. Uses complex color relationships, such as monochromatic, analogous, and split-complementary, to achieve visual unity and/or intent of work.
- b. Demonstrates understanding of the dark/light value quality of specific colors.
- c. Demonstrates understanding of the intensity of color, how to alter it, and how it affects emotion and composition in work.
- d. Demonstrates understanding of how to use lightening and darkening color with tints/shades and use of other colors.
- e. Understands and applies warm/cool versions of the same hue.
- f. Understands arbitrary, optical, and reflected color.
- g. Understands the hue tonality and warm/cool temperature in neutrals.
- h. Understands impact of juxtaposing various colors.

VAHSPAPR.3 Engages in an array of painting processes and techniques.

- a. Differentiates between the innate qualities of transparent and opaque media to solve specific visual problems in painting.
- b. Investigates brushwork including, but not limited to, calligraphic line, gestural brush work, emotive qualities of brush strokes, brush mark direction to build form and movement, and scumbling.
- c. Explores surface quality and mark-making approaches such as incising, dripping, palette knife, stamping, found and invented tools.
- d. Develops movement and form through quick gestural studies (figure, inanimate objects, and non-objective).
- e. Uses color value to create the illusion of 3-D form on a 2-D plane (cast shadow, form shadow, transitional values, and reflected value).
- f. Differentiates and applies high key, low key, and full range of value to create specific effect and mood.
- g. Uses color intensity, value, and temperature to convey advancing and receding space.
- h. Builds a mental library of pigment names and their physical properties, such as hue, warm/cool characteristic, transparency, and viscosity.
- i. Paints direct observation of shape, form, color, light, surface quality.
- j. Understands and practices safe handling of painting media.

VAHSPAPR.4 Develops complex art work using a variety of media and technology.

- a. Experiments with grounds and other painting surfaces.
- b. Develops beginning level mastery of traditional media including, but not limited to, watercolor, acrylic, and inks.
- c. Explores non-traditional painting media.
- d. Uses mixed media including, but not limited to, traditional, digital and alternative materials.
- e. Adds artwork to portfolio begun in previous art classes.

VAHSPAPR.5 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.

- a. Self assesses and writes reflections on work, idea generation, and skills progress.
- b. Analyzes and critiques works of art – personal, peers, and professional.
- c. Makes visual / verbal connections.
- d. Practices direct observation and reactions in words, images, and symbols.
- e. Records artistic research.
- f. Collects, develops, and preserves personal ideas and thoughts.
- g. Records inspirational images, words, thoughts, and ideas.
- h. Maintains notes and class information.
- i. Plans artwork.

- j. Practices technique.
- k. Experiments with media, technique, and color - uses as a process journal.
- l. Identifies emerging personal, artistic voice.

VAHSPAPR.6 Plans and presents appropriate exhibition of own artwork.

- a. Exhibits artwork with a written supporting statement that communicates purpose and/or intent.
- b. Prepares own artwork to be exhibited in the classroom and school community.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his/her own work and the artwork of others (National Standard 5).

Description: The student describes and assesses the painting materials, techniques, and processes used to complete a finished artwork. He or she demonstrates the ability to reflect upon and interpret personal work and the work of others, expressing personal viewpoint and constructive criticism.

VAHSPAAR.1 Writes and critiques own works of art.

- a. Reflects on the artistic process (through journal-keeping and dialogic thought).
- b. Self evaluates specific works from multiple positions – achievement of intent of the work, communication of meaning, technical aspects, personal response to the artistic problem, and personal best in work process.
- c. Reviews portfolio to identify growth over time, mastery of skills and techniques, strongest works and what makes them strong, areas needing improvement, effective communication of thoughts and ideas, generation of new ideas from existing body of work, evidence of risk-taking, problem-solving, and emergence of artistic voice.

VAHSPAAR.2 Critiques artwork of others individually and in group settings.

- a. Provides respectful and constructive criticism to peers in formal class critiques.
- b. Provides informal feedback to peers on work in process as part of a community of learners.
- c. Analyzes specific strengths and weaknesses of art works based on the ways technique and composition are used to convey meaning.
- d. Revises artwork based on input from the critique process.

VAHSPAAR.3 Develops multiple strategies for responding to and reflecting on artworks.

- a. Employs specific art vocabulary, accurately and routinely, to critique art in discussion and writing.
- b. Identifies and employs diverse criteria for evaluating artistic merit.
- c. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works.
- d. Uses a range of art criticism approaches, such as “Visual Thinking Skills” and Feldman’s Art Criticism process, to understand and make a personal connection to art works.
- e. Uses a variety of approaches, in his or her visual journal, to explore and find personal connections to artworks.

CONNECTIONS

Students make connections to other disciplines and the world around them through the visual arts (National Standard 6).

Description: The student makes connections from the world of art to other areas of learning and personal endeavor. He or she derives inspiration from varied areas of knowledge and life experiences. Through the study and production of art, the student develops visual and verbal literacy and life and work skills, including appropriate use and development of technology.

VAHSPAC.1 Applies information from other disciplines to enhance the understanding and production and of artworks.

- a. Uses inspiration from other disciplines to influence idea development in art.
- b. Identifies specific knowledge and skills from other disciplines that inform the planning and execution of painting (theory of light and science of color).
- c. Understands how knowledge of art enriches and enhances learning in other core disciplines.
- d. Makes interdisciplinary connections, applying art skills, knowledge, and habits of mind to improve understanding in other disciplines.
- e. Develops the ability to integrate visual and verbal skills to communicate clearly and eloquently.

VAHSPAC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.

- a. Manages goals and time.
- b. Directs own learning.
- c. Guides and leads others.
- d. Works in diverse teams.
- e. Adapts to change.
- f. Uses current technology as a tool.

VAHSPAC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.

- a. Accesses resources, such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture to research art in the world around him or her.
- b. Identifies various art related careers and post-secondary options.
- c. Draws inspiration for artwork from the world and resources outside the traditional classroom.

MEANING and CREATIVE THINKING

The student engages in the creative process, finds and solves problems, and pursues open-ended inquiry through the production of three-dimensional artworks. The student develops aesthetic understanding through the examination of his/her art and the artwork of others (National Standards 1 & 2).

Description: The student develops creativity, critical-thinking, and problem solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art based on sculpture approaches.

VAHSSCMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, and conceptualizes these ideas by using artistic language and contextual understandings and processes.

- a. Develops a personal artistic voice that gives unique form to these concepts.
- b. Identifies artistic voice in a range of contemporary and past artists.
- c. Reflects on emerging personal artistic preferences.
- d. Recognizes personal motivations and interests.
- e. Expresses personal viewpoint in written and visual form.
- f. Selects self-assessment standards.
- g. Identifies themes and interests.
- h. Explores preferred materials and working methods.

VAHSSCMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.

- a. Uses a sketchbook journal to research, explore, and invent artistic conventions to connect and express visual ideas.
- b. Generates multiple solutions to a single artistic problem and assesses merits of each.
- c. Analyzes, in both written and oral form, the implications of artistic decisions by the artist and personal reactions to sculpture.
- d. Solves artistic problems through discussion and interaction with peers.
- e. Supports peers through informal, on-going critique of idea development and work in-progress.
- f. Recognizes art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, discovery of unexpected connections and recognition of serendipity, and develops personal skills in these areas.

VAHSSCMC.3 Cultivates critical thinking and logical argumentation in aesthetics.

- a. Interprets historical perceptions of artistic value as demonstrated through sculpture.
- b. Identifies the ideas and values that inform how past and present cultures define and use art.
- c. Explores ideas and values reflected in the way the student's current culture(s) define and use art.
- d. Reflects upon personal answers to aesthetic questions, such as: What is art? What are the roles of sculpture in today's world?
- e. Formulates and supports a position regarding the aesthetic value of a specific artwork and changes or defends that position after considering the views of others and/or additional research.

VAHSSCMC.4 Analyzes the origins of one's own ideas in relation to community, culture, and the world.

- a. Compares and contrasts the influences on the bodies of works of a wide range of contemporary and past artists.
- b. Identifies values and practices in his or her community culture and world that inform his or her own art making.
- c. Reflects on how personal experience in community, culture, and world informs an artist's work.
- d. Identifies the values and contributions of diverse peers, cultures and communities.

CONTEXTUAL UNDERSTANDING

The student understands the sculpture in relation to history and culture (National Standard 4).

Description: The student recognizes the impact of art on history and different cultures and how history and culture have influenced form and function of sculpture. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VAHSSCCU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

- a. Traces major periods of art through sculpture and identifies how artists of each period were influenced by society.
- b. Identifies universal themes that appear in sculpture throughout time and discusses how those themes connect to the human condition.
- c. Identifies how the issues of time, place, and culture are reflected in selected art works.
- d. Analyzes the relationship of decorative and functional qualities in sculptures from diverse cultures.

- e. Discusses and experiences the way in which knowledge of the original context of sculpture affects one's appreciation and personal connection with the work.
- f. Expresses in written oral form sculptures role as a visual record keeper (primary source) of cultural, political, scientific, and religious history.

VAHSSCCU.1 Demonstrates an understanding of how art history impacts the creative process of art making.

- a. Recognizes, compares, and contrasts sculptures, artists, and sculptural styles from varied cultures and eras.
- b. Demonstrates an understanding of art history and investigates how it shapes contemporary life.
- c. Creates art work that explores ideas, issues, and events from current and past cultures.
- d. Relates own sculptures to works by master artists.

Production

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).

Description: Experiencing the role of the artist, the student applies media, techniques, and processes with sufficient skill, confidence, and sensitivity to carry out personal intentions in sculpture. Through experience in a range of three-dimensional processes, use of a variety of materials, and development of a repertoire of techniques, the student understands the relationship of process, material, and technique to communication of ideas. Techniques should include, but are not limited to, additive, subtractive, modeling, relief, and in-the-round using a variety of media.

VAHSSCPR.1 Incorporates elements and principles of design to solve specific three-dimensional art problems, to create unified compositions, and to communicate meaning, culminating in a finished work of art.

- a. Uses thumbnail sketches, viewfinder drawings and visual/verbal notes to develop concept, composition, and plans for sculpture.
- b. Develops a maquette, making aesthetic choices in material, composition, and surface in preparation for a final sculpture.
- c. Discusses and applies principles of design to organize elements to communicate meaning and unify composition, includes concepts, such as interaction of positive and negative space, actual and implied weight, paths of movement, non-centered focal point, dominance and subordination of design elements, variety within repetition, closed and open form, and impact of mass on meaning.
- d. Plans sculpture for specific sites and demonstrates an understanding of interaction between the environment and the work.
- e. Applies compositional principles to create successful representational and non-objective art work.

VAHSSCPR.2 Engages in an array of sculpture processes, techniques, and aesthetic stances.

- a. Uses contour, gesture, and value in drawing for various purposes: to portray animate/inanimate subjects, show mass and movement, create spontaneous sketches, record ideas, and plan sculptures.
- b. Creates sculpture to serve a specific function, such as expressive, utilitarian, and social.
- c. Applies aesthetic approaches, such as formalism, emotionalism, and realism, to the creation of sculpture from direct observation.
- d. Creates sculpture from various traditional and contemporary media (e.g., clay, metal, stone, plaster, glass, fiber, video)
- e. Uses and demonstrates knowledge of traditional and contemporary methods for building sculpture such as additive, subtractive, modeling, casting, and assemblage.
- f. Incorporates a variety of techniques in surface quality and texture derived from a variety of sources (e.g., drawing techniques, nature, tool marks, inclusions).
- g. Selects sculpture media, techniques and surfaces to evoke specific effect, mood, or concept.
- h. Reinterprets perspective approaches from two-dimensional media to three-dimensional relief sculpture (e.g., aerial, one-point, two-point, relative scale, overlapping) to create a variety of spatial effects from flat and shallow to deep space.
- i. Uses visual sighting approaches and knowledge of proportion, scale, volume, weight, and physics to observe and accurately record a sculptural subject.
- j. Manipulates a variety of observation tools to adjust or distort proportion, scale, volume, weight, and physics (e.g., vertical or horizontal elongation or foreshortening; change in size-relationship; rearrangement of parts to the whole) in the development of an abstract approach to sculpture.

VAHSSCPR.3 Develops complex artwork using a variety of media and technology.

- a. Experiments with a variety of three-dimensional media exploring traditional and contemporary artists' views.
- b. Develops beginning level mastery of traditional media including, but not limited to clay, fibers, glass, metals and plaster.
- c. Explores traditional and mixed-media through contemporary artistic perspectives (e.g., digital media, video/performance, installation, and environmental art).
- d. Practices studio safety and correct care in the operation of tools and equipment.
- e. Adds preparatory drawings and digital images of sculpture studies developed in this course to portfolio begun in level one art.

VAHSSCPR.4 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.

- a. Self assesses and writes reflections on work, aesthetic ideas, idea generation, and skills progress.
- b. Analyzes and critiques works of art – personal, peers, and professional.
- c. Makes visual /verbal connections.
- d. Practices direct observation and reactions in words, images, and symbols.
- e. Records artistic research.
- f. Collects, develops, and preserves personal ideas and thoughts.
- g. Records inspirational images, words, thoughts, and ideas.
- h. Maintains notes and class information.
- i. Plans artwork.
- j. Practices technique.
- k. Experiments with media and technique - uses as a process journal.
- l. Identifies emerging personal, artistic voice.

VAHSSCPR5 Plans and presents appropriate exhibit of own artwork.

- a. Exhibits artwork with a written supporting statement that communicates purpose and/or intent.
- b. Prepares own artwork to be exhibited in the classroom and school community.

Assessment and Reflection

The student critiques sculptural works, reflecting upon and assessing the characteristics and merits of his or her work and the artwork of others (National Standard 5).

Description: The student describes and assesses the materials, techniques, and processes used to complete a finished sculpture. He or she demonstrates the ability to reflect upon and interpret his or her work and the work of others, expressing personal viewpoint, and constructive criticism.

VAHSSCAR1 Produces written and oral critiques of own sculptural artwork.

- a. Reflects on the artistic process (through journal-keeping and dialogic thought).
- b. Self evaluates personal work from multiple positions – high standards of craftsmanship and skill mastery, achievement of intent of the work, communication of meaning, technical aspects, personal response to the artistic problem, and personal best in work process.
- c. Reviews portfolio to identify growth over time, mastery of skills and techniques, strongest works and what makes them strong, areas needing improvement, effective communication of thought and idea, generation of new ideas from existing body of work, evidence of risk-taking, problem-solving, and emergence of artistic voice.

VAHSSCAR.2 Critiques sculptures of others individually and in group settings.

- a. Provides respectful and constructive criticism to peers in formal class critiques.
- b. Provides informal feedback to peers on work in process as part of a community of learners.
- c. Analyzes specific strengths and weaknesses of art works based on the ways technique and composition are used to convey meaning.
- d. Revises artwork based on input from the critique process.

VAHSSCAR.3 Develops multiple strategies for responding to and reflecting on artworks.

- a. Employs specific art vocabulary, accurately and routinely, to critique sculpture in discussion and writing.
- b. Identifies and employs diverse criteria for evaluating artistic merit.
- c. Discusses the connection between sculptor's intent and viewer's interpretation and how active participation by the viewer creates a personal connection with the artwork.
- d. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works.
- e. Uses a range of art criticism approaches, such as Visual Thinking Skills and Feldman's Art Criticism process, to understand and make a personal connection to sculptural works of art.
- f. Uses a variety of approaches, in his or her visual journal, to explore and find personal connections to artworks.

Connections

Students make connections to other disciplines and the world around them through the study of sculpture (National Standard 6).

Description: The student makes connections from the world of art to other areas of learning and personal endeavor. He or she derives inspiration from varied areas of knowledge and life experiences. Through the study and production of sculpture, the student develops visual and verbal literacy and life/work skills including appropriate use and development of technology.

VAHSSCC.1 Applies information from other disciplines to enhance the understanding and production of sculptural art forms.

- a. Uses inspiration from other disciplines to influence idea development in sculpture.
- b. Identifies specific knowledge and skills from other disciplines that inform the planning and execution of sculpture (chemistry, physics, and history).
- c. Understands how knowledge of the artifacts of sculpture enriches and enhances the study of history.

- d. Makes interdisciplinary connections, applying art skills, knowledge, and habits of mind to improve understanding in other disciplines.
- e. Develops the ability to integrate visual and verbal skills to communicate clearly and eloquently.

VAHSSCC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.

- a. Manages goals and time.
- b. Directs own learning.
- c. Guides and leads others.
- d. Works in diverse teams.
- e. Adapts to change.
- f. Uses current technology as a tool.
- g. Recognizes that sculpture uses a problem-solving process that translates to real-life skills: idea generation, elaborating and refining idea, execution of idea, interim evaluation, refining product until goal is reached, and evaluation of final solution.

VAHSSCC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.

- a. Accesses resources, such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture to research art in the world.
- b. Identifies various art related careers and post-secondary options.
- c. Draws inspiration for artwork from the world and resources outside the traditional classroom.

APPENDIX I

The Role of Aesthetics in the Performance Standards

The philosopher Richard Shusterman proposes that there are three different approaches to teaching aesthetics: art as a universal standard, art as a cultural standard, and art as perceptual awareness and sensory inquiry¹ These three approaches create different learning objectives and essential questions that can be used in the visual arts classroom.

1. Art as a universal standard of excellence.

Questions that can be asked in the classroom probe the concept of quality. Why is something the best, beautiful, or better? For example, why is the *Mona Lisa* so important? Why do we consider Warhol's *Brillo Box* to be art? What makes Van Gogh's *Starry Night* beautiful? This approach is effective for understanding art historical narratives and mastering core content in the visual arts associated with college preparatory class work.

2. Art as a cultural standard

Questions of beauty and quality may be rooted in specific cultural practices. They are not universal. Therefore, the explorations of a variety of cultures (or subcultures) are important. For example, the study of customization of motorcycles--chopper culture--could be an area of study. What is excellence in chopper culture? How is excellence achieved? This approach is valuable in shaping lessons that relate to student interests and can be particularly effective with students who are antagonistic toward school.

3. Art as perceptual awareness and sensory inquiry.

Perception is more than what we see. It involves all of our senses: what we see, hear, feel, taste, and smell. We use our bodies to explore the world. Our senses are important tools for understanding how we individually exist in relationship to our environment. In this definition, aesthetics is the study of felt relationships. There are at least five different ways this is taught in the art classroom:

1. *The relationships in the actual artwork*

How do the elements of art and principles of design combine in a work of art to create a unified whole or felt meaning?

Example Essential Question: How can I use the elements of art and principles of design to communicate felt meaning in my work?

¹ Shusterman, R. (2006). The Aesthetic. *Theory, Culture & Society*, 23(2-3), 237–252.

2. ***The relationships that occur in making a work.***

John Dewey claims that the experience of making a work of art is a series of “doing and undergoing”². What does the artist feel in making the work? What care must the artist exhibit in the making of an artwork to communicate feeling to the viewer?

Example Essential Questions: How do my techniques and choices influence the outcome of my work? How do my choices as an artist affect my experience in creating a work of art?

3. ***The relationship- or felt state- between the artwork and the viewer.***

The doing and undergoing of the artist is a form of expression that the viewer can experience

Example Essential Question: How does art communicate felt meaning to a viewer? How do my choices as an artist affect the experience of other people when they look at my art?

4. ***The relationship between the artwork, the viewer, and the environment in which the artwork is displayed.***

Art creates and draws attention to relationships we value. These are relationships with others and our environment.

Example Essential Question: How does art affect and cause us to reflect on the spaces and places in which we live and work?

5. ***Caring, as demonstrated in craftsmanship and empathy, is essential to all forms of relationship.***

Ultimately, aesthetics is a philosophy of what we care for and what we take care of. It is a philosophy of responsibility.

Example Essential Questions: How do I demonstrate craftsmanship in my work, and why is that important? What can I learn from looking at, or “reading,” works of art? What is the role of care in creating a successful work of art? What role does empathy play in art making and viewing?

² Dewey, J. (1934). *Art as experience*. New York: Minton Balch & Company.