

WEST VIRGINIA
SECRETARY OF STATE

JOE MANCHIN III

ADMINISTRATIVE LAW DIVISION

Form #5

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2003 MAY -8 P 2:07

OFFICE WEST VIRGINIA
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NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W.Va. Constitution, Article XII, §2, W.Va. Code §18-2-5 and §18-9A-22

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(s) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W.Va. Code §§29A-3B-1, et seq.; W.Va. Board of Education
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES _____ NO X

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 44L

TITLE OF RULE BEING PROPOSED: Visual Art Content Standards and
Objectives for West Virginia Schools (2520.12)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 1, 2003.



Steven L. Paine

Deputy State Superintendent of Schools

200304
EXECUTIVE SUMMARY

POLICY 2520.12
VISUAL ART CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS

Date to become effective: July 1, 2003

Background:

Policy 2520.12 defines the content standards and objectives for Visual Art as required by 2510 and establishes a standardized format for such. The original effective date of Policy 2520 (Instructional Goals and Objectives for West Virginia Schools) was July 1997. The West Virginia Board of Education approved initial work on content standards in Mathematics, Reading and English Language Arts, Science and Social Studies in December 2001. In January 2003, content standards for Visual Art were placed on comment until March 10, 2003. The version placed on comment created a separate policy for Visual Art.

Purpose:

The purpose of this Board item is to seek approval for Policy 2520.12 as it has been revised in response to comments received.

Summary of Comments:

Comments were in the form of needed changes in usage, sentence structure, corrections of mechanical errors, and revisions for sake of clarity and consistency.

Summary of Revisions:

Revisions were changes submitted by members of the writing committees. The changes they submitted were for clarify, correctness, and consistency.

200304
126CSR44L

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

FILED

2003 MAY -8 P 2:07

SERIES 44L
VISUAL ART CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS (2520.12)

OFFICE WEST VIRGINIA
SECRETARY OF STATE

§126-44L-1 General.

1.1. Scope. West Virginia Board of Education Policy 2510 provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.12 defines the content standards (or instructional goals) and objectives for visual art as required by W.Va. 126CSR42 (Policy 2510).

1.2. Authority. W.Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. May 8 2003.

1.4. Effective Date. July 1, 2003.

1.5. Repeal of former rule. This is a new rule.

§126-44L-2. Purpose.

2.1. This policy defines the content standards (or instructional goals) and objectives for the program of study required by Policy 2510 in visual art.

§126-44L-3. Incorporation by Reference.

3.1. A copy of Visual Art Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instructional Services.

§126-44L-4. Summary of the Content Standards and Objectives.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document include content standards for K-12 visual art, an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

Foreword

The West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.12: Visual Art Content Standards and Objectives for West Virginia Schools.

Committees of educators from across the state gathered to work on curriculum refinement. The committees incorporated content based on the most current research, national standards and best teaching practices in the field. Primary issues that have been addressed in the current revision work are building a rigorous and challenging curriculum, ensuring a curriculum that is accessible to every student, and designing a format that can easily be used and understood.

West Virginia educators have played a key role in shaping the content standards. Their contribution was critical in creating a policy that is meaningful for the classroom.

A primary change in Policy 2520.12 is that the content area begins with a set of content standards. Grade-level objectives are then organized under the standards, so that the focus stays on helping students achieve the comprehensive goals, not just mastering the incremental steps. The objectives (those incremental steps) are still there — curriculum committees worked very hard to consolidate, delete, sequence, and clarify as needed to produce a picture of the curriculum that is clear in its intent and manageable in its implementation.

Another change is the addition of performance descriptors. Performance descriptors answer the question "How well does the student perform on the content standards at any given grade level?" (See "Explanation of Terms" section for further discussion of this topic.)

The content standards, objectives and performance descriptors combine to give teachers a powerful resource for planning instruction. The sequencing of the grade level objectives and the levels of performance descriptors acknowledge that students acquire skills and knowledge in increments and at different rates. The focus throughout the document remains on achieving at a high level and on offering all students in West Virginia rigor and challenge.



David Stewart
State Superintendent of Schools

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Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery, and novice. A general description of each of these categories is listed below:

- **Distinguished:** A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level expectations.
- **Above Mastery:** A student at this level has demonstrated competent and proficient performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.
- **Mastery:** A student at this level has demonstrated fundamental knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.
- **Partial Mastery:** A student at this level has partially demonstrated fundamental knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.
- **Novice:** A student at this level has not demonstrated the fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Numbering of Standards

The number for each content standard is composed of three parts, each part separated by a period:

- The content area code (e.g., VA for Visual Art);
- The letter S, for Standard; and
- The standard number.

Illustrations: VA.S.1 refers to Visual Art content standard #1.

Numbering of Objectives

The number of each objective is composed of four parts, each part separated by a period:

- The content area code or course code (e.g., VA for Visual Art and SA for Studio Art);
- The grade level (Exceptions are high school visual art courses);
- The number of the content standard addressed; and
- The objective number.

Illustrations: VA.6.2.3 refers to a Visual Art sixth grade objective that addresses standard #2 in Visual Art, and that is the third objective listed under that standard.

Numbering of Performance Descriptors

The number for each group of five performance descriptors is composed of four parts, each part separated by a period:

- The content area or course_code;
- The letters PD, for Performance Descriptors;
- The grade level (See exceptions noted above for grade level under numbering of objectives); and
- The standard number.

Illustration: VAIII.PD.2 refers to General Art III performance descriptors for content standard 2.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.12 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.12 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.12 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.12 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.12 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for performance descriptors for fifth grade visual art, standard #2 will be "200304.VA.PD.5.2".

Abbreviations

Content Area

AH	Art History, Appreciation, Aesthetics
SA	Studio Art
VA	Visual Art

Other Abbreviations

PD	Performance Descriptors
S	Standard (Content Standard)

VISUAL ART - POLICY 2520.12

West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curriculum content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

Standard 1: Media, Techniques and Processes (VA.S.1)

Students will:

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials and tools in a safe and responsible manner.

Standard 2: Elements of Art and Principles of Design (VA.S.2)

Students will:

- identify selected elements of art and principles of design as they relate to art and the environment;
- understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks;
- apply elements of art and principles of design as they relate to the problem-solving skills in the creation of art; and
- communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Standard 3: Subject Matter, Symbols, and Ideas (VA.S.3)

Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols, and ideas.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and
- demonstrate an understanding of how history, culture, and the arts influence each other.

Standard 5: Reflection and Analysis (VA.S.5)

Students will:

- identify multiple purposes for creating works of art;
- analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.

Standard 6: Multi-disciplinary Connections (VA.S.6)

Students will:

- identify characteristics of the visual arts and other disciplines; and
- analyze by comparing and contrasting connections between disciplines.

Kindergarten General Art

Kindergarten children explore art. Students learn to use tools properly for drawing, painting, printing and sculpture. Children explore colors and the use of lines and shapes and textures in artworks. The subject matter of art will center around the children's own environment, allowing expression of feelings and discussion about their own creations. Teachers' encouragement of creative work is preferred over prepared or prefabricated materials.

To assure a quality arts education, general classroom teachers who are charged with the delivery of the K-4 Visual Art Content Standards and Objectives in their school curriculum are strongly encouraged to participate in high quality content-specific professional development.

Standard 1: Media, Techniques and Processes (VA.S.1)

Students will:

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials and tools in a safe and responsible manner.

Media, Techniques and Processes Objectives

Students will:

- VA.K.1.1 identify differences between tools, techniques, and processes in two-dimensional media, such as drawing, painting, or printmaking, e.g., crayons, paints and prints.
- VA.K.1.2 identify and use a variety of tools, techniques, and processes in three-dimensional media and discuss the appearances and responses.
- VA.K.1.3 make artworks using at least three different two-dimensional media including collage techniques, to communicate ideas, experiences, and stories.
- VA.K.1.4 model objects using three-dimensional materials to communicate ideas, e.g., paper-folding, clay use, or assemblage.
- VA.K.1.5 use two-dimensional and three-dimensional media safely and responsibly.

Performance Descriptors (VA.PD.K.1)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Kindergarten General Art. The student articulates about a variety of art media: such as the difference between paintings, drawings, and sculptures. The student makes choices about media for visual problem-solving and uses tools and materials in a safe and responsible manner.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Kindergarten General Art. The student distinguishes between two-dimensional and three-dimensional art forms and processes and completes problem-solving activities. The student uses tools and materials in a safe and responsible manner.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Kindergarten General Art. The student identifies differences in art forms (2D and 3D), and completes problem-solving activities. The student uses tools and materials in a safe and responsible manner.

■ Partial Mastery

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Kindergarten General Art. Performance needs further development. The student identifies differences in art forms (2D and 3D) and completes problem-solving activities with assistance. The student requires direct supervision when using tools and materials to ensure safety and responsibility.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Kindergarten General Art. Performance needs considerable development. The student identifies, with assistance, the differences between art forms (2D and 3D). The student completes problem-solving activities with continual assistance. The student uses tools and materials under constant supervision.

Standard 2: Elements of Art and Principles of Design (VA.S.2)

Students will:

- identify selected elements and principles of design as they relate to art and the environment;
- understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks;
- apply elements of art and principles of design as they relate to problem-solving skills in the creation of art; and
- communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Elements of Art and Principles of Design Objectives

Students will:

- VA.K.2.1 use the primary, secondary, and neutral colors, e.g., red, yellow, blue, green, orange, violet, black, white, and brown; color wheel; common line types, e.g., straight, diagonal, curved, zigzag, and broken.
- VA.K.2.2 identify at least five geometric shapes, e.g., circle, square, oval, rectangle, triangle, as distinguished from three-dimensional forms, e.g., sphere, cube, cylinder, pyramid.
- VA.K.2.3 investigate a variety of man-made and natural textures, e.g., tree bark vs. shoe tread.
- VA.K.2.4 identify and use colors in communicating emotions, e.g., warm/cool, calm/excitement.
- VA.K.2.5 investigate line types, textures, and shapes in artworks.
- VA.K.2.6 discover different shapes (two-dimensional) and forms (three-dimensional) in art.
- VA.K.2.7 discover and use a variety of sizes of objects in artwork.
- VA.K.2.8 use a variety of line types, geometric shapes, and textures in artwork.

Performance Descriptors (VA.PD.K.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Kindergarten General Art. The student creates art using selected properties of the elements of art and can articulate orally or visually the steps used in creating his/her work.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Kindergarten General Art. The student creates art using selected properties of the elements of art and can visually or orally explain the steps of the process.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Kindergarten General Art. The student creates art using selected properties of the elements of art in two-dimensional and three-dimensional artworks.

- **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Kindergarten General Art. Performance needs further development. The student completes directed assignments with repeated assistance.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Kindergarten General Art. Performance needs considerable development. The student creates, with assistance, partial or incomplete art forms.

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Standard 3: Subject Matter, Symbols and Ideas (VA.S.3)

Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols and ideas.

Subject Matter, Symbols and Ideas Objectives

Students will:

- VA.K.3.1 identify personal experiences as a theme for art; and
VA.K.3.2 select, discuss and use symbols found in their environment.

Performance Descriptors (VA.PD.K.3)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Kindergarten General Art. The student creates art using selected properties of the elements of art and can articulate orally or visually the steps used in creating his/her work.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Kindergarten General Art. The student creates art using selected properties of the elements of art and can visually or orally explain the steps of the process.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Kindergarten General Art. The student creates art using selected properties of the elements of art in two-dimensional and three-dimensional artworks.
- **Partial Mastery**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Kindergarten General Art. Performance needs further development. The student completes directed assignments with repeated assistance.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Kindergarten General Art. Performance needs considerable development. The student creates, with assistance, partial or incomplete art forms.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and
- demonstrate an understanding of how history, culture, and the arts influence each other.

Art History and Diversity Objectives

Students will:

- VA.K.4.1 discuss how art has existed through time and how it can represent a group of people (e.g., prehistoric man and cave paintings).
VA.K.4.2 view art from several cultures.

Performance Descriptors (VA.PD.K.4)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Kindergarten General Art. The student easily identifies art forms from different time periods.

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■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Kindergarten General Art. The student identifies art forms from different time periods with key questions.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Kindergarten General Art. The student participates in class exploration of art from different time periods.

■ **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Kindergarten General Art. Performance needs further development. The student requires repeated assistance in perceiving differences in art forms.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Kindergarten General Art. Performance needs considerable development. The student can identify some characteristics of art works with constant prompting.

Standard 5: Reflection and Analysis (VA.S.5)

Students will:

- identify multiple purposes for creating works of art;
- analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.

Reflection and Analysis Objectives

Students will:

- VA.K.5.1 discuss the work that artists do by viewing or visiting displayed artwork, e.g., slides, museums, internet sites, videos.
- VA.K.5.2 discuss an artwork that reflects an experience at home.
- VA.K.5.3 select a favorite artwork and explain the choice.

Performance Descriptors (VA.PD.K.5)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Kindergarten General Art. The student explains what artists do and classifies art that reflects experiences. The student clearly states the reasons for his/her preference of an artwork.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Kindergarten General Art. The student states what artists do and identifies art that reflects experiences.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Kindergarten General Art. The student describes what artists do and art that reflects experiences. The student makes an aesthetic choice by articulating a preference for an artwork.

■ **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Kindergarten General Art. Performance needs further development. The student states what artists do with prompting. The student makes aesthetic choices with assistance.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Kindergarten General Art. Performance needs considerable development. The student recognizes some of the characteristics of what artists do. The student makes aesthetic decisions based on repeated prompting.

Standard 6: Multi-disciplinary Connections (VA.S.6)

Students will:

- identify characteristics of the visual arts and other disciplines; and
- analyze by comparing and contrasting connections between disciplines.

Multi-disciplinary Connections Objectives

Students will:

- VA.K.6.1 explore how ideas and emotions are expressed through dance, music, theatre, or visual art.
- VA.K.6.2 discuss relationships between art and other disciplines (e.g., stories and pictures).

Performance Descriptors (VA.PD.K.6)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Kindergarten General Art. The student explains connections between art and other subjects.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Kindergarten General Art. The student makes connections between art and other subjects.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Kindergarten General Art. The student identifies connections between art and other subjects.

■ **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Kindergarten General Art. Performance needs further development. The student recalls some connections between art and other subjects with prompting.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Kindergarten General Art. Performance needs considerable development. The student recognizes some connections between art and other subjects with repeated assistance.

Grade 1 – General Art

Children in Grade 1 make paintings, collages, and three-dimensional art works. They explore color, line, form, shape, and texture. Children use art to communicate their ideas and feelings. Students explore art in their own environment, nature, and other cultures. Teachers stress correct and safe use of materials. Children see connections between the arts and other disciplines.

To assure a quality arts education, general classroom teachers who are charged with the delivery of the K-4 Visual Art Content Standards and Objectives in their school curriculum are strongly encouraged to participate in high quality content-specific professional development.

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Standard 1: Media, Techniques, and Processes. (VA.S.1)

Students will:

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials and tools in a safe and responsible manner.

Media, Techniques and Processes Objectives

Students will:

- VA.1.1.1 identify the media, tools, techniques and processes used in painting, e.g., tempera, and its character on paper.
- VA.1.1.2 identify how the different techniques and processes of painting cause different appearances and responses, e.g., wet on wet and dry brush.
- VA.1.1.3 compare the media, tools, techniques, and processes used in sculpting, e.g., clay, paper.
- VA.1.1.4 identify how the different techniques and processes of sculpture cause different appearances and responses, e.g., additive, subtractive, pinch.
- VA.1.1.5 describe the differences in kinds of paper.
- VA.1.1.6 make art using various media to communicate ideas, experiences, and stories.
- VA.1.1.7 make three-dimensional objects using various media to communicate ideas, experiences, and stories.
- VA.1.1.8 use art materials and tools safely and responsibly.

Performance Descriptors (VA.PD.1.1)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 1-General Art. The student explains processes when identifying media in two-dimensional and three-dimensional artworks. The student independently applies problem-solving skills in his/her work. The student uses tools and materials in a safe and responsible manner.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 1-General Art. The student discusses media and processes used in two-dimensional and three-dimensional artworks. The student demonstrates problem-solving skills in his/her work. The student uses tools and materials in a safe and responsible manner.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 1-General Art. The student identifies media and processes used in two-dimensional and three-dimensional artworks. The student applies problem-solving skills in his/her work. The student uses tools and materials in a safe and responsible manner.

■ Partial Mastery

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 1-General Art. Performance needs further development. The student recognizes media and processes used in two-dimensional and three-dimensional artworks, with prompting. The student applies problem-solving skills with assistance. The student requires supervision when using tools and materials to ensure safety and responsibility.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 1-General Art. Performance needs considerable development. The student recalls some media and processes used in two-dimensional and three-dimensional artworks. The student applies problem-solving skills with repeated prompting. The student requires physical assistance when using tools and materials to ensure safety and responsibility.

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Standard 2: Elements of Art and Principles of Design (VA.S.2)

Students will:

- identify selected elements of art and principles of design as they relate to art and the environment;
- understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks;
- apply elements of art and principles of design as they relate to the problem-solving skills in the creation of art; and
- communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Elements of Art and Principles of Design Objectives

Students will:

- VA.1.2.1 experiment with primary, secondary, neutral, warm, and cool color.
- VA.1.2.2 discuss how colors evoke responses.
- VA.1.2.3 create art using line quality with a variety of materials and tools.
- VA.1.2.4 use shapes and overlapping shapes in their own artworks.
- VA.1.2.5 compare shape versus form, e.g., circle/sphere, square/cube, triangle/pyramid.
- VA.1.2.6 explore texture as surface feeling.
- VA.1.2.7 compare sizes of objects and use in their artwork.
- VA.1.2.8 use color to communicate different ideas, e.g., calm, stormy, warm, cool.
- VA.1.2.9 use geometric forms in a three-dimensional artwork, e.g., architecture.
- VA.1.2.10 incorporate texture in their artwork.

Performance Descriptors (VA.PD.1.2)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 1-General Art. The student applies and articulates knowledge of selected elements of art and principles of design in both two-dimensional and three-dimensional artwork. The student visually and/or verbally relates expressive ideas in a clear manner.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 1-General Art. The student applies and discusses knowledge of selected elements of art and principles of design in both two-dimensional and three-dimensional artwork. The student visually and/or verbally explains expressive ideas.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 1-General Art. The student applies knowledge of selected elements of art and principles of design in creating two-dimensional and three-dimensional artwork and communicates expressive ideas.

■ Partial Mastery

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 1-General Art. Performance needs further development. The student utilizes some knowledge of selected elements of art and principles of design in creating both two-dimensional and three-dimensional artwork and communicates expressive ideas.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 1-General Art. Performance needs considerable development. The student employs some knowledge of selected elements of art and principles of design with repeated prompting and assistance in creating artwork.

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Standard 3: Subject Matter, Symbols and Ideas (VA.S.3)

Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols, and ideas.

Subject Matter, Symbols and Ideas Objectives

Students will:

- VA.1.3.1 find and examine subject matter and ideas for art through observation.
- VA.1.3.2 explore and use symbols in their artwork.

Performance Descriptors (VA.PD.1.3)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 1-General Art. The student creates art that uses symbols and can explain his/her choices. The student independently selects a variety of subject matter for his/her artwork.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 1-General Art. The student creates art that uses symbols and discusses choices. Subject matter variety is apparent in his/her work.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 1-General Art. The student creates art that uses symbols. He/She uses a variety of subject matter in his/her artworks.

■ Partial Mastery

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 1-General Art. Performance needs further development. The student completes artwork with re-teaching. With prompting, the student varies subject matter in his/her work.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 1-General Art. Performance needs considerable development. The student completes artwork with assistance. Subject matter does not vary or is missing elements for completion.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and
- demonstrate an understanding of how history, culture, and the arts influence each other.

Art History and Diversity Objectives

Students will:

- VA.1.4.1 discuss how art of the past can tell about its creators.
- VA.1.4.2 discuss and compare how art can represent cultures or groups.
- VA.1.4.3 create art that reflects a style of a group from history.

Performance Descriptors (VA.PD.1.4)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 1-General Art. The student explains about art and creates art that demonstrates an understanding of artworks from a variety of cultures and time periods.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 1-General Art. The student discusses and creates art that demonstrates an understanding of artworks from a variety of cultures and time periods.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 1-General Art. The student identifies and creates art that demonstrates an understanding of artworks from a variety of cultures and time periods.

- **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 1-General Art. Performance needs further development. The student recalls, with prompting, and with re-teaching, creates art that reflects an understanding of artworks from a variety of cultures and time periods.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 1-General Art. Performance needs considerable development. The student recognizes, with repeated prompting, a basic understanding of some of the qualities of artworks from various cultures and time periods. The student creates artwork that has few connections or elements which demonstrate knowledge of various cultures and time periods.

Standard 5: Reflection and Analysis (VA.S.5)

Students will:

- identify multiple purposes for creating works of art;
- analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.

Reflection and Analysis Objectives

- VA.1.5.1 recognize several reasons for creating art, e.g., aesthetic, functional, commercial, computer animation.
- VA.1.5.2 discuss art that reflects an experience in daily life.
- VA.1.5.3 recognize and compare artwork that evokes different feelings.
- VA.1.5.4 choose a favorite part of an artwork and discuss choice.

Performance Descriptors (VA.PD.1.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 1-General Art. The student categorizes various art forms and explains expressive content. The student describes connections between genre as subject matter and his/her own artwork.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 1-General Art. The student sorts various art forms and discusses expressive content. The student understands connections between genre as subject matter and his/her own artwork.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 1- General Art. The student distinguishes between various art forms and can identify expressive content. The student recognizes genre as subject matter.

- **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 1-General Art. Performance needs further development. The student makes distinctions between various art forms with prompting. The student makes connections between genre as subject matter and the same theme in his/her own artwork with re-teaching.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 1-General Art. Performance needs considerable development. The student compares various art forms at a basic level with repeated prompting. The student recalls connections between genre as subject matter and his/her own work with repeated re-teaching.

Standard 6: Multi-disciplinary Connections (VA.S.6)

Students will:

- identify characteristics of the visual arts and other disciplines; and
- analyze by comparing and contrasting connections between disciplines.

Multi-disciplinary Objectives

VA.1.6.1 recognize how a story is told through dance, music, theatre, and visual art.

VA.1.6.2 explore visual and kinetic elements in dance, music, theatre, and visual art.

Performance Descriptors (VA.PD1.6)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 1-General Art. The student explains verbally and/or visually how narrative can be illustrated through various art forms. The student demonstrates an understanding of connections between art forms.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 1-General Art. The student discusses elements and narrative qualities in the arts.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 1-General Art. The student identifies elements and narrative qualities in the arts.

- **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 1- General Art. Performance needs further development. With prompting, the student identifies some elements and narrative qualities in the arts.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 1-General Art. Performance needs considerable development. With prompting and re-teaching, the student identifies few elements and narrative qualities in the arts.

Grade 2 – General Art

At the second grade level, children learn about printmaking and sculpture and build upon previously learned elements and principles of visual art. They use color, line, shape, form and texture to express their feelings. They become aware of their own community culture. They develop skills in creative thinking, art appreciation, and decision making as they see images in art as real or imaginary. They learn that stories can be told through multiple arts disciplines and that art relates to other subject areas.

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To assure a quality arts education, general classroom teachers who are charged with the delivery of the K-4 Visual Art Content Standards and Objectives in their school curriculum are strongly encouraged to participate in high quality content-specific professional development.

Standard 1: Media, Techniques and Processes. (VA.S.1)

Students will:

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials and tools in a safe and responsible manner.

Media, Techniques and Processes Objectives

Students will:

- VA.2.1.1 compare the media, tools, techniques, and processes of at least two methods of printmaking.
- VA.2.1.2 create prints, e.g., relief, mono-print.
- VA.2.1.3 distinguish between types of paper, e.g., examine various papers, make paper by recycling.
- VA.2.1.4 recognize techniques of additive sculpture.
- VA.2.1.5 create a paper sculpture.
- VA.2.1.6 make three-dimensional objects using various media to communicate ideas, experiences, and stories.
- VA.2.1.7 use all materials and tools safely and responsibly.

Performance Descriptors (VA.PD.2.1)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 2-General Art. The student explains and uses multiple techniques for a given medium. The student chooses appropriate methods for problem-solving activities. The student creates and explains his/her artworks, both two-dimensional and three-dimensional. The student uses tools and materials in a safe and responsible manner.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 2-General Art. The student discusses and uses a variety of processes and problem-solving skills when creating two-dimensional and three-dimensional artworks. The student uses tools and materials in a safe and responsible manner.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 2-General Art. The student demonstrates problem-solving skills by creating two-dimensional and three-dimensional work and follows directions. The student uses tools and materials in a safe and responsible manner.

■ Partial Mastery

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 2-General Art. Performance needs further development. The student identifies various materials and processes of selected media. The student completes problem-solving assignments with assistance. The student requires supervision when using tools and materials to ensure safety and responsibility.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 2-General Art. Performance needs considerable development. The student identifies some materials and processes of selected media. The student creates artworks with repeated assistance and re-teaching. The student requires constant attention when using tools and materials.

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Standard 2: Elements of Art and Principles of Design (VA.S.2)

Students will:

- identify selected elements of art and principles of design as they relate to art and the environment;
- understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks;
- apply elements of art and principles of design as they relate to the problem-solving skills in the creation of art; and
- communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Elements of Art and Principles of Design Objectives

Students will:

- VA.2.2.1 make intermediate colors and use them to evoke responses.
- VA.2.2.2 use variations in line(s) and create art using line as a means of expression.
- VA.2.2.3 identify, compare, and use organic shapes and forms.
- VA.2.2.4 find and use real and simulated texture.
- VA.2.2.5 recognize foreground and background space used to imply distances in artworks.
- VA.2.2.6 create art using foreground and background to communicate spatial ideas.
- VA.2.2.7 discover the influence of color intensity, e.g., early Matisse.
- VA.2.2.8 create art using organic or geometric shapes in a two-dimensional artwork.
- VA.2.2.9 use geometric or organic forms to create a three-dimensional artwork.

Performance Descriptors (VA.PD.2.2)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 2-General Art. Visually and verbally, the student demonstrates a clear understanding of selected color theory components, spatial awareness, and shape categories.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 2-General Art. Visually and/or verbally, the student demonstrates an understanding of selected color theory components, spatial awareness, and shape categories.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 2-General Art. The student chooses appropriate procedures to produce selected color theory characteristics in artwork. The student communicates ideas and evokes responses to his/her artwork by the use of selected features of elements of art.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 2-General Art. Performance needs further development. The student identifies qualities of selected art elements and applies them to artwork with repeated prompting.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 2-General Art. Performance needs considerable development. The student inconsistently uses the elements of art in his/her own artwork.

Standard 3: Subject Matter, Symbols and Ideas (VA.S.3)

Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols, and ideas.

Subject Matter, Symbols and Ideas Objectives

Students will:

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- VA.2.3.1 explore subject matter or ideas found in nature for art, e.g., people, animals, plants.
- VA.2.3.2 explore different ways artists use nature as subject matter, e.g., Ansel Adams, Monet, Rousseau.
- VA.2.3.3 create a self-portrait.
- VA.2.3.4 explore and use symbols in art based on nature.

Performance Descriptors (VA.PD.2.3)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 2-General Art. The student clearly demonstrates growth in the selection of subject matter for his/her artwork. The student employs recognizable features in self-portraits and a basic understanding of proportions. The student applies problem-solving skills when creating artwork based on nature and symbols. The student makes connections between verbal descriptions and visual content in artworks.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 2-General Art. The student expands the use of subject matter in his/her artwork. The student uses recognizable features in self-portraits. The student uses problem-solving skills when creating artworks. The student understands connections between verbal descriptions and visual content in artworks.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 2-General Art. The student expands the use of subject matter in his/her artwork. The student creates a self-portrait. The student finds examples of nature-based symbols as well as nature as subject matter in artworks. The student recognizes basic descriptive information about artworks and relates it to his/her own artwork.

■ Partial Mastery

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 2-General Art. Performance needs further development. The student recalls and associates descriptive information about artworks and applies some of the elements to his/her own work. The student creates a self-portrait with generic rather than individualistic features. The student uses basic problem solving skills in meeting the minimum criteria for assignments.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 2-General Art. Performance needs considerable development. The student recognizes some descriptive information about artworks but does not consistently apply that knowledge to his/her own artworks. The student uses few if any individualized features to create a self-portrait. The student inconsistently uses basic problem solving skills in meeting minimum criteria for assignments.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and
- demonstrate an understanding of how history, culture, and the arts influence each other.

Art History and Diversity Objectives

Students will:

- VA.2.4.1 discuss how subject matter describes a given place or time.
- VA.2.4.2 describe art as one aspect of a culture and cite examples.
- VA.2.4.3 create art that reflects a style of a group from history.
- VA.2.4.4 create art that reflects their own culture.

Performance Descriptors (VA.PD.2.4)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 2-General Art. The student

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categorizes and justifies selected artworks by analyzing specific characteristics associated with cultural styles or time periods. The student applies specific characteristics in his/her own artworks and can explain his/her choices.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 2-General Art. The student sorts selected artworks by distinguishing specific characteristics associated with cultural styles or time periods. The student translates specific characteristics in his/her own artworks and can discuss his/her choices.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 2-General Art. The student differentiates between his/her own culture and art of past cultures. The student explains how art represents a culture. The student creates art that reflects a style from history.

- **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 2-General Art. Performance needs further development. The student identifies differences in artworks from different time periods and cultures with repeated prompting. The student applies some characteristics of other cultures to his/her own artworks.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 2-General Art. Performance needs considerable development. The student recognizes some differences in artworks from different time periods and cultures with repeated prompting. The student is not consistent in applying these characteristics to his/her own work.

Standard 5: Reflection and Analysis (VA.S.5)

Students will:

- identify multiple purposes for creating works of art;
- analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.

Reflection and Analysis Objectives

Students will:

- VA.2.5.1 examine different reasons for creating artwork, e.g., functional, nonfunctional, crafts, computer-aided design.
- VA.2.5.2 examine and discuss art that reflects personal experiences.
- VA.2.5.3 examine and discuss artworks that reflect different feelings.
- VA.2.5.4 compare feelings evoked by different artworks using similar subjects or themes.
- VA.2.5.5 categorize images as realistic or abstract.

Performance Descriptors (VA.PD.2.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 2-General Art. The student categorizes artworks by subject or theme and style. The student clearly explains his/her choices using appropriate vocabulary. The student can compare and contrast a variety of art forms and functions.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 2-General Art. The student sorts artworks by subject or theme and style. The student explains reasons for his/her choices with appropriate vocabulary. The student can discuss a variety of art forms and functions.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 2-General Art. The student explains reasons for the creation of artwork using appropriate vocabulary. The student compares the responses evoked by various types of artwork. The student differentiates images by subject or theme, and style with guidelines.

■ **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 2-General Art. Performance needs further development. On a less consistent basis, the student associates information about various art forms with the objects or images. With assistance, the student uses some criteria to recognize similarities and differences in subject or theme, and style.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 2-General Art. Performance needs considerable development. The student infrequently associates some appropriate vocabulary describing various art forms with the objects or images. With repeated prompting, the student uses limited criteria to recognize similarities and differences in subject or theme, and style.

Standard 6: Multi-disciplinary Connections (VA.S.6)

Students will:

- identify characteristics of the visual arts and other disciplines; and
- analyze by comparing and contrasting connections between disciplines.

Multi-disciplinary Connections Objectives

Students will:

- VA.2.6.1 discuss how a story is told through multiple arts disciplines, e.g., Sendak – book and opera, ballet.
- VA.2.6.2 identify how visual art and other arts disciplines can affect the senses.
- VA.2.6.3 recognize color, texture, shape and form in art and natural science.

Performance Descriptors (VA.PD.2.6)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 2-General Art. The student compares and contrasts how narrative can be told through multiple arts disciplines. The student makes connections between related information and ideas across disciplines using age appropriate vocabulary. The student analyzes and evaluates sensory qualities within the arts.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 2-General Art. The student explains how narrative can be told through multiple arts disciplines. The student discusses connections between related information and ideas across disciplines using age appropriate vocabulary. The student discusses sensory qualities within the arts.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 2-General Art. The student discusses the use of art in other disciplines using appropriate vocabulary. The student identifies visual and narrative arts, and identifies the effects of arts on the senses. The student understands connections between art elements and other disciplines.

- **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 2-General Art. Performance needs further development. The student identifies vocabulary associated with describing narrative through several arts disciplines. The student uses appropriate terminology less consistently when discussing sensory qualities of the arts. The student uses criteria to recognize similarities between art and other disciplines with repeated prompting.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 2-General Art. Performance needs considerable development. The student recognizes some of the vocabulary associated with describing narrative in discussing several arts disciplines. The student infrequently uses appropriate terminology when discussing sensory qualities of the arts. The student uses some criteria to make connections between art and other arts disciplines with repeated prompting.

Grade 3 – General Art

Children learn to identify and use complementary colors, organic forms, foreground, middle ground and background, repetition and overlapping. Children create portraits and illustrate stories. They explore how art reflects emotion. Children continue to develop creative problem solving skills as they see connections between the visual arts and other disciplines.

To assure a quality arts education, general classroom teachers who are charged with the delivery of the K-4 Visual Art Content Standards and Objectives in their school curriculum are strongly encouraged to participate in high quality content-specific professional development.

Standard 1: Media, Techniques and Processes. (VA.S.1)

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials and tools in a safe and responsible manner.

Media, Techniques and Processes Objectives

Students will:

- VA.3.1.1 compare how different techniques and processes in various drawing and/or painting media causes artwork to have different appearances.
- VA.3.1.2 use drawing and/or painting media to create artwork.
- VA.3.1.3 compare forms, shapes, and building materials used in architecture.
- VA.3.1.4 create a three-dimensional model and/or an architectural structure.
- VA.3.1.5 use drawing and sculpting materials safely and responsibly.

Performance Descriptors (VA.PD.3.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 3-General Art. The student summarizes specific differences between various materials and processes used in two-dimensional and three-dimensional artworks. The student demonstrates a clear understanding of the processes and techniques of various media by independently using problem-solving skills in creating two-dimensional and three-dimensional artworks. The student uses tools and materials in a safe and responsible manner.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 3-General Art. The student explains specific differences between various materials and processes used in two-dimensional and three-dimensional artworks. Using problem-solving skills, the student employs appropriate processes and techniques of various media to create two-dimensional and three-dimensional artworks. The student uses tools and materials in a safe and responsible manner.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 3-General Art. The student discusses differences between various materials and processes used in two-dimensional and three-dimensional artworks. The student translates an understanding of the processes and techniques of various media by using problem-solving skills in creating two-dimensional and three-dimensional artworks. The student uses tools and materials in a safe and responsible manner.

■ **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 3-General Art. Performance needs further development. The student identifies some differences between various materials and processes used in two-dimensional and three-dimensional artworks. The student applies problem-solving skills in creating two-dimensional and three-dimensional artworks with assistance. The student needs supervision using tools and materials in a safe and responsible manner.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 3-General Art. Performance needs considerable development. With repeated re-teaching, the student identifies few differences between various materials and processes used in two-dimensional and three-dimensional artworks. The student applies some basic problem-solving skills in creating two-dimensional and/or three-dimensional artworks with assistance. The student needs constant supervision using tools and materials to ensure safety and responsibility.

Standard 2: Elements of Art and Principles of Design (VA.S.2)

Students will:

- identify selected elements of art and principles of design as they relate to art and the environment;
- understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks;
- apply elements of art and principles of design as they relate to the problem-solving skills in the creation of art; and
- communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Elements of Art and Principles of Design

Students will:

- VA.3.2.1 recognize and use complementary and neutral colors.
- VA.3.2.2 describe and create art using repetition and/or overlapping lines.
- VA.3.2.3 compare geometric shapes and forms and create art using both.
- VA.3.2.4 experiment with figure and facial proportions in works of art and create three-dimensional portraits, e.g., masks.
- VA.3.2.5 create art using two or more textures and describe the effects.
- VA.3.2.6 explore the concept of composition as it relates to foreground, middle-ground, and background.
- VA.3.2.7 describe and create art using symmetrical and/or asymmetrical balance.
- VA.3.2.8 explore and use overlapping objects to create an illusion of depth.
- VA.3.2.9 create patterns through use of line, shape, and/or color, e.g., weaving, surface design.

Performance Descriptors (VA.PD.3.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 3-General Art. The student identifies and explains selected elements of art and principles of design. The student independently uses problem-solving skills by applying qualities of the elements of art and principles of design to communicate ideas in two-dimensional and three-dimensional artwork.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 3-General Art. The student identifies and discusses selected elements of art and principles of design. The student uses problem-solving skills by applying qualities of the elements of art and principles of design to communicate ideas in two-dimensional and three-dimensional artwork.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 3-General Art. The student identifies and locates selected elements and principles of design. The student uses problem-solving skills as they apply the selected qualities of the elements of art and principles of design to express ideas to two-dimensional and three-dimensional artwork.

- **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 3-General Art. Performance needs further development. The student locates and labels elements of art and principles of design. The student requires re-teaching to apply the qualities of the elements of art and principles of design to complete two-dimensional and three-dimensional artwork.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 3-General Art. Performance needs considerable development. The student locates and labels some of the selected elements of art and principles of design with assistance. The student requires repeated re-teaching to apply selected qualities of the elements of art and principles of design in completing or partially completing two-dimensional and three-dimensional artwork.

Standard 3: Subject Matter, Symbols and Ideas (VA.S.3)

Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols, and ideas.

Subject Matter, Symbols and Ideas Objectives

Students will:

- VA.3.3.1 explore portrait, illustration, and architecture as subject matter for art.
- VA.3.3.2 use architecture in their local environment as subject matter.
- VA.3.3.3 create a portrait.
- VA.3.3.4 identify examples of symbols used in portraits, illustrations, and/or architecture.
- VA.3.3.5 create illustrations for a story.

Performance Descriptors (VA.PD.3.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 3-General Art. The student explains the relationship between symbols and ideas used to communicate meaning in artwork. The student independently chooses subject matter that relates to selected symbols and ideas in his/her artwork.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 3-General Art. The student discusses the relationship between symbols and ideas used to communicate meaning in artwork. The student selects appropriate subject matter that relates to selected symbols and ideas in his/her artwork.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 3-General Art. The student identifies how symbols and ideas are used in art to communicate meaning. The student uses problem-solving skills to select subject matter that relates to known symbols and ideas in his/her artwork.

- **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 3-General Art. Performance needs further development. The student recalls some symbols and ideas in art that communicate meaning. The student selects subject matter to communicate an idea with assistance.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 3-General Art. Performance needs considerable development. The student recognizes some symbols and ideas in art that communicate meaning. The student inconsistently selects subject matter even with repeated prompting to communicate a selected idea.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and
- demonstrate an understanding of how history, culture, and the arts influence each other.

Art History and Diversity Objectives

Students will:

- VA.3.4.1 discuss how art relates to history and can represent a culture.
- VA.3.4.2 identify art and artists in various cultures throughout history.
- VA.3.4.3 explain differences in art from varying cultures.
- VA.3.4.4 create art that reflects present-day culture, e.g., video, computers, television, photography.

Performance Descriptors (VA.PD.3.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 3-General Art. The student explains the connection between visual art, history, and culture. The student selects and justifies reasons for the relationship between various works of art and a certain time period.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 3-General Art. The student discusses the connection between visual art, history, and culture. The student selects reasons for the relationship between various works of art and a certain time period.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 3-General Art. The student recognizes that visual art has been present throughout history and that specific relationships exist between visual art, history, and culture. The student identifies various works of art as belonging to certain time periods.

- **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 3-General Art. Performance needs further development. The student recognizes that visual art has been present

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throughout history and identifies some relationships between visual art, history, and culture. The student identifies various works of art as belonging to certain time periods with repeated assistance.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 3-General Art. Performance needs considerable development. The student identifies some characteristics that relate visual art to history and culture with re-teaching. The student inconsistently identifies various works of art as belonging to a certain time period.

Standard 5: Reflection and Analysis (VA.S.5)

Students will:

- identify multiple purposes for creating works of art;
- analyze contemporary and historic meanings in specific works through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their own art works and to artworks from various eras and cultures.

Reflection and Analysis Objectives

Students will:

- VA.3.5.1 identify different reasons for creating art, e.g., aesthetic, historical, functional, and nonfunctional.
- VA.3.5.2 explore art that reflects emotion, e.g., two- or three-dimensional.
- VA.3.5.3 select a favorite artwork to display and discuss reasons for the choice.

Performance Descriptors (VA.PD.3.5)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 3-General Art. The student explains different reasons for creating art and independently justifies his/her selections, which includes contemporary, historical, and his/her own artworks that reflects a variety of responses.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 3-General Art. The student discusses different reasons for creating art and lists reasons for his/her selections in terms of contemporary, historical, and his/her own artworks that reflect a variety of responses.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 3- General Art. The student identifies reasons for creating his/her own, contemporary, and historical artworks and select artwork that reflect his/her emotions.

■ Partial Mastery

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 3-General Art. Performance needs further development. The student recognizes reasons for creating art, and with assistance selects artwork that reflects his/her emotions.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 3-General Art. Performance needs considerable development. The student less consistently recognizes some of the reasons for creating art, even after repeated prompting or re-teaching.

Standard 6: Multi-disciplinary Connections (VA.S.6)

Students will:

- identify characteristics of the visual arts and other disciplines; and
- analyze by comparing and contrasting connections between disciplines.

Multi-disciplinary Connections Objectives

Students will:

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- VA.3.6.1 recognize and understand how some presentations can contain several arts disciplines; e.g., theater, set-design, puppetry, opera, movies, music videos.
- VA.3.6.2 discuss how the senses can be used with the arts disciplines.
- VA.3.6.3 identify the use of color in art and its connections to physical science, e.g., rainbows, seasons.

Performance Descriptors (VA.PD.3.6)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 3-General Art. The student compares and contrasts some elements of the visual arts and other arts disciplines as interrelated in multi-media combinations. The student explains or exhibits how the visual arts relate to other disciplines.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 3-General Art. The student restates in his/her own terms how the arts interrelate in multi-arts presentations. The student discusses or exhibits how the visual arts relate to other disciplines.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 3-General Art. The student recognizes and distinguishes characteristics of multi-art presentations as being primarily associated with one or more of the four arts disciplines. The student identifies elements or characteristics that the visual arts have in common with other disciplines.

■ Partial Mastery

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 3-General Art. Performance needs further development. The student recognizes some elements of multi-art presentations as associated with one or more of the four arts disciplines. The student identifies some elements or characteristics that the visual arts have in common with other disciplines with repeated prompting.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 3-General Art. Performance needs considerable development. The student inconsistently recognizes some elements or characteristics that the visual arts have in common with other arts disciplines even with repeated prompting.

Grade 4 – General Art

Students in Grade 4 learn to identify and use tints and shades. They create additive and subtractive sculpture. They develop creativity in the use of realistic, abstract, or non-objective symbols. Students learn about the past and the reasons art is created. They identify the work of artists and characteristics that make it unique. Students use technology and online resources.

To assure a quality arts education, general classroom teachers who are charged with the delivery of the K-4 Visual Art Content Standards and Objectives in their school curriculum are strongly encouraged to participate in high quality content-specific professional development.

Standard 1: Media, Techniques and Processes. (VA.S.1)

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials, tools and technology in a safe and responsible manner.

Media, Techniques and Processes Objectives

Students will:

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- VA.4.1.1 compare the media, tools, techniques, and processes of various sculpture materials.
- VA.4.1.2 use the additive, subtractive, or assemblage process to create artwork, e.g., paper mache, found object assemblage, clay.
- VA.4.1.3 compare and use the tools techniques and processes of pastels and chalk, e.g., blending and layering.
- VA.4.1.4 use sculpture, modeling materials and drawing tools safely and responsibly.

Performance Descriptors (VA.PD.4.1)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 4-General Art. The student compares and contrasts a variety of sculptural processes and creates three-dimensional artworks that clearly reflect an understanding of the variety of processes available and incorporates appropriate use of the elements of art and the principles of design. The student demonstrates consistent problem-solving skills and techniques using two-dimensional media in his/her artwork. The student uses tools and materials in a safe and responsible manner.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 4-General Art. The student categorizes and discusses three-dimensional artwork by media and/or process. The student demonstrates problem-solving skills in both two-dimensional and three-dimensional artwork incorporating the elements of art and the principles of design. The student uses tools and materials in a safe and responsible manner.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 4-General Art. The student identifies basic sculptural processes and media. The student creates both two-dimensional and three-dimensional art demonstrating the understanding of a variety of processes and techniques. The student uses tools and materials safely and responsibly.

■ Partial Mastery

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 4-General Art. Performance needs further development. The student identifies basic sculptural processes and techniques with repeated prompting. With re-teaching, the student incorporates some of the elements of art and principles of design as directed. The student requires supervision when using tools and materials to ensure safety and responsibility.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 4-General Art. Performance needs considerable development. The student can sort art works as two-dimensional or three-dimensional as well as identify some processes or techniques with prompting. The student creates two-dimensional or three-dimensional artwork that exhibit a basic understanding of some of the processes and techniques with repeated assistance. The student requires supervision when using tools and materials.

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Standard 2: Elements of Art and Principles of Design (VA.S.2)

Students will:

- identify selected elements of art and principles of design as they relate to art and the environment;
- understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks;
- apply elements and principles as they relate to the problem-solving skills in the creation of art; and
- communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Elements of Art and Principles of Design Objectives

Students will:

- VA.4.2.1 explore tints and shades and demonstrate how they cause different responses; create art using a monochromatic color scheme.
- VA.4.2.2 create art using contour line, continuous line drawing and/or line quality, e.g., drawing media, software or online sources.
- VA.4.2.3 explore and create various types of nonobjective and/or abstract art, e.g., Native American or Aboriginal symbols, Egyptian hieroglyphics, Mayan glyphs, Pollack, Rothko.
- VA.4.2.4 recognize artworks demonstrating that form follows function, e.g., architecture, masks, helmets, car design, clothing.
- VA.4.2.5 use a variety of textures in an artwork.
- VA.4.2.6 create art using different types of balance, i.e., symmetrical, asymmetrical, radial.
- VA.4.2.7 create art using rhythm and movement.
- VA.4.2.8 explore and create a sense of unity in an artwork through repetition of color, subject matter, and/or ideas.
- VA.4.2.9 create contrast/variety in art by using one or more elements of art.
- VA.4.2.10 show dominance/emphasis in art by using one or more elements of art.

Performance Descriptors (VA.PD.4.2)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 4-General Art. The student creates and explains choices when developing non-objective and/or abstract art that depicts the environment. The student analyzes and evaluates research data of various cultures and applies that knowledge to problem-solving skills. The student creates two-dimensional and three-dimensional work using selected qualities of the elements of art and the principles of design.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 4-General Art. The student discusses choices and creates non-objective and/or abstract artwork. The student researches various cultures; and he/she applies this research to problem solving when creating two-dimensional and three-dimensional artwork based on selected qualities of the elements of art and the principles of design.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 4-General Art. The student creates two-dimensional and three-dimensional artwork that reflects knowledge of selected properties of the elements of art and the principles of design. The student creates nonobjective and/or abstract artwork after researching different cultures and styles.

■ Partial Mastery

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 4-General Art. Performance needs further development. The student creates artwork that includes the selected properties of the elements of art and the principles of design with repeated prompting. With assistance, the student creates a non-objective and or abstract artwork that reflects some aspects of a style or culture.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 4-General Art. Performance needs considerable development. The student creates artwork that is inconsistent with

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the selected properties of the elements of art and principles of design. The student creates artwork that does not reflect an understanding of its relationship to researched artwork.

Standard 3: Subject Matter, Symbols and Ideas (VA.S.3)

Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols, and ideas.

Subject Matter, Symbols and Ideas Objectives

Students will:

- VA.4.3.1 explore architecture, nature, and/or figures as subject matter.
- VA.4.3.2 find examples of symbols in portraits, illustrations, and and/or architecture.
- VA.4.3.3 create artworks using various subject matter or symbols, e.g., figures, architecture, still-life, or landscape.
- VA.4.3.4 create art using the concept of sequence, e.g., storyboard, flip book, comic strip.

Performance Descriptors (VA.PD.4.3)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 4-General Art. The student researches select themes, art forms, and processes in art and clearly explains qualities associated with them. The student creates art that clearly demonstrates an understanding of the researched content and describes how his/her artwork reflects the content researched.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 4-General Art. The student explores selected themes, art forms, and processes in art and discusses elements associated with them. The student creates art that illustrates the selected concepts and/or topics.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 4-General Art. The student discusses selected themes, art forms, and processes in art and recognizes elements associated with them. The student creates artwork and describes choices of concepts and symbols in his/her work.
- **Partial Mastery**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 4-General Art. Performance needs further development. The student creates art using various selected subject matter and symbols discussed. The student collects information on the selected themes, forms, and processes with repeated prompting.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 4-General Art. Performance needs considerable development. The student creates artwork based on inconsistent or incorrect information, or the artwork created does not reflect the concepts or themes covered.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and
- demonstrate an understanding of how history, culture, and art influence each other.

Art History and Diversity

Students will:

- VA.4.4.1 evaluate the relationship between art and cultures.
- VA.4.4.2 describe art and artists of various cultures throughout history.
- VA.4.4.3 create art that reflects a style of a culture from history, e.g., Egyptian masks.
- VA.4.4.4 create art depicting a current event.

Performance Descriptors (VA.PD.4.4)■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 4-General Art. The student describes and explains specific artworks and their place in history in a logical manner. The student compares and contrasts artworks from different cultures using visual clues. The student creates and analyzes in oral or written form a current event in a clear and convincing manner.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 4-General Art. The student describes and discusses specific artworks and their place in history. The student categorizes or sorts artworks from different cultures using visual clues. The student creates and discusses his/her choices in an artwork illustrating a current event.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 4-General Art. The student describes and identifies specific artworks and where they fit in historical context. The student classifies artworks from different cultures using visual clues. The student creates and explains his/her steps in an artwork illustrating a current event.

■ **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 4-General Art. Performance needs further development. The student recognizes that artworks can reflect a culture or time. The student creates artwork about a current event with some recognizable qualities with repeated prompting and direction.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 4-General Art. Performance needs considerable development. The student locates artworks from different times and places with repeated assistance or prompting. The student sorts artworks using visual clues into incorrect or poorly thought out categories even with repeated re-teaching.

Standard 5: Reflection and Analysis (VA.S.5)

Students will:

- identify multiple purposes for creating works of art;
- analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.

Reflection and Analysis Objectives

Students will:

- VA.4.5.1 describe different reasons for creating art (e.g., religious, economic, political).
- VA.4.5.2 interpret art that reflects reaction to an event.
- VA.4.5.3 explain and compare how artworks represent feelings.

VA.4.5.4 choose artwork and discuss characteristics that make it unique.

Performance Descriptors (VA.PD.4.5)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 4-General Art. The student compares and constructs relationships to describe different reasons or purposes behind the creation of two or more artworks. The student can interpret the meaning in artworks created as a reaction to certain events. The student analyzes and interprets artistic use of the elements of art and the principles of design to convey expressive content in a variety of works.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 4-General Art. The student discusses content in works of art as it relates to various reasons or purposes behind the creation of art forms. The student recognizes and discusses artwork that is a reaction to a certain event. The student discusses similarities and differences in two or more artworks that illustrate expressive content.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 4-General Art. The student describes how content of artworks classifies the reason or purpose for which it was made. The student recognizes and describes qualities of artwork that has been created in reaction to an event. The student identifies visual qualities that convey expressive content in two or more artworks.

■ **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 4-General Art. Performance needs further development. The student recognizes that artworks depict a variety of events or themes. With repeated prompting and clues, the student identifies artwork made as a reaction to an event. The student identifies some of the qualities of artworks that give them expressive qualities.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 4-General Art. Performance needs considerable development. The student recognizes a few visual clues that could lead him/her to categorize artworks in terms of themes or purposes. Even with repeated prompting, the student makes weak or inappropriate choices in identifying artworks created in reaction to an event. Even with assistance, the student has difficulty pointing to visual clues that illustrate expressive qualities in artworks.

Standard 6: Multi-disciplinary Connections (VA.S.6)

Students will:

- identify characteristics of the visual arts and other disciplines, and
- analyze by comparing and contrasting connections between disciplines.

Multi-disciplinary Connections Objectives

Students will:

- VA.4.6.1 identify and understand similarities and differences between characteristics of visual art and other arts disciplines.
- VA.4.6.2 compare visual, aural, oral, and kinetic elements in dance, music, theatre, and visual art.
- VA.4.6.3 explore the influences of literature or current events on art.

Performance Descriptors (VA.PD.4.6)■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 4-General Art. The student compares and contrasts characteristics of arts disciplines and other disciplines in visual, oral, or written form in age appropriate terminology. The student makes clear connections with sensory elements in various arts disciplines. The student can discuss relationships between literature and/or current events with the arts.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 4-General Art. The student recognizes and describes characteristics of arts disciplines and other disciplines in his/her own terminology in a clear convincing manner. The student describes how multiple sensory qualities are a part of various arts disciplines. The student recognizes and describes how literature and/or current events can relate to the arts.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 4-General Art. The student recognizes similarities and differences in various arts disciplines and relationships to other disciplines. The student identifies multiple sensory qualities within various arts disciplines and forms. The student recognizes that current events and/or literature affect the art world.

■ **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 4-General Art. Performance needs further development. The student names the arts disciplines and relates some ways that they are connected to other disciplines. The student recognizes that multiple senses are used in all the arts. The student makes connections between current events and/or literature with the arts with repeated prompting and clues.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 4-General Art. Performance needs considerable development. The student recognizes some connections between the arts and other subjects with repeated assistance. The student identifies multiple sensory qualities in various art forms with prompting. With repeated re-teaching, the student identifies connections between current events and/or literature.

Grade 5 – General Art

Student in the Grade 5 select and examine the use of art media and technology, techniques, and processes. They use elements of art and principles of design to communicate ideas in their own artwork. Students examine art history with an emphasis on artists, periods, styles, and cultures. Students will bring their own experiences to their artwork.

Standard 1: Media, Techniques and Processes. (VA.S.1)

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials and tools in a safe and responsible manner.

Media, Techniques and Processes Objectives

Students will:

- VA.5.1.1 select and use media, techniques, and processes to communicate a personal experience or an idea, e.g., drawing, painting, printing, crafts, sculpture, technology.
- VA.5.1.2 explain the effectiveness of their choices of media, techniques, and processes to communicate ideas.
- VA.5.1.3 use media and tools safely and responsibly.

Performance Descriptors (VA.PD.5.1)■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 5-General Art. The student independently selects and uses a variety of media, processes, and techniques to communicate personal experiences and ideas that are visually striking and perceptive and clearly supports decisions made. The student critiques his/her own work and consistently explains the effectiveness of his/her choices using varied criteria for critical analysis based on appropriate goals and objectives using age appropriate terminology. The student uses tools and materials in a safe and responsible manner.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 5-General Art. The student selects and uses various media, processes, and techniques to communicate personal experiences and ideas that are visually perceptive and well organized. The student critically analyzes his/her own work and explains the effectiveness of his/her choices based on stated objectives and criteria and age appropriate terminology. The student uses tools and materials in a safe and responsible manner.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 5-General Art. The student selects and uses a variety of media, processes and techniques to communicate personal experiences or ideas and can explain decisions about the process. The student discusses the choices made using appropriate criteria based on the assignments or projects using age appropriate terminology. The student uses tools and materials in a safe and responsible manner.

■ **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 5-General Art. Performance needs further development. With repeated assistance, the student selects and uses media, processes, and techniques to communicate personal experiences and ideas. When questioned, the student discusses his/her work and explains some of his/her choices based on the criteria for the assignment. The student needs repeated supervision to use tools and materials safely and responsibly.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 5-General Art. Performance needs considerable development. The student selects appropriate media, processes, and techniques in an inconsistent manner to communicate personal experiences and ideas and needs continual assistance. The student discusses his/her work in an incomplete manner and has trouble answering questions without repeated prompting orally or in written form. The student needs constant supervision with some tools and materials to ensure safety and responsibility.

Standard 2: Elements of Art and Principles of Design (VA.S.2)

Students will:

- identify selected elements of art and principles of design as they relate to art and the environment;
- understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks;
- apply elements of art and principles of design as they relate to the problem-solving skills in the creation of art; and
- communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Elements of Art and Principles of Design Objectives

Students will:

- VA.5.2.1 recognize the elements of art- line, shape/form, color, texture, value, and space.
- VA.5.2.2 create a drawing(s) using contour, continuous, and/or gesture lines.
- VA.5.2.3 manipulate three-dimensional media to create a nonobjective or representational form.
- VA.5.2.4 create artwork reflecting color theory by using primary, secondary, intermediate/tertiary, tints, shades, tones (neutrals), warm and cool, and monochromatic color scheme.
- VA.5.2.5 apply shading techniques (value) to shapes to create the illusion of form.
- VA.5.2.6 create a drawing in one-point perspective.
- VA.5.2.7 create art using positive and negative space, e.g., paper cutting, open or closed form sculpture.
- VA.5.2.8 use gradations of value in a work of art.
- VA.5.2.9 use simulated texture in a work of art.
- VA.5.2.10 recognize the principles of design- rhythm/movement, repetition/pattern, balance, unity/harmony, dominance/emphasis, contrast/variety, proportion/scale.
- VA.5.2.11 create art using visual rhythm and repetition of pattern.
- VA.5.2.12 show dominance/emphasis, or contrast/variety in an artwork.
- VA.5.2.13 create a portrait and/or self-portrait using the rules of proportion.
- VA.5.2.14 create a balanced design that has unity, e.g., symmetrical, asymmetrical, radial.

Performance Descriptor (V.A.PD.5.2)■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 5-General Art. The student explains and applies processes related to the elements of art and the principles of design. The student creates a variety of two-dimensional and three-dimensional artworks that clearly demonstrate understanding of the concepts and use of problem-solving skills.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 5-General Art. The student discusses and applies processes related to the elements of art and the principles of design. The student creates a variety of two-dimensional and three-dimensional artworks that demonstrate above average understanding of the concepts and use of problem-solving skills.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 5-General Art. The student recognizes and applies processes related to the elements of art and the principles of design. The student creates a variety of two-dimensional and three-dimensional artworks that demonstrate problem-solving skills related to the concepts introduced.

■ **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 5-General Art. Performance needs further development. The student identifies and uses some of the elements of art and principles of design. The student creates two-dimensional and three-dimensional artwork that demonstrates partial understanding of the concepts presented.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 5-General Art. Performance needs considerable development. The student recalls and uses limited elements of art and principles of design in a convincing manner. The student creates two-dimensional and/or three-dimensional artwork that demonstrates limited understanding of the concepts presented.

Standard 3: Subject Matter, Symbols and Ideas (VA.S.3)

Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols and ideas.

Subject Matter, Symbols and Ideas Objectives

Students will:

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- VA.5.3.1 communicate a personal idea by selecting appropriate subjects or topic in art (visual, spatial, and temporal concepts).
- VA.5.3.2 use subjects, themes, or symbols to enhance meaning in artwork.
- VA.5.3.3 use problem-solving skills to make appropriate choices in selecting subject matter.

Performance Descriptors (VA.PD.5.3)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 5-General Art. The student clearly uses subjects, symbols, or themes to enhance the meaning of his/her artwork and clearly articulates choices made. The student recognizes and relates how personal experiences can be used to communicate ideas. The student demonstrates independent problem-solving skills in making choices about subject matter content and organization.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 5-General Art. The student uses subject matter, symbols, or themes to enhance the meaning of his/her artwork and discusses the process of decision-making. The student demonstrates a visual or verbal understanding of the relationship of personal experiences and art making. The student demonstrates problem-solving skills in making choices about subject matter and composition.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 5-General Art. The student creates artwork incorporating symbols or themes to enhance his/her choice of subject matter. The student uses problem-solving skills to demonstrate an understanding that personal experiences can be used in creating art to communicate ideas.
- **Partial Mastery**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 5-General Art. Performance needs further development. The student identifies some of the symbols or themes in his/her artworks. Using limited problem-solving skills, the student demonstrates an understanding that personal experiences can be used as topics to communicate ideas.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 5-General Art. Performance needs considerable development. The student creates art with limited evidence of themes or symbols used. The student recognizes that personal experiences can be used as topics to communicate ideas in art, but has difficulty creating images that clearly demonstrate that knowledge. The student selects subjects or topics for artworks with repeated re-teaching required.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and
- demonstrate an understanding of how history, culture, and the arts influence each other.

Art History and Diversity Objectives

Students will:

- VA.5.4.1 identify the characteristics of artworks and artists from different periods of time, styles, and cultures.
- VA.5.4.2 describe and place art objects, artworks, and/or artists on a historical and/or cultural timeline.
- VA.5.4.3 describe how time and place influence meaning and cultural value in a work of art.

Performance Descriptors (VA.PD.5.4)■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 5-General Art. The student clearly explains how artworks reflect time and place. The student organizes various artworks in chronological order based on visual clues and knowledge of styles. The student explains what elements lead to classifying time or cultural context.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 5-General Art. The student discusses how artworks reflect time and place. The student sorts various works in chronological order based on visual clues. The student analyzes and evaluates how time and cultural context can affect artwork.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 5-General Art. The student recognizes how artworks can reflect time and place. The student identifies and/or describes characteristics of form and/or style to place artworks in chronological order. The student describes how time and cultural context can affect artworks.

■ **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 5-General Art. Performance needs further development. The student identifies how some artworks reflect time and place. The student identifies chronological order of artworks with assistance. With repeated prompting, the student recognizes time and cultural context clues.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 5-General Art. Performance needs considerable development. The student has a rudimentary understanding of how time and culture can affect artworks. With repeated prompting, the student identifies and recognizes limited visual clues for placing artworks in chronological order.

Standard 5: Reflection and Analysis (VA.S.5)

Students will:

- identify multiple purposes for creating works of art;
- analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.

Reflection and Analysis Objectives

Students will:

- VA.5.5.1 compare the purposes of functional and non-functional crafts.
- VA.5.5.2 compare purposes of crafts from two or more periods or eras, e.g., use of the work, similarities and differences in media, importance to the culture.
- VA.5.5.3 evaluate works of art from various eras and cultures, e.g., how the artwork reflects the artist or culture.
- VA.5.5.4 display and explain his/her work, e.g., oral or written presentation.
- VA.5.5.5 research artwork of various artists using internet sites, software, and/or library resources.
- VA.5.5.6 recognize the diversity of artistic styles.

Performance Descriptors (VA. PD.5.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 5-General Art. The student locates examples of functional and non-functional art forms. The student critically analyzes and categorizes crafts media in terms of purpose, cultural and historical context. The student recognizes a diversity of styles artistic styles and utilizes a variety of research methods and sources. The student selects, displays, and clearly evaluates his/her choices and his/her artworks in oral or written form in a convincing manner.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 5-General Art. The student sorts examples of functional and non-functional art forms. The student compares and contrasts crafts media in terms of purpose, cultural and historical context. The student finds examples of a variety of styles and uses multiple research methods and/or sources. The student selects, displays, and evaluates his/her choices and his/her artworks in oral or written form.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 5-General Art. The student distinguishes between functional and non-functional art. The student compares crafts media in terms of purpose, and cultural or historical context. The student recognizes artistic styles. The student utilizes appropriate research methods. The student selects and displays his/her own work and justifies his/her choices in oral or written form.

- **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 5-General Art. Performance needs further development. The student recognizes differences between functional and non-functional art. The student compares crafts media purposes and cultural context with assistance. The student recognizes some artistic variations in style and utilizes limited sources. The student chooses personal artwork to display and explains choices in written or oral form with repeated prompting.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 5-General Art. Performance needs considerable development. The student identifies functional and non-functional art with repeated assistance. With repeated prompting, the student selects basic clues in comparing craft media and purposes. The student sorts or identifies very few artistic styles with assistance and has difficulty utilizing research sources and methods. The student chooses personal artwork to display, but has difficulty explaining choices in written or oral form.

Standard 6: Multi-disciplinary Connections (VA.S.6)

Students will:

- identify characteristics of the visual arts and other disciplines; and
- analyze by comparing and contrasting connections between disciplines.

Multi-disciplinary Connections Objectives

Students will:

VA.5.6.1 recognize various subjects as expressed through two or more arts disciplines.

VA.5.6.2 explain relationships between art and other subjects, e.g., color theory and science, tessellations and math, Baroque art and music.

Performance Descriptors (VA.PD.5.6)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 5-General Art. The student compares and contrasts characteristics of a given subject or idea through multiple art forms. The student can clearly recognize, identify and explain the interconnectedness of art with other disciplines.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 5-General Art. The student describes how a subject or idea can be expressed through two or more arts disciplines. The student can identify and describe relationships between art and other disciplines.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 5-General Art. The student recognizes that the same subject or idea can be expressed in more than one arts form. The student explains the relationship and inter-relatedness that art can have with other disciplines.

- **Partial Mastery**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 5-General Art. Performance needs further development. With prompting, the student identifies how a subject or idea can be expressed in more than one way. The student recalls some connections between art and other disciplines with assistance.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 5-General Art. Performance needs considerable development. The student understands the concept that a subject or idea can be expressed in more than one way. With repeated prompting or assistance, the student recalls some connections between disciplines.

Grade 6 – General Art

At the sixth grade level, students examine the use of media, techniques, technology, and processes. Elements of art and principles of design relate specifically to concepts in art production. The student's artwork will communicate an intended meaning. Students clarify reasons for creating works of art and give specific examples. Students recognize cultural, historical, and aesthetic purposes of works of art as they relate to a timeline. Students explore art history through multi-disciplinary connections.

Standard 1: Media, Techniques and Processes (VA.S.1)

Students will:

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials, tools, and technology in a safe and responsible manner.

Media Techniques and Processes Objectives

Students will:

- VA.6.1.1 identify types of media, techniques, technologies, and processes used to create two-dimensional and three-dimensional works of art.
- VA.6.1.2 use selected media, techniques, technologies, and processes to communicate a personal experience or an idea, e.g., watercolor, tempera, ink, fabric, collected materials, montage, weaving, mosaic, and thermal transfers.
- VA.6.1.3 analyze the effectiveness of their choices of media, techniques, technologies, and processes to communicate ideas.
- VA.6.1.4 demonstrate safe and effective use of materials, tools, and technology.

Performance Descriptors (VA.PD.6.1)■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 6-General Art. A sixth grade student performing at the distinguished level uses selected media, techniques, technologies, and processes to communicate personal experiences or ideas and critiques orally and in written form the effectiveness of his/her choices. The student uses materials, tools and technology in a safe and responsible manner.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 6-General Art. A sixth grade student performing at the above mastery level uses selected media, techniques, technologies, and processes to communicate personal experiences or ideas and analyzes the effectiveness of his/her choices. The student uses materials, tools and technology in a safe and responsible manner.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 6-General Art. A sixth grade student performing at the mastery level uses selected media, techniques, technologies, and processes to communicate personal experiences or ideas and explains the effectiveness of his/her choices. The student uses materials, tools and technology in a safe and responsible manner.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 6-General Art. Performance needs further development. A sixth grade student performing at the partial mastery level uses selected media, techniques, technologies, and processes to communicate personal experiences or ideas. The student can articulate reasons for some of his/her choices with repeated prompting. The student needs supervision in using materials, tools and technology in a safe and responsible manner.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 6-General Art. Performance needs considerable development. A sixth grade student performing at the novice level uses limited media, techniques, technology, and processes to communicate personal experiences or ideas. The student needs repeated prompting to articulate any reasons for choices made. Constant supervision is required when using materials, tools and technology safely.

Standard 2: Elements of Art and Principles of Design (VA.S.2)

Students will:

- identify selected elements of art and principles of design as they relate to art and the environment;
- understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks;
- apply elements of art and principles of design as they relate to problem-solving skills in the creation of art; and
- communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Elements of Art and Principles of Design Objectives

Students will:

- VA.6.2.1 identify the characteristics of the elements of art, e.g., line, shape, color, texture, form, space, and value.
- VA.6.2.2 create a contour line drawing.
- VA.6.2.3 create a three dimensional artwork.
- VA.6.2.4 identify analogous color schemes and use one within an artwork.
- VA.6.2.5 use organic shapes in artwork.
- VA.6.2.6 create art using negative and positive space, e.g., stenciling, weaving.
- VA.6.2.7 create value in a drawing by use of hatching, crosshatching, stippling, or pointillism.
- VA.6.2.8 use simulated textures to create an artwork or collage, e.g., textural rubbings, blending, and other techniques.

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- VA.6.2.9 identify the characteristics of the principles of design, e.g., unity, rhythm, emphasis, balance, variety, repetition, proportion.
- VA.6.2.10 create art using two-point perspective.
- VA.6.2.11 create art using visual rhythm and repetition of pattern(s).
- VA.6.2.12 show dominance/emphasis by use of color, shape, or size.
- VA.6.2.13 create art using standard figure proportions.
- VA.6.2.14 create symmetrical, asymmetrical, or radial balanced design that has unity.
- VA.6.2.15 analyze and evaluate application of elements of art and principles of design as they apply to the creation of two-dimensional and three-dimensional works of art.
- VA.6.2.16 use the elements of art and principles of design to effectively communicate ideas.

Performance Descriptors (VA.PD.6.2)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 6-General Art. A sixth grade student performing at the distinguished level creates and discusses two-dimensional and three-dimensional works using the elements of art and principles of design. The student critiques how he/she has used the elements of art and principles of design in the artwork he/she created and the work of others. The student effectively uses the variety of techniques and concepts presented to communicate ideas visually and verbally/written. Artworks clearly demonstrate an understanding of concepts and ideas presented.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 6-General Art. A sixth grade student performing at the above mastery level creates two-dimensional and three-dimensional work using the elements of art and principles of design. The student compares and contrasts how he/she used the elements of art and principles of design in his/her artwork and the work of others to communicate ideas effectively. Artworks demonstrate above mastery knowledge of skills, concepts, and ideas presented.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 6-General Art. A sixth grade student performing at the mastery level creates two-dimensional and three-dimensional work using the elements of art and the principles of design. The student explains how he/she used the elements of art and principles of design in his/her artwork and the work of others. Artworks demonstrate knowledge of the concepts and ideas.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 6-General Art. Performance needs further development. A sixth grade student performing at the partial mastery level creates two-dimensional and three-dimensional work using the elements of art and the principles of design with repeated prompting or re-teaching. The student explains how some of the elements of art and principles of design are used in his/her artworks and the artworks of others.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 6-General Art. Performance needs considerable development. A sixth grade student performing at the novice level creates two-dimensional and three-dimensional work using limited elements of art and principles of design in artworks. The student applies limited vocabulary in describing artworks with repeated prompting or re-teaching.

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Standard 3: Subject Matter, Symbols and Ideas (VA.S.3)

Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols, and ideas.

Subject Matter, Symbols and Ideas Objectives

Students will:

- VA.6.3.1 recognize symbols and ideas that visually communicate a meaning in art.
- VA.6.3.2 use symbols to communicate an intended meaning in an artwork.
- VA.6.3.3 analyze how symbols affect the meaning of artwork.

Performance Descriptors (VA.PD.6.3)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 6-General Art. A sixth grade student performing at the distinguished level clearly demonstrates knowledge of symbols and how they are used to convey ideas in his/her artworks and the artworks of others. The student analyzes verbally and in written form how symbols affect meaning in an artwork and clearly demonstrates that knowledge in his/her artworks.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 6-General Art. A sixth grade student performing at the above mastery level recognizes and analyzes how symbols are used to convey ideas in art. The student clearly explains how symbols communicate ideas in his/her work and the work of others.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 6-General Art. A sixth grade student performing at the mastery level creates artworks using symbols to communicate meaning. The student recognizes and analyzes how symbols communicate and affect meaning in his/her artworks and the artworks of others.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 6-General Art. Performance needs further development. A sixth grade student performing at the partial mastery level creates an artwork using symbols to communicate meaning in an artwork. The student explains how symbols are used in artworks with repeated prompting.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 6-General Art. Performance needs considerable development. A sixth grade student performing at the novice level creates an artwork using symbols. The student recognizes that symbols convey meaning in artworks but have difficulty transferring that knowledge to his/her own artworks with any consistency.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and
- demonstrate an understanding of how history, culture, and the arts influence each other.

Art History and Diversity Objectives

Students will:

- VA.6.4.1 list characteristics of artworks and artists from different periods of time, styles, and cultures.
- VA.6.4.2 compare artworks and artists from different periods of time, styles, and cultures.
- VA.6.4.3 compare art objects, artworks, and artists with cultural events on a historical timeline.
- VA.6.4.4 create artwork that reflects the influence of time and place.

Performance Descriptors (VA.PD.6.4)■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 6-General Art. A sixth grade student performing at the distinguished level lists characteristics and compares artworks and artists from different periods of time and explains how artworks reflect the culture. The student clearly analyzes how they influence culture and where they fit chronologically in oral/written form. The student creates and explains artwork that clearly reflects the influence of time and place.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 6-General Art. A sixth grade student performing at the above mastery level lists characteristics and compares artworks and artists from different periods of time and relates them to cultural events and chronological time. The student creates artwork depicting the influence of time and place and describes choices.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 6-General Art. A sixth grade student performing at the mastery level lists characteristics and compares, artworks and artists from different periods of time and places them in chronological order. The student creates artwork representative of a specific historical event. The student creates artwork representative of time and place.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 6-General Art. Performance needs further development. A sixth grade student performing at the partial mastery level lists and compares artworks and artists from different periods of time. The student sorts artworks chronologically with assistance. The student creates artwork relating to time and place with prompting.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 6-General Art. Performance needs considerable development. A sixth grade student performing at the novice level identifies artworks and artists from different periods of time with repeated assistance. The student creates artwork relating to time and place demonstrating inconsistent or minimal understanding of the concepts presented.

Standard 5: Reflection and Analysis (VA.S.5)

Students will:

- identify multiple purposes for creating works of art;
- analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.

Reflection and Analysis Objectives

Students will:

- VA.6.5.1 compare reasons for creating works of art, e.g., function, aesthetics, personal meanings, and tradition.
- VA.6.5.2 identify functional and non-functional objects as art forms, e.g., weaving, stained glass, and mosaic.
- VA.6.5.3 compare the purposes of creating two-dimensional works of art for personal expression or to evoke feelings.
- VA.6.5.4 compare the meaning and purpose of artworks based on information about closely related cultural/historical contexts and aesthetic qualities, e.g., Native American woven baskets and clothing, Navajo design, Mexican culture, mosaic materials, functions, and design.
- VA.6.5.5 compare and contrast the meanings and purposes from different cultures and historical periods (e.g., Chinese landscape paintings, Turner's atmospheric landscape; and Grant Wood's American landscape paintings).

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- VA.6.5.6 evaluate exemplary artworks, i.e., determine the meaning, merit, and success of works from various eras and cultures.
- VA.6.5.7 select, describe, and display his/her artwork(s), e.g., oral or written presentations.
- VA.6.5.8 critique an art exhibit through oral or written presentations, e.g., media, subject, composition, and meaning.

Performance Descriptors (VA.PD.6.5)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 6-General Art. A sixth grade student performing at the distinguished level reflects upon and assesses his/her artwork and the work of others. The student clearly explains characteristics associated with cultural context in artworks and compares and contrasts groups of artworks. The student demonstrates a clear understanding of the variety of purposes and forms of artworks. The student selects and clearly justifies choices of his/her artwork for display in oral or written form.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 6-General Art. A sixth grade student performing at the above mastery level assesses his/her artwork and the work of others. The student discusses the variety of reasons artworks have been and are created, and compares cultural and visual characteristics of artworks in context in oral or written form. The student selects and explains choices of his/her artwork for display in oral or written form.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 6-General Art. A sixth grade student performing at the mastery level assesses his/her artwork and the work of others. The student demonstrates an understanding of the different meanings and purposes for art, how cultural context affects meaning and explains similarities and differences. The student critiques groups of artworks in oral or written form. The student selects and describes choices of his/her artwork for display in oral or written form.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 6-General Art. Performance needs further development. A sixth grade student performing at the partial mastery level assesses his/her artwork and the work of others and recognizes that art has been and is created for many reasons and purposes. The student selects work for display and identifies reasons for choices with repeated prompting.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 6-General Art. Performance needs considerable development. A sixth grade student performing at the novice level recognizes some differing reasons for creating artworks with repeated prompting. The student selects artwork for display with assistance and inconsistent or unclear reasons given for his/her choices.

Standard 6: Multi-disciplinary Connections (VA.S.6)

Students will:

- identify characteristics of the visual arts and other disciplines; and
- analyze by comparing and contrasting connections between disciplines.

Multi-disciplinary Connections Objectives

Students will:

VA.6.6.1 explore historical periods through the art disciplines.

VA.6.6.2 examine motifs prevalent in crafts from different geographical regions.

Performance Descriptors (VA.PD.6.6)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 6-General Art. A sixth grade student performing at the distinguished level articulates connections between visual art and other disciplines within historical context. The student compares and contrasts characteristics of motifs in craft forms from different geographical regions.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 6-General Art. A sixth grade student performing at the above mastery level makes connections between visual art and other disciplines within historical context. The student identifies and analyzes characteristics of motifs in craft forms from different geographical regions.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 6-General Art. A sixth grade student performing at the mastery level makes connections between visual art and other disciplines within historical context. The student identifies characteristics of motifs in craft forms from different geographical regions.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 6-General Art. Performance needs further development. A sixth grade student performing at the partial mastery level recognizes that some of the connections between multiple arts disciplines and historical context. The student identifies motifs from different geographical regions with assistance.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 6-General Art. Performance needs considerable development. A sixth grade student performing at the novice level identifies, with assistance, craft motifs from different geographical regions. The student recognizes some common characteristics shared by different arts disciplines within a given historical context with repeated prompting or re-teaching.

Grade 7 – General Art

Seventh grade students in general art outline art production media, techniques, technology, and processes. Students note specific usage of the elements of art and principles of design. They explain aesthetic qualities of symbols, ideas, and personal values as experienced in subject matter of artwork. Students trace, analyze, and explain knowledge of art history and identify reasons for creating works of art. They use steps of art criticism in art appreciation activities.

Standard 1: Media, Techniques and Processes (VA.S.1)

Students will:

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials, tools, and technology in a safe and responsible manner.

Media, Techniques and Processes Objectives

Students will:

- VA.7.1.1 select a media, technique, technology, or process to communicate a personal experience or an idea, e.g., acrylic, watercolor, printmaking, painting, digital alteration, animation.
- VA.7.1.2 refine use of selected media, techniques, technologies, and processes in the communication of a personal experience or an idea.
- VA.7.1.3 evaluate the effectiveness of their choice of media, techniques, technologies, or processes used in the communication of a personal experience or idea.
- VA.7.1.4 demonstrate the safe and effective use of materials, tools, and technology.

Performance Descriptors (VA.PD.7.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 7-General Art. A seventh grade student performing at the distinguished level selects and uses media, techniques, technologies, and processes to communicate a personal experience or idea. Students critique the effectiveness of his/her choices of media, techniques, technologies, and processes to communicate a personal experience or idea. Student demonstrates safe and effective use of materials, tools, and technology.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 7-General Art. A seventh grade student performing at the above mastery level selects, refines, and uses media, techniques, technologies, and processes to communicate a personal experience or idea. The student compares and contrasts the effectiveness of his/her choices of media, techniques, technologies, and processes to communicate a personal experience or idea. Student demonstrates safe and effective use of materials, tools, and technology.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 7-General Art. A seventh grade student performing at the mastery level selects and uses media, techniques, technologies, and processes to communicate a personal experience or idea. The student refines and explains the effectiveness of his/her choices of media, techniques, technologies, and processes to communicate a personal experience or idea. Student demonstrates safe and effective use of materials, tools, and technology.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 7-General Art. Performance needs further development. A seventh grade student performing at the partial mastery level selects and uses, media, techniques, technologies, and processes, with teacher assistance. Student demonstrates safe and effective use of materials, tools, and technology with monitoring.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 7-General Art. Performance needs considerable development. A seventh grade student performing at the novice level selects a media to communicate a personal experience. Student demonstrates safe and effective use of materials, tools, and technology with constant monitoring.

Standard 2: Elements of Art and Principles of Design (VA.S.2)

Students will:

- identify selected elements of art and principles of design as they relate to art and the environment;
- understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks;
- apply elements of art and principles of design as they relate to the problem-solving skills in the creation of art; and
- communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Elements of Art and Principles of Design

Students will:

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- VA.7.2.1 compare and contrast the characteristics of elements of art, e.g., line, shape, color, texture, form, space, and value.
- VA.7.2.2 create a drawing using line as the expressive element.
- VA.7.2.3 create a non-objective artwork using geometric and/or biomorphic (organic) shapes or forms.
- VA.7.2.4 create a color intensity chart and a monochromatic color scheme.
- VA.7.2.5 create art using positive and negative space, e.g., architectural forms, printmaking, sculpture, and ceramics.
- VA.7.2.6 produce value scales using various media.
- VA.7.2.7 create textured art using visual and tactile repetition.
- VA.7.2.8 compare and contrast the characteristics of principles of design, e.g., unity, rhythm, emphasis, balance, variety, repetition, proportion.
- VA.7.2.9 create three-dimensional forms using symmetrical or asymmetrical balance.
- VA.7.2.10 create art using linear perspective.
- VA.7.2.11 create art using visual rhythm and repetition of patterns, e.g., mathematical-like, Escher.
- VA.7.2.12 create two-dimensional design incorporating overlapping and visual direction to show unity.
- VA.7.2.13 create a two or three-dimensional human figure using standard proportions.
- VA.7.2.14 create textured art using variety, rhythm, and movement.
- VA.7.2.15 analyze and evaluate application of elements of art and principles of design as they apply to the creation of two-dimensional and three-dimensional works of art.
- VA.7.2.16 use the elements of art and principles of design to effectively communicate ideas.

Performance Descriptors (VA.PD.7.2)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 7-General Art. A seventh grade student performing at the distinguished level uses selected elements of art and principles of design in the creation of artworks. The student effectively analyzes and evaluates the effectiveness of his/her choices in the communication of ideas as they relate to two-dimensional and three-dimensional works of art. The student will present an oral or written critique of how well they communicated ideas.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 7-General Art. A seventh grade student performing at the above mastery level compares, contrasts, and uses selected elements of art and principles of design in the creation of artworks. The student analyzes and evaluates the effectiveness of his/her choices in the communication of ideas as they relate to two-dimensional and three-dimensional works of art.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 7-General Art. A seventh grade student performing at the mastery level compares, contrasts, and uses the elements of art and principles of design in the creation of artworks. The student analyzes and evaluates the effectiveness of his/her choices as they relate to two-dimensional and three-dimensional works of art. The student uses the elements and principles to communicate ideas.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 7-General Art. Performance needs further development. A seventh grade student performing at the partial mastery level uses selected elements of art and principles of design in the creation of artworks. The student discusses his/her choices as they relate to two- and three-dimensional works of art and how they communicate ideas.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 7-General Art. Performance needs considerable development. A seventh grade student performing at the novice level uses three elements of art and two principles of design to create two-dimensional and three-dimensional artworks which communicate an idea.

Standard 3: Subject Matter, Symbols and Ideas (VA.S.3)

Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols, and ideas.

Subject Matter, Symbols and Ideas

Students will:

- VA.7.3.1 integrate visual, spatial, and temporal symbols and ideas to evoke a specific feeling in an artwork.
- VA.7.3.2 select symbols and ideas as a subject for artwork.
- VA.7.3.3 analyze how symbols and ideas communicate desired aesthetic results in an artwork.

Performance Descriptors (VA.PD.7.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 7-General Art. A seventh grade student performing at the distinguished level develops visual, spatial, or temporal symbols and integrates them into an artwork. The student compares and contrasts how different symbols can change the meaning of an artwork. The student analyzes the effectiveness of the symbols he/she has created and critiques his/her artwork.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 7-General Art. A seventh grade student performing at the above mastery level develops visual, spatial, or temporal symbols and integrates them into an artwork. The student compares and contrasts how different symbols can change the meaning of an artwork.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 7-General Art. The seventh grade student performing at the mastery level selects symbols and ideas as a subject for artworks. The student integrates visual, spatial, and temporal symbols and ideas to evoke a specific feeling in artwork. The student analyzes how symbols and ideas are used to communicate aesthetics in an artwork.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 7-General Art. Performance needs further development. A seventh grade student performing at the partial mastery level recognizes and selects symbols and ideas and uses them in an artwork. The student discusses how symbols and ideas communicate in a work of art.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art Grade 7. Performance needs considerable development. A seventh grade student performing at the novice level recognizes symbols and uses them in an artwork.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and
- demonstrate an understanding of how history, culture, and the arts influence each other.

Art History and Diversity Objectives

Students will:

- VA.7.4.1 analyze the characteristics of artworks and artists from different periods of time, styles, and cultures.
- VA.7.4.2 compare different cultures in a selected time frame, e.g., oral or written presentations.
- VA.7.4.3 discuss how time and place influence meaning and value in a work of art.
- VA.7.4.4 create two-dimensional or three-dimensional art based on a specific historical period.

Performance Descriptors (VA.PD.7.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 7-General Art. A seventh grade student performing at the distinguished level research historical cultures and compares how time and place have influenced the artwork of a culture. The student creates an artwork representative of his/her own history and culture, and presents an oral or written analysis of his/her findings.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 7-General Art. A seventh grade student performing at the above mastery level makes comparisons between the artwork of different cultures and how time and place influence that artwork. The student analyzes the characteristics of artworks and artists from different periods of time, styles, and cultures. The student identifies artwork of different cultures and discusses, in oral or written presentations, how time and place influence meaning and value in an artwork. The student creates an artwork representative of his/her own history and culture.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 7-General Art. A seventh grade student performing at the mastery level analyzes the characteristics of artworks and artists from different periods of time, styles, and cultures. The student identifies artwork of different cultures and discusses in oral or written presentations how time and place influence meaning and value in an artwork. The student creates an artwork representative of one of those historical periods.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 7-General Art. Performance needs further development. A seventh grade student performing at the partial mastery level identifies art from different periods throughout history and creates a two-dimensional or three-dimensional artwork relating to one of those historical periods. The student explains how his/her art relates to that period.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 7-General Art. Performance needs considerable development. A seventh grade student performing at the novice level identifies art from a specific period in history and creates a two-dimensional or three-dimensional artwork relating to that time period.

Standard 5: Reflection and Analysis (VA.S.5)

Students will:

- identify multiple purposes for creating works of art;
- analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.

Reflection and Analysis Objectives

Students will:

- VA.7.5.1 compare reasons for creating works of art and cite examples, e.g., aesthetic, tradition, preservation, and self-expression.
- VA.7.5.2 examine and compare the meaning and purpose between two-dimensional and three-dimensional artworks, e.g., paintings, drawings, and sculpture.
- VA.7.5.3 use the critical process (description, analysis, interpretation, aesthetic judgment) to evaluate two-dimensional and three-dimensional artworks from various eras and cultures; e.g., determine the meaning, merit, and success of works.
- VA.7.5.4 select, describe, and display his/her artwork(s), e.g., oral or written presentations.

Performance Descriptors (VA.PD.7.5)■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 7-General Art. A seventh grade student performing at the distinguished level uses cultural and aesthetic inquiry to analyze contemporary and historic meaning in artworks. The student uses the critical process to evaluate his/her own artwork and the relationship it has to other eras and cultures. The student compares and contrasts responses to his/her own artworks. The student selects, describes, and displays his/her artwork and evaluates it using a written critique.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 7-General Art. A seventh grade student performing at the above mastery level identifies and explains the meaning and purposes for creating two-dimensional and three-dimensional artworks and his/her relationship to various eras and cultures. The student uses the critical process to evaluate two and three-dimensional artwork from various cultures. He/she makes comparisons between the artworks. The student selects, describes, and displays his/her artwork using oral or written presentations.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 7-General Art. A seventh grade student performing at the mastery level identifies and explains the meaning and purposes for creating two-dimensional and three-dimensional artworks. The student uses the critical process (description, analysis, interpretation, and judgment) to evaluate two and three-dimensional artworks from various eras and cultures. The student selects, describes, and displays his/her artwork using oral or written presentations.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 7-General Art. Performance needs further development. A seventh grade student performing at the partial mastery level identifies purposes for creating two-dimensional and three-dimensional artworks from various eras and cultures. The student selects, describes, and displays his/her artwork.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 7-General Art. Performance needs considerable development. A seventh grade student performing at the novice level identifies purposes for creating artworks. The student selects and displays his/her artwork.

Standard 6: Multi-disciplinary Connections (VA.S.6)

Students will:

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- identify characteristics of the visual arts and other disciplines; and
- analyze by comparing and contrasting connections between disciplines.

Multi-disciplinary Connections Objectives

Students will:

VA.7.6.1 compare two or more arts disciplines in a cultural context.

VA.7.6.2 describe ways other disciplines are interrelated with the visual arts, e.g., explore architecture through historical and/or mathematical concepts.

Performance Descriptors (VA.PD.7.6)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 7-General Art. A seventh grade student performing at the distinguished level compares and analyzes the interrelationship between art and other disciplines in a cultural context. The student compares ways other disciplines are interrelated to visual arts.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 7-General Art. A seventh grade student performing at the above mastery level identifies and explains the connections between art and other disciplines in a cultural context. The student describes ways other disciplines are interrelated with visual arts.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 7-General Art. A seventh grade student performing at the mastery level identifies and explains the connections between art and other disciplines. The student compares two or more arts disciplines in a cultural context.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 7-General Art. Performance needs further development. A seventh grade student performing at the partial mastery level recognizes connections between art and other disciplines.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 7-General Art. Performance needs considerable development. A seventh grade student performing at the novice level recognizes connections between one type of art and another discipline.

Grade 8 – General Art

Eighth grade students refine use of art production, media, techniques, technology and processes combining the elements of art and principles of design in creating two-dimensional and three-dimensional works of art. Students choose content related to their own lives. They analyze works of art and place them in their historical and cultural context. They apply processes of art criticism while viewing and writing about personal works of art and exhibits. Emphasis is given to West Virginia artists and their contributions to our history and culture. They identify specific careers in art.

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Standard 1: Media, Techniques and Processes (VA.S.1)

Students will:

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials, tools, and technology in a safe and responsible manner.

Media, Techniques and Processes Objectives

Students will:

- VA.8.1.1 select and apply various media, techniques, technologies, and processes used to express experiences and/or ideas.
- VA.8.1.2 evaluate the effectiveness of their choice of media, techniques, technologies, and processes.
- VA.8.1.3 use selected media, techniques, technologies, and processes to produce two-dimensional or three-dimensional artwork that communicate experiences and/or ideas, e.g., photography, computer imagery.
- VA.8.1.4 demonstrate safe and effective use of materials, tools, and technology.

Performance Descriptors (VA.PD.8.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 8-General Art. An eighth grade student performing at the distinguished level independently chooses and applies a wide range of media, techniques, technologies, and processes to his/her personal expressions in two-dimensional and three-dimensional works of art. The student analyzes and clearly articulates the effectiveness of his/her choices visually and in oral or written form. The student demonstrates knowledge of and safe use of materials, tools and technologies.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 8-General Art. An eighth grade student performing at the above mastery level demonstrates knowledge of and applies a variety of media, techniques, technologies, and processes to his/her personal expressions in two-dimensional and three-dimensional works of art. The student discusses the effectiveness of his/her choices. The student uses materials, tools and technologies safely and responsibly.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 8-General Art. An eighth grade student performing at the mastery level applies media, techniques, technologies, and processes to his/her personal expressions in two-dimensional and three-dimensional works of art. The student evaluates the effectiveness of his/her choices of media, techniques, technologies, and processes. The student demonstrates safe and effective use of materials, tools, and technologies.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 8-General Art. Performance needs further development. An eighth grade student performing at the partial mastery level identifies media, techniques, technologies, and processes used in creating two-dimensional and three-dimensional works of art. The student explains some choices in problem-solving with repeated prompting. The student needs supervision using materials, tools, or technology safely and responsibly.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 8-General Art. Performance needs considerable development. An eighth grade student performing at the novice level identifies and uses some media and technologies to create artwork. The student identifies limited steps in his/her visual problem-solving. The student needs constant supervision to safely use materials, tools and technologies.

Standard 2: Elements of Art and Principles of Design (VA.S.2)

Students will:

- identify selected elements of art and principles of design as they relate to art and the environment;

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- understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks;
- apply elements of art and principles of design as they relate to the problem-solving skills in the creation of art; and
- communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Elements of Art and Principles of Design Objectives

Students will:

- VA.8.2.1 identify and use the elements of art, e.g., line, shape, color, texture, value, form, and space.
- VA.8.2.2 identify and use the principles of design, e.g., unity, rhythm, emphasis, balance, variety, repetition, and proportion;
- VA.8.2.3 create two-dimensional artworks using a variety of elements of art and principles of design;
- VA.8.2.4 create three-dimensional artworks using a variety of elements of art and principles of design;
- VA.8.2.5 create artworks using color schemes chosen from the following: complementary, analogous, monochromatic, triadic, split-complementary, warm, cool; and
- VA.8.2.6 evaluate the effectiveness of using the elements of art and principles of design to communicate ideas.

Performance Descriptors (VA.PD.8.2)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 8-General Art. An eighth grade student performing at the distinguished level creates a body of work, which clearly demonstrates mastery of the selected elements of art and principles of design. The student clearly and effectively articulates the selection and reasoning behind his/her choices to communicate ideas.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 8-General Art. An eighth grade student performing at the above mastery level applies the elements of art and principles of design in the creation of two-dimensional and three-dimensional works of art that communicate expressive ideas. The student evaluates and analyzes the effectiveness of his/her choice of elements of art and principles of design.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 8-General Art. An eighth grade student performing at the mastery level applies the elements of art and principles of design to selected concepts in making two-dimensional and three-dimensional works of art that communicate expressive ideas. The student evaluates the effectiveness of his/her choices.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 8-General Art. Performance needs further development. An eighth grade student performing at the partial mastery level identifies and uses selected elements of art and principles of design in the creation of two-dimensional and three-dimensional works of art. The student describes choices made and/or effectiveness of choices in an inconsistent manner.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 8-General Art. Performance needs considerable development. An eighth grade student performing at the novice level identifies selected elements of art and principles of design and creates two-dimensional and/or three-dimensional artwork that demonstrates minimal understanding of the concepts. The student describes steps in the process of problem-solving and/or creating artworks with difficulty or not at all with repeated prompting or re-teaching.

Standard 3: Subject Matter, Symbols and Ideas (VA.S.3)

Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols, and ideas.

Subject Matter, Symbols and Ideas Objectives

Students will:

- VA.8.3.1 choose realistic or non-objective symbols and ideas to communicate specific meaning in two-dimensional and three-dimensional works of art.
- VA.8.3.2 create realistic or non-objective symbols to communicate personal experiences.
- VA.8.3.3 analyze the effectiveness of choices in creating art relative to subject matter, symbols, and ideas.

Performance Descriptors (VA.PD.8.3)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 8-General Art. An eighth grade student performing at the distinguished level develops realistic and non-objective symbols and integrates them into two-dimensional and three-dimensional works of art. The student clearly analyzes and justifies the effectiveness of his/her choices in oral and/or written form.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 8-General Art. An eighth grade student performing at the above mastery level creates and uses realistic or non-objective symbols to communicate personal experiences in artworks. The student analyzes and explains the effectiveness of his/her choices.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 8-General Art. An eighth grade student performing at the mastery level identifies and uses realistic or non-objective symbols to communicate personal experiences in artworks. The student creates his/her own symbols to communicate personal experiences and analyzes the effectiveness of his/her choices.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 8-General Art. Performance needs further development. An eighth grade student performing at the partial mastery level recognizes and uses realistic and non-objective symbols to communicate specific meaning in artworks in an inconsistent manner. The student explains effectiveness and/or choices made with difficulty or not at all.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 8-General Art. Performance needs considerable development. An eighth grade student performing at the novice level recognizes and uses realistic and non-objective symbols in an artwork. The student makes connections between concepts and his/her own work rarely if ever.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and

- demonstrate an understanding of how history, culture, and the arts influence each other.

Art History and Diversity Objectives

Students will:

- VA.8.4.1 analyze and interpret the characteristics of artworks and artists from different periods of time, styles, and cultures.
- VA.8.4.2 analyze and evaluate art movements with concurring world events.
- VA.8.4.3 explain how time and place influence meaning and value in a work of art.
- VA.8.4.4 examine the relationships of local history and culture to West Virginia artists and West Virginia.

Performance Descriptors (VA.PD.8.4)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 8-General Art. An eighth grade student performing at the distinguished level clearly demonstrates knowledge when he/she analyzes and interprets characteristics of artworks and artists from a variety of periods, styles and cultures. The student makes convincing arguments for connections between artworks and current events of the same time period. The student examines and articulates orally and/or in written form, connections between West Virginia cultures and West Virginia artworks past and present.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 8-General Art. An eighth grade student performing at the above mastery level analyzes and interprets characteristics of artworks and artists from a variety of periods, styles and cultures. The student makes clear justifications for connections between works of art and the period in which it was made. The student examines and describes relationships between West Virginia cultures and West Virginia artworks past and present.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 8-General Art Grade 8. An eighth grade student performing at the mastery level analyzes and interprets characteristics of artworks and artists from a variety of periods, styles and cultures. The student analyzes and interprets how world events are reflected in the artwork of the same time period. The student examines connections between local history and culture to the state and the art of West Virginia.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 8-General Art. Performance needs further development. An eighth grade student performing at the partial mastery level recognizes and discusses some of the characteristics of artworks and artists from a variety of periods, styles and cultures. The student recognizes and discusses similarities between selected artworks and how it reflects the time period with repeated prompting. The student recognizes some connections between local history and culture with the artwork produced and its relationship to state history.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 8-General Art. Performance needs considerable development. An eighth grade student performing at the novice level identifies some of the characteristics of artworks and artists from various periods, styles and cultures inconsistently, even with repeated prompting. The student makes connections between artworks as a reflection of his/her time in an inconsistent or fragmented manner. The student recognizes minimal connections between the art of West Virginia and the cultures and history reflected in that art.

Standard 5: Reflection and Analysis (VA.S.5)

Students will:

- identify multiple purposes for creating works of art;
- analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.

Reflection and Analysis Objectives

Students will:

- VA.8.5.1 identify various careers in art, e.g., architect, graphic designer, educator, industrial designer.
- VA.8.5.2 identify the changing nature of art in a contemporary world.
- VA.8.5.3 compare the contemporary and/or historical meaning and purposes of artworks based on information about their period and culture, e.g., Toulouse-Lautrec to modern graphic designers, cartoonist's animation to computer generated animation.
- VA.8.5.4 identify and evaluate the purpose for creating specific types of art, e.g., public sculptures, photography, computer generated art.
- VA.8.5.5 select and display his/her artwork(s).
- VA.8.5.6 develop written responses to various works of art that includes description, interpretation, analysis, and judgment.
- VA.8.5.7 participate in a group critique of various works of art using an art criticism process that includes description, interpretation, analysis, and judgment.

Performance Descriptors (VA.PD.8.5)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 8-General Art. An eighth grade student performing at the distinguished level researches art-related careers and collects in-depth information on job content and requirements from multiple sources. The student identifies and clearly explains relationships between contemporary forms and their influences from the past. Written critical analyses demonstrate thorough examination and interpretation within the cultural context. Participation during group critiques demonstrates clear and insightful comments.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 8-General Art. An eighth grade student performing at the above mastery level researches art careers and collects information from several sources. The student identifies and discusses connections between contemporary art forms and influences from past art forms. The student develops clear and concise written critical analyses of various artworks. The student willingly participates during group critiques.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 8-General Art. An eighth grade student performing at the mastery level identifies various art careers and chooses an art-related career and researches its requirements. The student identifies various forms in art and the changing nature of art in the contemporary world. The student compares contemporary and/or historical meaning and purposes of artworks and makes connections between past influences on contemporary art forms. The student identifies and evaluates the purposes for creating specific types of art and develops written critical analyses. The student participates in a group critique.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 8-General Art. Performance needs further development. An eighth grade student performing at the partial mastery level identifies and lists art careers and their purposes. The student makes some connections between contemporary art forms and past art forms. The student recognizes the purposes for creating different types of art with prompting. The student writes critical analyses of art works in an unclear or unconvincing manner. The student participates during group critiques with repeated prompting.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 8-General Art. Performance needs considerable development. An eighth grade student performing at the novice level identifies or recognizes some careers in art and their purposes. The student recognizes some connections between contemporary art forms and past art forms. The student recognizes that art is created for different reasons. The student develops statements about art in written form that reflect little understanding of the critical process.

Standard 6: Multi-disciplinary Connections (VA.S.6)

Students will:

- identify characteristics of the visual arts and other disciplines; and
- analyze by comparing and contrasting connections between disciplines.

Multi-disciplinary Connections Objectives

Students will:

VA.8.6.1 compare and contrast the characteristics of the visual arts as they relate to other disciplines.

VA.8.6.2 employ two or more arts disciplines to recreate or illustrate a selected historical event.

Performance Descriptors (VA.PD.8.6)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade 8-General Art. An eighth grade student performing at the distinguished level creates an artwork incorporating multiple arts disciplines that clearly reflects a self-selected historical event. The student makes clear and convincing comparisons and contrasts between characteristics of artworks with other disciplines.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade 8-General Art. An eighth grade student performing at the above mastery level creates an artwork incorporating multiple disciplines depicting a historical event that demonstrates a clear understanding of the connection between the disciplines used. The student compares and contrasts characteristics of the visual arts that relate to other disciplines.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 8-General Art. An eighth grade student performing at the mastery level creates an artwork incorporating multiple arts disciplines to illustrate a historical event. The student compares and contrasts the characteristics of visual arts as they relate to other disciplines.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade 8-General Art. Performance needs further development. An eighth grade student performing at the partial mastery level creates a history-based artwork incorporating more than one arts discipline with repeated assistance. The student makes connections between the visual arts and other disciplines in an inconsistent or incorrect manner.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade 8-General Art. Performance needs considerable development. An eighth grade student performing at the novice level creates an artwork based on a historical event that does not clearly demonstrate an understanding of the use of multiple arts disciplines. Recognition of connections between the visual arts and other disciplines is not consistent or not demonstrated.

Adolescent Visual Art Education 9-12

Visual Art is one of the four programs of study from which an elective course may be chosen to meet the graduation requirement of one course in the arts. Electives in General Art and/or Studio Art must be provided to accommodate four sequential levels of student achievement beginning with the 2003-2004 year.

Within the Visual Art program of study, there are three distinct areas of study:

- General Art provides experiences in producing two- and three-dimensional artworks using a variety of media, techniques, and processes. Content Standards and Objectives for four sequential levels of General Art are provided in this document. As an alternative, counties and/or schools may wish to offer a combination of General Art and Studio Art classes to provide the four sequential levels of student achievement needed by those considering art careers.
- Studio Art provides opportunities for students to concentrate in work with a single medium such as drawing, painting, ceramics, sculpture, or photography. The selection of Studio Art electives a school will offer should be determined by the needs and interests of students, the expertise of available teachers, and the availability of appropriate and safe equipment (for example, a well-ventilated kiln is needed for ceramics).
- Art History, Appreciation, Aesthetics is an area of study with instructional objectives suitable for electives such as Art Appreciation, Art History, or Humanities. If a Humanities elective is the choice of the county, the objectives in this area of study, plus those in the Music Literature area of study plus appropriate dance and theatre objectives, may be used to provide the framework for instruction.

The number of class periods for which General Art and Studio Art electives are offered will depend upon enrollment and the availability of space. Art making is essentially an individual endeavor with art teachers offering instruction, assistance, and critiques on individual projects. For this reason, students working at two or more achievement levels may be accommodated in a single class if space permits and/or if enrollment is small.

***Elective Courses**

General Art I
 General Art II
 General Art III
 General Art IV
 Studio Art I
 Studio Art II
 Art History, Appreciation, Aesthetics

*Electives must be provided to accommodate four sequential levels of General Art and/or Studio Art. It is strongly recommended that students in Advanced Placement courses take the AP exam.

County school systems may exercise the option of offering additional art courses. Content standards and objectives must be developed for these courses and approved by the county board of education.

General Art I

Art I is designed to reinforce and build on knowledge and skills developed by the K-8 Content Standards and Objectives. Students produce two-dimensional and three-dimensional artworks using a variety of media, techniques, technology, and processes. They relate art skills and strategies to other disciplines, various cultures, major art movements, and historical periods. They practice responsible workplace skills and review career options.

Standard 1: Media, Techniques, and Processes (VA.S.1)

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials, tools and technology in a safe and responsible manner.

Media, Techniques and Processes

Students will:

- VAI.1.1 distinguish among a variety of two-dimensional media, techniques and processes.
- VAI.1.2 distinguish among a variety of three-dimensional media, techniques, and processes.
- VAI.1.3 create two-dimensional artworks using various media, techniques, and processes in a safe and responsible manner, to communicate original and personal ideas.
- VAI.1.4 create three-dimensional artworks using various media, techniques, and processes in a safe and responsible manner, to communicate original and personal ideas.

Performance Descriptors (VA.PD.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art I. The Art I student performing at the distinguished level consistently demonstrates proficiency and confidence by independently producing two-dimensional and three-dimensional works of art using a variety of media, techniques, and processes. Ideas are original and complex and executed with expertise. The student uses tools and materials in a safe and responsible manner.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art I. The Art I student performing at the above mastery level demonstrates proficiency and skill by selecting appropriate media, techniques and processes to create two-dimensional and three-dimensional works of art. The student creates works of art that communicate original and personal ideas. The student uses tools and materials with skill in a safe and responsible manner.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art I. The Art I student performing at the mastery level produces six two-dimensional and three three-dimensional works of art. The student uses a variety of media and art techniques and communicates original ideas in his/her work. The student uses tools in a safe and responsible manner.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art I. Performance needs further development. The Art I student performing at the partial mastery level produces two-dimensional and three-dimensional works of art which have a theme or subject. The student uses tools and materials in a safe and responsible manner.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art I. Performance needs considerable development. The Art I student at the novice level produces, with assistance, two-dimensional and three-dimensional works of art. The student uses, with supervision, tools and materials in a safe and responsible manner.

Standard 2: Elements of Art and Principles of Design (VA.S.2)

Students will:

- identify selected elements of art and principles of design as they relate to art and the environment;
- understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks;
- apply elements of art and principles of design as they relate to the problem-solving skills in the creation of art; and
- communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Elements of Art and Principles of Design Objectives

Students will:

- VAI.2.1 identify similarities and differences in two- and three-dimensional visual art based on the elements of art and principles of design.
- VAI.2.2 analyze structures and functions of two- and three-dimensional artworks.
- VAI.2.3 create two- and three-dimensional artworks based on elements of art and principles of design using appropriate media, processes, and techniques to solve assigned problems.
- VAI.2.4 critique artworks showing an understanding of elements of art and principles of design.

Performance Descriptors (VAI.PD.2)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art I. The Art I student performing at the distinguished level explains and evaluates the similarities and differences in two-dimensional and three-dimensional artwork through the elements of art and principles of design. The student consistently analyzes and utilizes the elements of art, principles of design, structures and functions in all categories of art with expertise. The student uses a variety and complexity of media, processes, and techniques. The student's critiques address the connections between the elements of art and principles of design.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art I. The Art I student performing at the above mastery level explains the similarities and differences in two-dimensional and three-dimensional artwork based on the elements of art and principles of design. The student analyzes and uses the elements of art, principles of design, structures and functions in all categories of art with skill. The student uses a variety and complexity of media, processes, and techniques. The student's critiques address the connections between the elements of art and principles of design.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art I. The Art I student performing at the mastery level identifies the similarities and differences in two-dimensional and three-dimensional artwork based on the elements of art and principles of design. The student analyzes structures and functions in all categories of art using the elements of art and principles of design. The student uses a variety of media, processes, and techniques. The student's critiques address the elements of art and principles of design.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art I. Performance needs further development. The Art I student performing at the partial mastery level identifies the elements of art and principles of design in two-dimensional and three-dimensional artworks. The student uses the elements of art and principles of design in his/her artwork using a variety of media. The student's critiques recognize the elements of art and principles of design.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art I. Performance needs considerable development. The Art I student performing at the novice level recognizes, with assistance, the elements of art and principles of design. The student, with assistance, uses the elements of art and principles of design in an artwork.

Standard 3: Subject Matter, Symbols and Ideas (VA.S.3)

Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols, and ideas.

Subject Matter, Symbols and Ideas Objectives

Students will:

- VAI.3.1 research how past and current cultures have used content and symbolism to express ideas in their artwork.
- VAI.3.2 use subjects, themes, and symbols to communicate intended meaning in artwork.
- VAI.3.3 use problem-solving skills in the creative process of choosing subjects, symbols, and ideas.

Performance Descriptors (VAI.PD.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art I. The Art I student performing at the distinguished level independently researches a variety of sources and reports on past and current cultures' use of content and symbolism in art. The student creates original and complex artworks that express ideas, subjects, themes, and symbols to communicate meaning. The student consistently practices problem-solving skills in the creative process by choosing subjects, symbols, and ideas with expertise.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art I. The Art I student performing at the above mastery level researches and reports on past and current cultures' use of content and symbolism in art. The student expresses original ideas in his/her artwork using subjects, themes, and symbols to communicate meaning. The student practices problem-solving skills in the creative process by effectively choosing subjects, symbols, and ideas.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art I. The Art I student performing at the mastery level researches past and current cultures for content and symbolism in art. The student expresses ideas in his/her artwork using subjects, themes, and symbols to communicate meaning. The student practices problem-solving skills in the creative process by choosing subjects, symbols, and ideas.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art I. Performance needs further development. The Art I student performing at the partial mastery level collects and compiles information about past and current cultures for content and symbolism in art. The student uses subjects, themes, and symbols to communicate meaning. The student practices, with assistance, problem-solving skills used in the creative process.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art I. Performance needs considerable development. The Art I student performing at the novice level collects, with assistance, information about past and current cultures on content and symbolism in art. The student uses, with assistance, subjects, themes, and symbols to communicate meaning.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and
- demonstrate the understanding of how history, culture, and the arts influence each other.

Art History and Diversity Objectives

Students will:

- VAI.4.1 explain the historical and cultural backgrounds for the media in their artwork.
- VAI.4.2 analyze different styles and time periods in art.
- VAI.4.3 research the relationship of artworks to one another in terms of their history and culture.

Performance Descriptors (VAI.PD.4)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art I. The Art I student performing at the distinguished level independently analyzes and traces the history and culture of media, subject matter, and themes in selected artwork and applies it accordingly to his/her personal artwork. The student analyzes and makes connections between styles and time periods of art. The student independently researches a variety of sources to analyze and report on the relationship of artworks to history and culture.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art I. The Art I student performing at the above mastery level analyzes and traces the history and culture of media, subject matter, and themes in selected artwork and applies knowledge/understanding of it to his/her personal artwork. The student analyzes and makes connections between styles and time periods of art. The student independently researches a variety of sources to analyze the relationship of artworks to history and culture.

■ **Mastery**

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The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art I. The Art I student performing at the mastery level explains the history and culture of media, subject matter, and themes in his/her artwork. The student analyzes styles and time periods of art. The student researches the relationship of artworks to history and culture.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art I. Performance needs further development. The Art I student performing at the partial mastery level associates the history and culture of media, subject matter, and themes in his/her artwork. The student identifies, with assistance, styles and time periods of art. The student identifies, with assistance, the relationship of artworks to history and culture.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art I. Performance needs considerable development. The Art I student at the novice level associates, with assistance, the culture of media, subject matter, and themes in his/her artwork. The student may demonstrate, with assistance, knowledge of a relationship of artworks to culture.

Standard 5: Reflection and Analysis (VA.S.5)

Students will:

- identify multiple purposes for creating works of art;
- analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.

Reflection and Analysis Objectives

Students will:

VAI.5.1 use a critical process in discussing works of art.

VAI.5.2 analyze and discuss how and why specific works were created.

VAI.5.3 use a criteria for evaluating their own work and the work of various periods and different cultures

Performance Descriptors (VAI.PD.5)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art I. The Art I student performing at the distinguished level uses a variety of critical processes to analyze how and why specific works of art were created. The student writes a paper based on his/her analysis. The student independently develops criteria to appraise his/her artwork and the work of different periods and cultures. The student uses his/her appraisal to modify his/her work. The student writes critiques of other artists work based on his/her developed criteria.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art I. The Art I student performing at the above mastery level uses a variety of critical processes to analyze how and why specific works of art were created. The student develops criteria for evaluating his/her work and the work of other artists. The student uses his/her assessment to modify his/her artwork. The student critiques other artists work based on his/her developed criteria.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art I. The Art I student performing at the mastery level uses a variety of critical processes to analyze how and why specific works of art were created. The student develops, with assistance, criteria for evaluating his/her artwork and the work of other artists. The student assesses his/her artwork and the work of different periods and cultures.

■ **Partial Mastery**

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The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art I. Performance needs further development. The Art I student performing at the partial mastery level uses, with assistance, a critical process and recognizes that a criteria is needed to assess his/her own artwork and the work of different periods and cultures.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art I. Performance needs considerable development. The Art I student at the novice level recognizes, with assistance, that a criteria is used to assess his/her own artwork and the work of different periods and cultures.

Standard 6: Multi-disciplinary Connections (VA.S.6)

Students will:

- identify characteristics of the visual arts and other disciplines; and
- analyze by comparing and contrasting connections between disciplines.

Multi-disciplinary Connections Objectives

Students will:

- VAI.6.1 compare and connect the creative processes used in visual arts to other subject areas.
- VAI.6.2 research and analyze another subject area to identify similarities and differences in comparison with the discipline of art.

Performance Descriptors (VAI.PD.6)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art I. The Art I student performing at the distinguished level connects and applies the creative process of visual arts to other subject areas. The student researches and analyzes other subject areas for intricate connections to art. The student independently uses these connections in projects or presentations across the curriculum.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art I. The Art I student performing at the above mastery level connects the creative process of visual arts to other subject areas. The student researches and compares other subject areas for his/her relationship to art. The student uses these connections in projects and presentations.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art I. The Art I student performing at the mastery level connects the creative process of visual arts to other subject areas. The student researches and compares one other subject area and how it relates to art.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art I. Performance needs further development. The Art I student performing at the partial mastery level recognizes and relates the creative process of art to other subject areas.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art I. Performance needs considerable development. The Art I student at the novice level, with assistance, relates the creative process of art to another subject area.

General Art II

Students in Art II extend artistic skills, critical skills, and concept development through well-defined experiences in creating, reflecting, and discussing artworks. Students focus on compositional awareness through the proficient use of elements, principles, structures, and functions. Students

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explore various aspects of the arts in the context of cultural and historical parameters as they examine connections between other disciplines, and technologies. Students practice responsible workplace skills and safety. They explore career opportunities. The teacher introduces the concept of portfolio development.

Standard 1: Media, Techniques and Processes (VA.S.1)

Students will:

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials and tools in a safe and responsible manner.

Media, Techniques, and Processes Objectives

Students will:

- VAII.1.1 select appropriate techniques and processes for a variety of two-dimensional media.
- VAII.1.2 select appropriate techniques and processes for a variety of three-dimensional media.
- VAII.1.3 create two-dimensional artworks to communicate ideas and expressive qualities.
- VAII.1.4 create three-dimensional artworks to communicate ideas and explore expressive qualities.
- VAII.1.5 use materials and tools in a safe and responsible manner.

Performance Descriptors (VAII.PD.1)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art II. The Art II student performing at the distinguished level independently selects media, techniques, and processes to expertly create two-dimensional and three-dimensional artworks. He/she independently applies problem-solving skills to his/her artworks to communicate complex ideas and exhibit highly expressive qualities. The student uses tools with expertise and in a safe and responsible manner.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art II. The Art II student performing at the above mastery level independently selects media, techniques, and processes to create two-dimensional and three-dimensional artworks. He/she applies problem-solving skills to artworks to communicate complex ideas and expressive qualities. The student uses tools with skill and in a safe and responsible manner.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art II. The Art II student performing at the mastery level selects a variety of media, techniques, and processes to create five two-dimensional and three three-dimensional works of art. He/she applies problem-solving skills to artworks to communicate ideas and expressive qualities. The student uses tools in a safe and responsible manner.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art II. Performance needs further development. The Art II student performing at the partial mastery level selects, with assistance, media, techniques, and processes to create two-dimensional and three-dimensional works of art. He/she uses problem-solving skills, with assistance, to communicate ideas and expressive qualities. The student uses tools in a safe and responsible manner.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art II. Performance needs considerable development. The Art II student performing at the novice level selects, with assistance, media to create two-dimensional and three-dimensional works of art. He/she may use, with assistance, problem-solving skills to communicate ideas. The student uses tools, with supervision, in a safe and responsible manner.

Standard 2: Elements of Art and Principles of Design (VA.S.2)

Students will:

- identify selected elements of art and principles of design as they relate to art and the environment;
- understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks;
- apply elements of art and principles of design as they relate to the problem-solving skills in the creation of art; and
- communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Elements of Art and Principles of Design

Students will:

- VAII.2.1 formulate and express personal judgments about the effectiveness of using the elements of art and principles of design to accomplish specific purposes of art.
- VAII.2.2 analyze and compare the use of the elements and principles of design in works of art.
- VAII.2.3 use a variety of critical methods to evaluate the effectiveness of artworks in terms of organizational structures and functions.
- VAII.2.4 create works of art that use organizational principles and functions to solve specific art problems.

Performance Descriptors (VAII.PD.2)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art II. The Art II student performing at the distinguished level independently and consistently formulates and expresses personal judgments about the effectiveness of using the elements of art and principles of design to accomplish specific purposes in art. The student consistently evaluates them in terms of organizational structures and functions. The student consistently solves specific art problems by using organizational structures and functions to communicate expressive ideas. The student explains the results of these problems.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art II. The Art II student performing at the above mastery level independently formulates and expresses personal judgments about the effectiveness of using the elements of art and principles of design to accomplish specific purposes in art. The student independently analyzes and compares the use of the elements of art and principles of design in works of art and evaluates them in terms of organizational structures and functions. The student solves specific art problems by creating works of art that use organizational structures and functions to communicate meaning. The student explains the results of these problems.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art II. The Art II student performing at the mastery level formulates and expresses personal judgments about the effectiveness of using the elements of art and principles of design to accomplish specific purposes in art. The student analyzes and compares the use of the elements of art and principles of design in works of art and evaluates works of art in terms of organizational structures and functions. The student solves specific art problems by creating works of art that use organizational structures and functions.

■ **Partial Mastery**

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The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art II. Performance needs further development. The Art II student performing at the partial mastery level makes, with assistance, personal judgments about the elements of art and principles of design in works of art. The student creates, with assistance, artwork in terms of the elements of art, principles of design, and organizational structures and functions.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art II. Performance needs considerable development. The Art II student performing at the novice level may describe and create, with assistance, artworks using the elements of art, principles of design, structures and functions.

Standard 3: Subject Matter, Symbols and Ideas (VA.S.3)

Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols, and ideas.

Subject Matter, Symbols and Ideas Objectives

Students will:

- VAII.3.1 reflect on how artworks differ visually, spatially, intellectually, and functionally, and describe how these are related to history and culture.
- VAII.3.2 apply subjects, symbols, and ideas in their artworks.
- VAII.3.3 recognize how creative problem-solving and analogical thinking can be applied to their daily lives.

Performance Descriptors (VAII.PD.3)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art II. The Art II student performing at the distinguished level consistently researches and reflects on, using a variety of methods, how artworks differ visually, spatially, intellectually, and functionally. The student analyzes and describes how these topics relate to history and culture. The student independently applies original and historical subjects, symbols, and ideas to his/her artwork. The student applies his/her creative problem-solving skills and critical thinking to everyday situations.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art II. The Art II student performing at the above mastery level reflects on, using a variety of methods, how artworks differ visually, spatially, intellectually, and functionally. The student analyzes and describes how these topics relate to history and culture. The student independently applies original and historical subjects, symbols, and ideas to his/her artwork. The student applies his/her creative problem-solving skills and critical thinking to everyday situations.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art II. The Art II student performing at the mastery level reflects on how artworks differ visually, spatially, intellectually, and functionally. The student describes how these topics relate to history and culture. The student uses original and historical subjects, symbols, and ideas in his/her artwork. The student applies his/her creative problem-solving skills and critical thinking to everyday situations.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art II. Performance needs further development. The Art II student performing at the partial mastery level recognizes, with assistance, how artworks differ visually, spatially, intellectually, and functionally. The student describes how these topics relate to history and culture. The student applies, with assistance, original and historical subjects, symbols, and ideas to his/her artwork. The student applies, with assistance, his/her problem-solving skills to everyday situations.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art II. Performance needs considerable development. The Art II student performing at the novice level recognizes, with assistance, how artworks differ visually, spatially, and functionally. The student applies, with assistance, subjects, symbols, and ideas to his/her artwork.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and
- demonstrate an understanding of how history, culture, and the arts influence each other.

Art History and Diversity Objectives

Students will:

- VAII.4.1 explain historical or cultural contexts of artworks through characteristics and purposes.
- VAII.4.2 explain the meaning and style of specific art objects within various cultures, times and places.
- VAII.4.3 analyze their own artwork in terms of the relationship to history, aesthetics, and culture.

Performance Descriptors (VAII.PD.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art II. The Art II student performing at the distinguished level analyzes art of various cultures and explains with appropriate terminology the historical and cultural contexts and the style and meaning of specific art objects. The student consistently analyzes his/her own artwork to make connections to history, aesthetics, and culture.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art II. The Art II student performing at the above mastery level explains, with appropriate terminology, the historical and cultural contexts and the style and meaning of specific art objects in various cultures, times, and places. The student explains his/her own artwork in terms of the relationship to history, aesthetics, and culture.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art II. The Art II student performing at the mastery level explains, using appropriate terminology, the historical and cultural characteristics and purposes of art. The student explains the meaning of specific art objects in various cultures, times, and places. The student identifies artworks in terms of the relationship to history, aesthetics, and culture.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art II. Performance needs further development. The Art II student performing at the partial mastery level identifies the historical and cultural characteristics and purposes of art. The student identifies the styles of specific art objects in various cultures, times, and places and defines related terminology.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art II. Performance needs considerable development. The Art II student at the novice level may recall, with assistance, the cultural characteristics and purposes of art. The student recognizes, with assistance, the styles of art objects.

Standard 5: Reflection and Analysis (VA.S.5)

Students will:

- identify multiple purposes for creating works of art;
- analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.

Reflection and Analysis Objectives

Students will:

- VAII.5.1 analyze and justify the artists' motivations for creating artworks.
- VAII.5.2 identify purposes and develop a criterion for creating and maintaining personal portfolios.
- VAII.5.3 analyze and evaluate different genres of artwork emphasizing cultural viewpoints.
- VAII.5.4 use a critical process to draw comparisons of artwork.

Performance Descriptors (VAII.PD.5)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art II. The Art II student performing at the distinguished level analyzes and justifies the motivations for creating art. The student identifies purposes and develops criteria for maintaining a personal portfolio. The student researches, analyzes, and evaluates different genres of art of various cultural viewpoints. The student compares, contrasts and explains his/her artwork to others' using a critical process.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art II. The Art II student performing at the above mastery level analyzes and justifies the motivations for creating art. The student explains and develops criteria for creating and maintaining a personal portfolio. The student researches, analyzes, and evaluates different genres of art of various cultural viewpoints. The student compares, contrasts and explains his/her artwork to others' using a critical process.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art II. The Art II student performing at the mastery level analyzes and justifies the motivations for creating art. The student identifies purposes and, with assistance, develops criteria for creating and maintaining a personal portfolio. The student analyzes and evaluates different genres of art of various cultural viewpoints. The student compares and contrasts his/her artwork to others' using a critical process.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art II. Performance needs further development. The Art II student performing at the partial mastery level justifies, with assistance, the motivations for creating art. The student identifies, with assistance, criteria for creating and maintaining a portfolio. The student identifies different genres of art of various cultural viewpoints. The student compares and contrasts, with assistance, his/her artwork to others' using a critical process.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art II. Performance needs considerable development. The Art II student performing at the novice level recalls, with assistance, the motivations for creating art. The student recalls purposes for maintaining a portfolio. The student may identify, with assistance, different genres of art from various cultural viewpoints. The student compares and contrasts, with assistance, his/her artwork to others'.

Standard 6: Multi-disciplinary Connections (VA.S.6)

Students will:

- identify characteristics of the visual arts and other disciplines; and
- analyze by comparing and contrasting connections between disciplines.

Multi-disciplinary Connections Objectives

Student will:

- VAII.6.1 select and compare artwork using specific historical issues or themes to other subject areas.
 VAII.6.2 apply creative problem solving techniques to a multi-disciplinary artwork.

Performance Descriptors (VAII.PD.6)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art II. The Art II student performing at the distinguished level independently researches and compares specific historical issues or themes of art with other disciplines such as theatre or book production. The student practices creative problem-solving techniques through a multi-disciplinary artwork. The student independently uses this knowledge across the curriculum.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art II. The Art II student performing at the above mastery level researches and compares specific historical issues or themes of art with other disciplines such as theatre or book production. The student practices creative problem-solving techniques through a multi-disciplinary artwork.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art II. The Art II student performing at the mastery level selects and compares specific historical issues or themes of art with other disciplines such as theatre or book production. The student practices creative problem-solving techniques through a multi-disciplinary artwork.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art II. Performance needs further development. The Art II student performing at the partial mastery level identifies, with assistance, specific historical issues or themes of art with other disciplines such as theatre or book production.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art II. Performance needs considerable development. The Art II student at the novice level recalls, with assistance, historical themes of art in other disciplines.

General Art III

Art III builds on previous content standards with a more in-depth approach. Students analyze art from various cultures visually, verbally, and in written form. Students examine and relate various themes and purposes of art forms to the total educational process. They study art history, criticism, and aesthetics in relation to individually selected artworks and develop a personal philosophy of art. The students develop personal portfolios which include products and critiques.

Standard 1: Media, Techniques and Processes. (VA.S.1)

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials and tools in a safe and responsible manner.

Media, Techniques and Processes Objectives

Students will:

- VAIII.1.1 use advanced techniques and processes in a safe and responsible manner to create two-dimensional artworks in a variety of media.
- VAIII.1.2 use advanced techniques and processes safe and responsible manner to create three-dimensional in a variety of media.
- VAIII.1.3 create and prepare two- and three-dimensional works for inclusion in an exhibition and/or portfolio.

Performance Descriptors (VAIII.PD.1)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art III. The Art III student performing at the distinguished level produces two-dimensional and three-dimensional works of art using advanced techniques and processes. The student communicates ideas and expressive qualities with originality and expertise. The student identifies advanced media and materials used in creating works of art. The student consistently displays an understanding of processes and techniques. He/she creates and selects artwork for inclusion in his/her portfolio. All work is done with expertise and in a safe and responsible manner.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art III. The Art III student performing at the above mastery level produces, using advanced techniques and processes, two-dimensional and three-dimensional works of art. The student communicates ideas and expressive qualities with originality and expertise. The artworks are executed in a safe and responsible manner using tools and materials with skill. The student creates work for his/her portfolio.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art III. The Art III student performing at the mastery level uses advanced techniques and processes to produce six two-dimensional and four three-dimensional works of art that use a variety of media and techniques. The artworks exhibit original ideas and expressive qualities. The artworks are executed in a safe and responsible manner. The student prepares work for his/her portfolio.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art III. Performance needs further development. The Art III student performing at the partial mastery level produces, with assistance, two-dimensional and three-dimensional works of art that use a variety of media. Artworks exhibit ideas or themes. The student prepares work for his/her portfolio. The artworks are executed in a safe and responsible manner.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art III. Performance needs considerable development. The Art III student performing at the novice level produces, with assistance, two-dimensional and three-dimensional works of art that express an idea or theme. The artworks are executed, with supervision, in a safe and responsible manner.

Standard 2: Elements of Art and Principles of Design (VA.S.2)

Students will:

- identify selected elements of art and principles of design as they relate to art and the environment;
- understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks;
- apply elements of art and principles of design as they relate to the problem-solving skills in the creation of art; and
- communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Elements of Art and Principles of Design Objectives

Students will:

- VAIII.2.1 categorize artworks from different cultures and viewpoints in terms of elements of art and principles of design.
- VAIII.2.2 create multiple solutions through preliminary work to assigned problems in structures and functions.

Performance Descriptors (VAIII.PD.2)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art III. The Art III student performing at the distinguished level categorizes artworks from viewpoints and cultures in terms of elements of art and principles of design. The student relates the elements of art and principles of design to his/her own works of art. The student analyzes structures and functions in his/her artwork and the artwork of others. The student's critiques address the connections of the elements of art, principles of design, structures and functions. The student uses the elements of art and principles of design with variety and complexity of media, techniques, and processes. The student completes artwork with expertise.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art III. The Art III student performing at the above mastery level independently categorizes artworks from different viewpoints and cultures in terms of elements of art and principles of design. The student uses the elements of art and principles of design as they relate to his/her problem-solving skills in creating his/her artwork. The student analyzes structures and functions in his/her artwork. The student's critiques address the connections of the elements of art and principles of design.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art III. The Art III student performing at the mastery level categorizes artworks from different viewpoints and cultures in terms of elements of art and principles of design. The student uses the elements of art and principles of design as they relate to his/her problem-solving skills in creating his/her artwork. The student's critiques address the connections of the elements of art and principles of design.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art III. Performance needs further development. The Art III student performing at the partial mastery level categorizes, with assistance, artworks from different viewpoints and cultures in terms of elements of art and principles of design. The student uses, with assistance, the elements of art and principles of design as they relate to his/her problem-solving skills in creating his/her artwork.

■ **Novice**

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The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art III. Performance needs considerable development. The Art III student performing at the novice level may categorize, with assistance, artworks in terms of the elements of art and principles of design. The student occasionally uses, with supervision, the elements of art and principles of design in his/her artwork.

Standard 3: Subject Matter, Symbols, and Ideas (VA.S.3)

Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols and ideas.

Subject Matter, Symbols and Ideas Objectives

Students will:

VAIII.3.1 evaluate symbolism used in the works of various artists.

VAIII.3.2 develop specific themes and ideas in relation to life experiences and/or perceptions when creating their artwork.

Performance Descriptors (VAIII.PD.3)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art III. The Art III student performing at the distinguished level analyzes and evaluates the use of symbols and ideas to communicate meaning in art. The student independently creates multiple solutions concerning content for artworks. The student applies, with skill, a broad range of problem-solving skills to choices in creating art relative to subject matter, symbols and ideas that originate from life experiences and perceptions. The student judges, through the use of critiques, the effectiveness of communicating with symbols.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art III. The Art III student performing at the above mastery level evaluates symbolism used in his/her artwork and the work of specific artists. The student develops, with skill, specific themes and ideas in his/her work in relation to life experiences and perceptions. The student applies problem-solving skills in creating art relative to subject matter and symbols.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art III. The Art III student performing at the mastery level identifies symbols and ideas to communicate meaning in art. The student evaluates symbolism used in his/her artwork and the work of specific artists. The student develops specific themes and ideas in his/her artwork in relation to life experiences.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art III. Performance needs further development. The Art III student performing at the partial mastery level identifies, with assistance, the use of symbols and ideas to communicate meaning in art. The student applies, with assistance, simple solutions to development of themes and ideas related to life experiences in his/her artwork.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art III. Performance needs considerable development. The Art III student performing at the novice level may identify, with assistance, symbols used to communicate meaning in art. The student creates, with assistance, his/her own symbols and uses them in an artwork.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and

- demonstrate an understanding of how history, culture, and the arts influence each other.

Art History and Diversity Objectives

Students will:

- VAIII.4.1 define themes common to various cultures and analyze how they relate to the creation of art.
- VAIII.4.2 create works of art that reflect common themes in various cultures.

Performance Descriptors (VAIII.PD.4)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art III. The Art III student performing at the distinguished level independently analyzes the history of visual arts in its relation to culture. The student acquires information from a variety of sources and processes on the inter-relationship of history, culture, and art. The student creates works of art that reflect knowledge of themes in various cultures.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art III. The Art III student performing at the above mastery level traces the history of visual arts and categorizes various cultures' use of common themes. The student analyzes various themes and creates an artwork representative of one of those themes.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art III. The Art III student performing at the mastery level identifies and explains themes common to various cultures and understands how they relate to the creation of art. The student creates works of art that reflect common themes in various cultures.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art III. Performance needs further development. The Art III student performing at the partial mastery level identifies, with assistance, themes common to various cultures and analyzes how they relate to the creation of art. The student uses, with assistance, simple solutions to create works of art that reflect common themes in cultures.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art III. Performance needs considerable development. The Art III student at the novice level identifies, with assistance, artwork from various cultures. The student creates, with assistance, works of art reflective of a specific culture.

Standard 5: Reflection and Analysis (VA.S.5)

Students will:

- identify multiple purposes for creating works of art;
- analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.

Reflection and Analysis Objectives

Students will:

- VAIII.5.1 describe various functions of art.
- VAIII.5.2 investigate aesthetics to understand multiple meanings in art.
- VAIII.5.3 analyze their own artwork and other artists' work by participating in a critique.

Performance Descriptors (VAIII.PD.5)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art III. The Art III student performing at the distinguished level researches the functions of art from a variety of sources and

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effectively reports his/her findings. The student applies a broad range of skills in aesthetic inquiry to find the meaning of art. The student consistently analyzes and evaluates his/her artwork and other artists' work using a critique.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art III. The Art III student performing at the above mastery level analyzes various functions of art and uses aesthetic inquiry to assess the functions and meanings. The student independently compares contemporary and historical artwork through cultural and aesthetic inquiry. He/she critiques his/her own work and the work of other artists.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art III. The Art III student performing at the mastery level recognizes the various functions of art and uses aesthetic inquiry to find the meaning in art. The student appropriately evaluates his/her artwork and other artist's work using a critique.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art III. Performance needs further development. The Art III student performing at the partial mastery level identifies, with assistance, various functions of art and uses, with assistance, aesthetic inquiry to find meaning in art.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art III. Performance needs considerable development. The Art III student performing at the novice level identifies, with assistance, purposes for creating art.

Standard 6: Multi-disciplinary Connections (VA.S.6)

Students will:

- identify characteristics of the visual arts and other disciplines; and
- analyze by comparing and contrasting connections between disciplines.

Multi-disciplinary Connections Objectives

Students will:

VAIII.6.1 recognize examples of art used in other disciplines.

VAIII.6.2 compare and contrast the materials, technologies, media and processes of the visual arts with those of other disciplines.

Performance Descriptors (VAIII.PD.6)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art III. The Art III student performing at the distinguished level makes connections between the characteristics of the visual arts and other disciplines. The student independently compares and contrasts materials, technologies, media, and processes of the visual arts with those of other disciplines. The student applies this information to a variety of projects across the curriculum.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art III. The Art III student performing at the above mastery level compares examples of art used in other disciplines. The student analyzes how artists use materials, technologies, media, and processes in other disciplines. The student uses this knowledge in a variety of projects.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art III. The Art III student performing at the mastery level recognizes examples of art used in other disciplines. The student compares and contrasts the materials, technologies, media, and processes of the visual arts with those of other disciplines.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art III. Performance needs further development. The Art III student performing at the partial mastery level recognizes, with assistance, examples of art used in other disciplines. The student associates, with assistance, the materials, technologies, media, and processes of the visual arts with those of other disciplines.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art III. Performance needs considerable development. The Art III student at the novice level recognizes, with assistance, that art connects with other disciplines.

General Art IV

In Art IV, students develop and clarify their philosophy of art and art making through in-depth explorations with media, techniques and processes. Students expand and refine a portfolio reflecting a broad base of knowledge in the arts. Students take part in planning and installing an exhibition.

Standard 1: Media, Techniques, and Processes (VA.S.1)

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials and tools in a safe and responsible manner.

Media, Techniques and Processes Objectives

Students will:

- VAIV.1.1 apply advanced techniques in a safe and responsible manner to communicate ideas effectively in two-dimensional media.
- VAIV.1.2 apply advanced techniques in a safe and responsible manner to communicate ideas through three-dimensional media.
- VAIV.1.3 organize works for portfolio and exhibition.

Performance Descriptors (VAIV.PD.1)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art III. The Art III student performing at the distinguished level makes connections between the characteristics of the visual arts and other disciplines. The student independently compares and contrasts materials, technologies, media, and processes of the visual arts with those of other disciplines. The student applies this information to a variety of projects across the curriculum.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art III. The Art III student performing at the above mastery level compares examples of art used in other disciplines. The student analyzes how artists use materials, technologies, media, and processes in other disciplines. The student uses this knowledge in a variety of projects.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art III. The Art III student performing at the mastery level recognizes examples of art used in other disciplines. The student compares and contrasts the materials, technologies, media, and processes of the visual arts with those of other disciplines.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art III. Performance needs further development. The Art III student performing at the partial mastery level recognizes, with assistance, examples of art used in other disciplines. The student associates, with assistance, the materials, technologies, media, and processes of the visual arts with those of other disciplines.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art III. Performance needs considerable development. The Art III student at the novice level recognizes, with assistance, that art connects with other disciplines.

Standard 2: Elements of Art and Principles of Design (VA.S.2)

- identify selected elements of art and principles of design as they relate to art and the environment;
- understand qualities of elements of art and principles of design as they relate to two-dimensional and three-dimensional objects and artworks;
- apply elements of art and principles of design as they relate to the problem-solving skills in the creation of art; and
- communicate expressive ideas that demonstrate an understanding of structure and functions in art.

Elements of Art and Principles of Design Objectives

Students will:

- VAIV.2.1 appraise viewpoints written about famous artworks in terms of elements and principles of design.
- VAIV.2.2 use multiple solutions to communicate expressive ideas in artwork, which demonstrate structures and functions.

Performance Descriptors (VAIV.PD.2)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art IV. The Art IV student performing at the distinguished level independently researches and evaluates viewpoints written about famous works of art in terms of the elements of art and principles of design. The student uses a variety of complex solutions to communicate expressive ideas that demonstrate knowledge of structures and functions. All artwork is original and done with expertise.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art IV. The Art IV student performing at the above mastery level researches and appraises viewpoints written about famous works of art in terms of the elements of art and principles of design. The student uses a variety of complex solutions to communicate expressive ideas that demonstrate knowledge of structures and functions. All artwork is done with expertise.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art IV. The Art IV student performing at the mastery level appraises viewpoints written about famous works of art in terms of the elements of art and principles of design. The student uses multiple solutions to communicate expressive ideas in artworks that demonstrate knowledge of structures and functions.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art IV. Performance needs further development. The Art IV student performing at the partial mastery level explains, with assistance, viewpoints written about famous works of art in terms of the elements of art and principles of design. The student develops, with assistance, solutions to communicate ideas in artworks that demonstrate knowledge of structures and functions.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art IV. Performance needs considerable development. The Art IV student at the novice level recognizes, with assistance, that viewpoints about famous works of art can be made. The student, with assistance, communicates ideas in artwork.

Standard 3: Subject matter, Symbols and Ideas (VA.S.3)

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols, and ideas.

Subject Matter, Symbols and Ideas Objectives

Students will:

VAIV.3.1 analyze how specific artists have used subject matter and symbols in their work.

VAIV.3.2 evaluate of the influences other artists have had on their work.

VAIV.3.3 use problem-solving skills to develop specific themes and ideas in the creation of artwork.

Performance Descriptors (VAIV.PD.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art IV. The Art IV student performing at the distinguished level analyzes and evaluates how artists have used subject matter and symbols in their artwork. The student explains the influences other artists have had on his/her artwork. The student independently uses a variety of problem-solving skills to develop complex themes and ideas in his/her artwork. All artwork is original and done with expertise.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art IV. The Art IV student performing at the above mastery level analyzes and evaluates how artists have used subject matter and symbols in their artwork. The student explains the influences other artists have had on his/her artwork. The student uses problem-solving skills to develop complex themes and ideas in his/her artwork. All artwork is done with skill.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art IV. The Art IV student performing at the mastery level analyzes how artists have used subject matter and symbols in his/her artwork. The student evaluates the influence other artists have had on his/her artwork. The student uses problem-solving skills to develop specific themes and ideas in the creation of his/her artwork.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art IV. Performance needs further development. The Art IV student performing at the partial mastery level explains, with assistance, how artists have used subject matter and symbols in their artwork. The student describes the influence other artists have had on his/her artwork. The student develops, with assistance, themes and ideas in the creation of his/her artwork.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art IV. Performance needs considerable development. The Art IV student performing at the novice level may understand, with assistance, how artists use subject matter and symbols in his/her artwork. The student develops, with assistance, subject matter and symbols for his/her artwork.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and
- demonstrate an understanding of how history, culture, and the arts influence each other.

Art History and Diversity Objectives

Students will:

VAIV.4.1 use critical models to interpret the meaning of artworks across time and various cultures.

VAIV.4.2 analyze aesthetic viewpoints revealed in a variety of artworks.

Performance Descriptors (VAIV.PD.4)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art IV. The Art IV student performing at the distinguished level consistently uses critical models to analyze and evaluate the meaning in artworks throughout history and cultures. The student independently analyzes, evaluates, and reports on aesthetic viewpoints revealed in a variety of artworks.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art IV. The Art IV student performing at the above mastery level uses critical models to analyze the meaning in artworks throughout history and cultures. The student analyzes and evaluates aesthetic viewpoints revealed in a variety of artworks.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art IV. The Art IV student performing at the mastery level uses critical models to interpret the meaning in artworks throughout history and cultures. The student analyzes aesthetic viewpoints revealed in a variety of artworks.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art IV. Performance needs further development. The Art IV student performing at the partial mastery level uses, with assistance, critical models to find meaning in artworks throughout history and cultures. The student identifies, with assistance, aesthetic viewpoints revealed in artworks.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art IV. Performance needs considerable development. The Art IV student at the novice level finds, with assistance, meaning in artworks throughout history and culture. The student may recognize, with assistance, aesthetic viewpoints in artworks.

Standard 5: Reflection and Analysis (VA.S.5)

- identify multiple purposes for creating works of art;
- analyze contemporary and historical meanings in specific artworks through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.

Reflection and Analysis Objectives

Students will:

- VAIV.5.1 analyze their own and other artists' work to prepare oral and/or written critiques.
- VAIV.5.2 compare and contrast the work of critics, historians, aestheticians and artists.
- VAIV.5.3 review and analyze the content of portfolios or exhibits in terms of ideas, attitudes, reflective critiques, and statement of intent.
- VAIV.5.4 write a personal statement of art for inclusion in their portfolio.

Performance Descriptors (VAIV.PD.5)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art IV. The Art IV student performing at the distinguished level independently analyzes his/her own artwork and other artists' works to prepare oral and written critiques. The student independently acquires information from a variety of sources on the work of critics, historians, aestheticians, and artists and effectively reports the information through oral and/or written presentation. The student independently reviews and analyzes the content of portfolios or exhibits in terms of ideas, attitudes, reflective critiques, and statements of intent. The student independently writes a personal statement of art for inclusion in his/her portfolio.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art IV. The Art IV student performing at the above mastery level analyzes his/her own artwork and other artists' works to prepare oral and written critiques. The student compares and contrasts the work of critics, historians, aestheticians, and artists and prepares an oral and/or written presentation. The student reviews and analyzes the content of portfolios or exhibits in terms of ideas, attitudes, reflective critiques, and statements of intent. The student independently writes a personal statement of art for inclusion in his/her portfolio.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art IV. The Art IV student performing at the mastery level analyzes his/her own artwork and other artists' works to prepare oral and written critiques. The student compares and contrasts, with assistance, the work of critics, historians, aestheticians, and artists. The student reviews and analyzes the content of portfolios or exhibits in terms of ideas, attitudes, reflective critiques, and statements of intent. The student writes a personal statement of art for inclusion in his/her portfolio.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art IV. Performance needs further development. The Art IV student performing at the partial mastery level analyzes, with assistance, his/her own artwork to prepare oral or written critique. The student identifies, with assistance, the work of critics, historians, aestheticians, and artists. The student reviews, with assistance, the content of his/her portfolio in terms of attitudes and ideas. The student writes, with assistance, a personal statement of art for inclusion in his/her portfolio.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art IV. Performance needs considerable development. The Art IV student at the novice level examines, with assistance, his/her own artwork in order to select pieces for inclusion in his/her portfolio or exhibits.

Standard 6: Multi-disciplinary Connections (VA.S.6)

- identify characteristics of the visual arts and other disciplines; and
- analyze by comparing and contrasting connections between disciplines.

Multi-disciplinary Connections Objectives

Students will:

VAIV.6.1 compare and contrast the materials, technologies, media and processes of the visual arts with those of other disciplines.

Performance Descriptors (VAIV.PD.6)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in General Art IV. The Art IV student performing at the distinguished level analyzes complex information for comparing and contrasting the materials, technologies, media, and processes of the visual arts with those of other disciplines. The student uses this information in projects across the disciplines. The student makes multi-disciplinary presentations across the disciplines.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in General Art IV. The Art IV student performing at the above mastery level analyzes complex information for comparing and contrasting the materials, technologies, media, and processes of the visual arts with those of other disciplines. The student uses this information in projects across the disciplines.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in General Art IV. The Art IV student performing at the mastery level researches, compares, and contrasts the materials, technologies, media, and processes of the visual arts with those of other disciplines. The student uses this information in projects.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in General Art IV. Performance needs further development. The Art IV student performing at the partial mastery level compares and contrasts, with assistance, the materials, technologies, media, and processes of the visual arts with those of other disciplines. The student uses, with assistance, this information in projects.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in General Art IV. Performance needs considerable development. The Art IV student at the novice level finds, with assistance, a connection between the visual arts and other disciplines.

Studio Art I

Studio Art electives provide in-depth study in selected media, techniques, and processes. Prerequisites classes may be but are not necessarily required. Expectations encompass proficiency of craftsmanship; participation in field experiences; incorporation of modern technology; study of art careers and related professions; an understanding of modern or related vocabulary; properties of the media; and the safe and responsible use and care of equipment, tools and materials. Studio Art electives include but are not limited to the following courses taught at the proficiency level: air brush, animation, architecture, batik, calligraphy, ceramics, color and design, commercial art, computer graphics, craft, design principles, drawing, electronic imaging, ethnic art, folk art, fiber arts, functional design, graphic design, jewelry, mixed media, painting, photography, printmaking, sculpture, stage design, and stained glass.

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Standard 1: Media, Techniques and Processes. (VA.S.1)

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials and tools in a safe and responsible manner.

Media, Techniques and Processes.

Students will:

- SAI.1.1 apply media, techniques, and processes related to the studio area with proficiency, skill, and confidence.
- SAI.1.2 use media techniques and processes safely.
- SAI.1.3 create works of art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.
- SAI.1.4 demonstrate an understanding of the terminology related to the media and processes.

Performance Descriptors (VA.PD.SAI.1)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Studio Art I. The Studio Art I student performing at the distinguished level demonstrates advanced proficiency, expertise, skill, and confidence by independently selecting appropriate media, technology, and processes in relation to his/her specific area of studio art. The student consistently uses proper terminology. The student formulates ideas and creates artwork in relationship to the media, techniques, and processes. He/she uses tools and materials with expertise and in a safe and responsible manner.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Studio Art I. The Studio Art I student performing at the above mastery level demonstrates proficiency, skill, and confidence by selecting appropriate media, techniques and processes in relation to his/her specific area of studio art. The student creates works of art that demonstrate an understanding of how the communication of his/her ideas relate to the media, technologies, and processes he/she uses. He/she uses tools and materials with skill and in a safe and responsible manner.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Studio Art I. The Studio Art I student performing at the mastery level applies with proficiency, skill, and confidence the media, techniques, and processes related to his/her specific area of studio art. The student utilizes proper terminology. The student communicates ideas through artwork that indicates an understanding of the medium. He/she uses tools and materials with skill and in a safe and responsible manner.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Studio Art I. Performance needs further development. The Studio Art I student performing at the partial mastery level creates artworks related to his/her specific area of studio art using appropriate media, techniques, and processes. The student uses, with assistance, appropriate terminology. The student identifies, with assistance, how ideas are communicated through the medium. The student uses tools and materials in a safe and responsible manner.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Studio Art I. Performance needs considerable development. The Studio Art I student performing at the novice level creates, with assistance, artworks related to his/her specific area of studio art using appropriate media. The student may use appropriate terminology with prompting. The student uses, with supervision, tools and materials in a safe and responsible manner.

Standard 2: Elements of Art and Principles of Design (VA.S.2)

Students will:

- identify selected elements of art and principles of design as they relate to art and the environment;

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- understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks;
- apply elements of art and principles of design as they relate to the problem-solving skills in the creation of art; and
- communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Elements of Art and Principles of Design Objectives

Students will:

- SAI.2.1 analyze and compare artworks in relationship to elements of art and principles of design in oral and/or written critiques.
- SAI.2.2 create artworks that use organizational principles and functions to solve a specific visual arts problem.
- SAI.2.3 apply multiple solutions to a specific visual arts problem in terms of organizational structures and functions.

Performance Descriptors (VA.PD.SAI.2)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Studio Art I. The Studio Art I student performing at the distinguished level independently researches, analyzes, compares, and critiques artworks in oral, written and/or as an electronic presentation in terms of elements of art and principles of design. The student formulates preliminary work that is refined through research and expert development of elements of art, principles of design, structures and functions to create overall compositional unity in his/her work.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Studio Art I. The Studio Art I student performing at the above mastery level solves design problems involving the elements of art and principles of design using multiple methods, critiques, analysis, and classification processes. The student formulates preliminary work that is refined through research and development of the elements of art and principles of design, structures and functions to create overall compositional unity in his/her work.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Studio Art I. The Studio Art I student performing at the mastery level analyzes and compares artworks in oral or written critiques in terms of the elements of art and principles of design. The student solves visual art problems through preliminary work which is refined through the development of elements of art, principles of design, structures and functions to create overall compositional unity in his/her work.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Studio Art I. Performance needs further development. The Studio Art I student performing at the partial mastery level participates, with assistance, in comparative critiques in terms of the elements of art and principles of design. The student solves, with assistance, visual art problems through various approaches using the elements of art, the principles of design, structures, and functions.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Studio Art I. Performance needs considerable development. The Studio Art I student at the novice level uses, with assistance, the elements of art, principles of design, structures and functions in the creation of two-dimensional and three-dimensional art.

Standard 3: Subject Matter, Symbols and Ideas (VA.S.3)

Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols, and ideas.

Subject Matter, Symbols and Ideas Objectives

Student will:

- SAI.3.1 produce artworks relating to personal subjects and ideas.
- SAI.3.2 research specific images and ideas of past and present cultures.
- SAI.3.3 explain the value of historical ideas and images in personal artwork and the work of others.
- SAI.3.4 integrate symbols and ideas related to contemporary society in their artwork.

Performance Descriptors (VA.PD.SAI.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Studio Art I. The Studio Art I student performing at the distinguished level analyzes and incorporates images and ideas from past and present cultures in his/her artwork. The student generates artwork that relates to personal subjects and incorporates symbols and ideas related to contemporary society. He/she appraises the value of images and ideas in his/her own work and the work of other artists.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Studio Art I. The Studio Art I student performing at the above mastery level invents and develops symbols and uses them in a work of art to communicate meaning. The student critiques his/her use of symbols in the artwork showing how it relates to contemporary culture.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Studio Art I. The Studio Art I student performing at the mastery level researches images and ideas of past and present cultures and explains their value in his/her personal artwork and the work of others. The student produces and integrates within his/her artwork, contemporary symbols and ideas relating to personal subjects.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Studio Art I. Performance needs further development. The Studio Art I student performing at the partial mastery level produces works of art that relate to personal experiences. The student investigates, with assistance, imagery, symbols, and ideas, of past and present cultures.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Studio Art I. Performance needs considerable development. The Studio Art I student performing at the novice level produces, with assistance, works of art using symbols that relate to his/her personal experiences.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and
- demonstrate an understanding of how history, culture, and the arts influence each other.

Art History and Diversity Objectives

Student will:

- SAI.4.1 identify intentions of those creating artworks and discuss the meanings, functions, and uses of specific art objects from various cultures.
- SAI.4.2 describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
- SAI.4.3 research, evaluate, and report the relationships of artworks to one another in terms of history, aesthetics and culture.

Performance Descriptors (VA.PD.SAI.4)

- **Distinguished**

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The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Studio Art I. The Studio Art I student performing at the distinguished level analyzes the intentions of those creating complex works of art and explains the meaning and functions of art objects from various cultures, styles, and time periods. The student acquires and analyzes information from a variety of sources, and effectively reports how artworks relate to one another in terms of history, aesthetics, and cultures.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Studio Art I. The Studio Art I student performing at the above mastery level creates a chart that illustrates a history of visual art that reflects different styles and time periods. The student researches and explains the interrelationship of history, culture, and art.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Studio Art I. The Studio Art I student performing at the mastery level identifies and discusses the intentions of those creating artworks, how specific works are created, and their relationship to history and culture. The student describes the meanings and functions of specific objects from various cultures and periods of history. The student researches, and reports the relationship of artworks to one another in terms of history, aesthetics, and culture.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Studio Art I. Performance needs further development. The Studio Art I student performing at the partial mastery level identifies, with assistance, the intentions of artists' creations in relationship to purpose, history, and culture. The student collects and compiles information about how artworks relate to one another in terms of history.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Studio Art I. Performance needs considerable development. The Studio Art I student at the novice level collects, with assistance, examples of images of past and present cultures and compares them to discuss similarities and differences.

Standard 5: Reflection and Analysis (VA.S.5)

Students will:

- identify multiple purposes for creating works of art;
- analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.

Reflection and Analysis Objectives

Students will:

SAI.5.1 use a critical process to analyze artworks in the context of structures and functions.

SAI.5.2 reflect on and state the historical, cultural, religious, and political influences on specific artworks.

Performance Descriptors (VA.PD.SAI.5)■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Studio Art I. The Studio Art I student performing at the distinguished level judges and evaluates artworks in the context of structures and functions. The student differentiates between historical, cultural, religious, and political influences in artworks he/she selects. The student appropriately applies the information obtained through analysis to his/her own artwork.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Studio Art I. The Studio Art I student performing at the above mastery level analyzes the use of structures and functions in specific artworks. The student differentiates between historical, cultural, religious, and political influences in the works.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Studio Art I. The Studio Art I student performing at the mastery level analyzes the use of structures and functions in a variety of artworks. The student identifies historical, cultural, religious, and political influences on selected artworks.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Studio Art I. Performance needs further development. The Studio Art I student performing at the partial mastery level identifies, with assistance, structures and functions in a variety of artworks. The student identifies, with assistance, historical, cultural, religious, and political influences on selected artworks.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Studio Art I. Performance needs considerable development. The Studio Art I student at the novice level may recall and list, with assistance, historical, cultural, religious, and political influences on selected artworks.

Standard 6: Multi-disciplinary Connections (VA.S.6)

Students will:

- identify characteristics of the visual arts and other disciplines; and
- analyze by comparing and contrasting connections between disciplines.

Multi-disciplinary Connections Objectives

Students will:

- SAI.6.1 compare the materials, technologies, media, and processes of the visual arts with those of other creative discipline.
- SAI.6.2 analyze connections between a given historical period or style in the art media with the scientific or cultural ideas, issues, or themes of the time.

Performance Descriptors (VA.PD.SAI.6)■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Studio Art I. The Studio Art I student performing at the distinguished level contrasts and compares visual art technologies, media, and processes with other disciplines. The student understands how the arts reflect historical periods, scientific or cultural ideas, and relevant issues or themes of the time period. The student applies this information to multi-discipline projects and presentations across the disciplines.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Studio Art I. The Studio Art I student performing at the above mastery level chooses disciplines, other than art, and discusses how they connect with different historical periods, scientific ideas, and cultural issues. The student applies this information to multi-discipline projects.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Studio Art I. The Studio Art I student performing at the mastery level makes connections concerning the materials, technologies, media, and processes of the visual arts with those of other disciplines. The student relates the production of art to historical periods, scientific ideas, and cultural issues or preferences.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Studio Art I. Performance needs further development. The Studio Art I student performing at the partial mastery level discusses, with assistance, the creative process as it relates to visual art and another discipline. The student is aware that history, culture, and science are reflected in artwork from various time periods.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Studio Art I. Performance needs considerable development. The Studio Art I student at the novice level is able to identify, with assistance, historical, cultural, or scientific influences in selected works of art.

Studio Art II

Studio Art II electives provide advanced in-depth study of selected media, techniques, and processes. The advanced level classes require Studio Art I prerequisites in the same area of study or teacher recommendations. Students demonstrate advanced levels of craftsmanship; knowledge of art careers and related professions; advanced level skills in the use of related vocabulary; and proficiency in the selection and use of the media. They practice field experiences, application of modern technology and the safe and responsible care and use of the media. Studio Art II electives include but are not limited to the following courses taught at the advanced level: air brush, animation, architecture, batik, calligraphy, ceramics, color and design, commercial art, computer graphics, crafts, design principles, drawing, electronic imaging, ethnic art, folk art, fiber arts, functional design, graphic design, jewelry, mixed media, painting, photography, printmaking, sculpture, stage design, and stained glass.

Standard 1: Media, Techniques, and Processes (VA.S.1)

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials and tools in a safe and responsible manner.

Media, Techniques and Processes Objectives

Students will:

- SAII.1.1 produce a significant body of work using advanced media techniques and processes confidently and in a safe and responsible manner.
- SAII.1.2 communicate intellectual ideas effectively through the application of problem-solving skills.
- SAII.1.3 create and select work for inclusion in an exhibition/portfolio.

Performance Descriptors (VA.PD.SAII.1)■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Studio Art II. The Studio Art II student performing at the distinguished level independently practices and elaborates on the use of media, techniques, and processes. The student practices advanced problem-solving skills to find multiple solutions to art problems. The student critiques his/her own effectiveness in communicating intellectual ideas. The student selects artworks for exhibition and inclusion in his/her portfolio. All artwork is produced with expertise and executed in a safe and responsible manner.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Studio Art II. The Studio Art II student performing at the above mastery level practices and elaborates on the use of media, techniques, and processes. The student uses advanced problem-solving skills to find solutions to art problems. The student critiques his/her own artwork and selects pieces for inclusion in his/her portfolio. All artwork is produced with skill and in a safe and responsible manner.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Studio Art II. The Studio Art II student performing at the mastery level practices the use of media, techniques, and processes requiring instruction only in the refinement and elaboration of his/her own work. The student uses problem-solving techniques in the creation of artwork. The student critiques his/her own artwork and prepares work for exhibition and/or expansion of his/her own portfolio. All work is created in a safe and responsible manner.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Studio Art II. Performance needs further development. The Studio Art II student performing at the partial mastery level continues to develop skills essential in the use of media, techniques, and processes. The student uses, with assistance, problem-solving techniques in the creation of artwork. Given criteria, the student analyzes his/her artwork and selects items for his/her portfolio. All work is created in a safe and responsible manner.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Studio Art II. Performance needs considerable development. The Studio Art II student at the novice level continues to develop, with assistance, skills in the use of media, techniques, and processes. The student is not consistent in using problem-solving skills in the creation of artwork. The student, with assistance and given criteria, looks at his/her artwork to select art for his/her portfolio. All work is created, with supervision, in a safe and responsible manner.

Standard 2: Elements of Art and Principles of Design (VA.S.2)

Students will:

- identify selected elements of art and principles of design as they relate to art and the environment;
- understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks;
- apply elements of art and principles of design as they relate to the problem-solving skills in the creation of art; and
- communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Elements of Art and Principles of Design Objectives

Students will:

- SAII.2.1 compare and contrast artworks from different viewpoints or cultures in terms of elements and principles of design.
- SAII.2.2 formulate multiple solutions using preliminary drafts in the process of solving assigned problems or independent projects.
- SAII.2.3 appraise the significance of the elements of art, principles of design, structures, and functions in overall compositional unity of their work.

Performance Descriptors (VA.PD.SAII.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Studio Art II. The Studio Art II student performing at the distinguished level consistently researches and evaluates artworks from different viewpoints and cultures in terms of elements of art and principles of design. The student consistently formulates complex multiple solutions with expertise using preliminary drafts to solve assigned problems and projects. The student consistently critiques his/her own work to evaluate the work in terms of the elements of art, principles of design, structures, and functions in order to achieve overall compositional unity.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Studio Art II. The Studio Art II student performing at the above mastery level researches and assesses artworks from different viewpoints and cultures in terms of the elements of art and principles of design. The student formulates, with expertise, complex multiple solutions using preliminary drafts to solve assigned problems and projects. The student critiques his/her work to evaluate it in terms of elements of art, principles of design, structures, and functions in order to achieve overall compositional unity.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Studio Art II. The Studio Art II student performing at the mastery level assesses artworks from different viewpoints and cultures in terms of the elements of art and principles of design. The student formulates multiple solutions using preliminary drafts to solve assigned problems. The student critiques his/her work to assess the use of elements of art, principles of design, structures, and functions in order to achieve overall compositional unity in his/her work.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Studio Art II. Performance needs further development. The Studio Art II student performing at the partial mastery level identifies, with assistance, artworks from different viewpoints and cultures in terms of the elements of art and principles of design. The student formulates, with assistance, solutions using preliminary drafts to solve assigned problems. The student, with assistance, assesses his/her work in terms of elements of art, principles of design, structures, and functions in order to achieve overall compositional unity.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Studio Art II. Performance needs considerable development. The Studio Art II student at the novice level occasionally, with assistance, discusses artworks from different viewpoints and cultures in terms of elements of art and principles of design. The student formulates, with assistance, solutions using preliminary drafts to solve assigned problems. The student may assess, with assistance, his/her work in terms of elements of art, principles of design, structures, and functions in order to achieve compositional unity.

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Standard 3: Subject Matter, Symbols and Ideas (VA.S.3)

Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for art works; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols and ideas.

Subject Matter, Symbols and Ideas Objectives

Students will:

SAII.3.1 select symbols and ideas as content for artwork.

SAII.3.2 differentiate specific themes or ideas in terms of aesthetics.

Performance Descriptors (VA.PD.SAII.3)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Studio Art II. The Studio Art II student performing at the distinguished level consistently analyzes symbols for use in his/her own work to reflect specific themes. The student consistently evaluates symbols for their effectiveness in various forms of art. The student uses symbols in his/her artwork with consistency and expertise.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Studio Art II. The Studio Art II student performing at the above mastery level analyzes symbols for use in his/her work to reflect specific themes. The student evaluates symbols for their effectiveness in various forms of art. The student uses symbols in his/her work with skill.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Studio Art II. The Studio Art II student performing at the mastery level selects symbols for his/her artwork that reflects subject matter and ideas. The student applies problem-solving skills to make choices in creating art relative to subject matter, symbols, and ideas.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Studio Art II. Performance needs further development. The Studio Art II student performing at the partial mastery level uses symbols in artwork to reflect a certain theme or idea. The student generates, with assistance, ideas for the use of symbols in artwork.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Studio Art II. Performance needs considerable development. The Studio Art II student at the novice level uses, with assistance, symbols in artwork to reflect a theme.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and
- demonstrate an understanding of how history, culture, and the arts influence each other.

Art History and Diversity Objectives

Students will:

SAII.4.1 analyze art media in various cultures to identify common themes or motifs.

SAII.4.2 determine how history and culture affects art criticism and aesthetics.

Performance Descriptors (VA.PD.SAII.4)■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Studio Art II. The Studio Art II student performing at the distinguished level independently researches and analyzes the artwork of various cultures to find commonalities of themes and motifs. The student consistently recognizes historical periods by the representative artwork and explains the changes in artwork as reactions to criticism and aesthetics.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Studio Art II. The Studio Art II student performing at the above mastery level analyzes the artwork of various cultures to find commonalities of themes and motifs. The student recognizes historical periods by the representative artwork and explains the changes in artwork as reactions to criticism and aesthetics.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Studio Art II. The Studio Art II student performing at the mastery level identifies commonalities of themes and motifs in major culture groups. The student examines art in history to determine historical time periods and changes in art criticism and aesthetics.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Studio Art II. Performance needs further development. The Studio Art II student performing at the partial mastery level identifies, with assistance, commonalities of themes and motifs in culture groups. The student examines, with assistance, art in history to determine historical time periods and changes in criticism and aesthetics.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Studio Art II. Performance needs considerable development. The Studio Art II student performing at the novice level occasionally, with assistance, identifies commonalities of themes and motifs in culture groups. The student may look at, with assistance, art in history to discuss historical time periods and changes in aesthetics.

Standard 5: Reflection and Analysis (VA.S.5)

Students will:

- identify multiple purposes for creating works of art;
- analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.

Reflection and Analysis Objectives

Students will:

SAII.5.1 develop oral and written critiques of their own and other artists' works.

SAII.5.2 compile multi-level portfolio materials and projects which may include reflective writing, journals, drafts, self-critiques, and an artist's statement.

Performance Descriptors (VA.PD.SAII.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Studio Art II. The Studio Art II student performing at the distinguished level expands his/her portfolio to include personal critiques of his/her own work, reactions by peers and juries, and compares responses to his/her work with that of other artists. The student addresses orally and in written form the changing nature of the arts. The student independently selects representative studio work to include in his/her portfolio.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Studio Art II. The Studio Art II student performing at the above mastery level expands his/her portfolio to include evaluations of his/her own and others' artworks. The student includes evidence of idea development, reflective writing and selected studio projects that demonstrate depth of studio experiences.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Studio Art II. The Studio Art II student performing at the mastery level develops expanded materials for his/her portfolio to include written critiques of his/her own work and the work of other artists, processes of idea development for visual or written entries and a refined artist statement. The student selects completed studio projects in various forms (prints, slide, etc.) to include in his/her portfolio.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Studio Art II. Performance needs further development. The Studio Art II student performing at the partial mastery level expands, with assistance, his/her portfolio to include evidence of personal reflection of his/her own work, an outline or draft of an artist statement and selected examples representative of his/her studio activities.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Studio Art II. Performance needs considerable development. The Studio Art II student performing at the novice level develops materials to expand his/her portfolio. The student creates, with assistance, an outline or draft of an artist statement. The student selects, with assistance, studio projects and self-evaluation remarks to include in his/her portfolio.

Standard 6: Multi-disciplinary Connections (VA.S.6)

Students will:

- identify characteristics of the visual arts and other disciplines; and
- analyze by comparing and contrasting connections between disciplines.

Multi-disciplinary Connections Objectives

Students will:

SAII.6.1 incorporate another discipline(s) into their artwork.

Performance Descriptors (VA.PD.SAII.6)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Studio Art II. The Studio Art II student performing at the distinguished level explains the interrelationship of art and other disciplines. The student creates artwork that reveals subject matter of other disciplines. The student presents multi-discipline projects.

200304

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Studio Art II. The Studio Art II student performing at the above mastery level demonstrates his/her understanding of how visual art is related to other disciplines through the use of ideas from other disciplines in his/her artwork.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Studio Art II. The Studio Art II student performing at the mastery level recognizes the interrelationship of art and other disciplines. The student uses ideas from other disciplines in his/her artwork.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Studio Art II. Performance needs further development. The Studio Art II student performing at the partial mastery level identifies examples of information from other disciplines in artwork and uses them, with assistance, in his/her own artwork.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Studio Art II. Performance needs considerable development. The Studio Art II student performing at the novice level identifies, with assistance, two characteristics of visual art and other disciplines and describes their connections.

Art History, Appreciation, Aesthetics

The students identify, discuss, and compare cultural and multi-cultural influences on the arts, including social, political, economic, functional and aesthetic considerations. They develop a variety of critical analyses. They examine different philosophies and viewpoints. Students' experiences with art media within its historical context will connect selected artwork to the artist's process. Products and/or presentations relate cognitive learning to artistic practices. Knowledge of related careers in the fields of art history and aesthetics are covered as well as the application of technology to assist learning.

Standard 1: Media, Techniques and Processes. (VA.S.1)

- identify media and materials used in creating art;
- understand processes and techniques in creating art;
- apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and
- use materials and tools in a safe and responsible manner.

Media, Techniques and Processes Objectives

Students will:

- AH.1.1 identify and describe various styles, techniques, and media in works of art.
- AH.1.2 use in a safe and responsible manner, media, techniques and processes in relation to artwork studied.
- AH.1.3 examine and classify media and processes of artists throughout history.

Performance Descriptors (VA.PD.AH.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the distinguished level researches, identifies, and describes, using appropriate terminology, the various styles, techniques, and media in works of art throughout history. The student analyzes the choices made by artists in terms of media, techniques and processes. The student examines and uses, in a safe and responsible manner, media, techniques, and processes that relate to the artworks.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the above mastery level categorizes various styles, techniques, and media in historical works of art using appropriate terminology. The student compares and contrasts artist' use of media, techniques, and processes. The student uses related media, techniques and processes in a safe and appropriate manner.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the mastery level identifies and describes, using appropriate terminology, the various styles, techniques, and media in historical works of art. The student examines and uses, with assistance, media, techniques, and processes that relate to the studied artworks.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Art History, Appreciation, and Aesthetics. Performance needs further development. The Art History, Appreciation, and Aesthetics student performing at the partial mastery level identifies, with assistance, various styles, techniques, and media in works of art throughout history. He/she may use appropriate terminology. The student examines media, techniques, and processes that relate to the studied artworks. The student uses, with assistance, media, techniques, and processes in a safe and appropriate manner.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Art History, Appreciation, and Aesthetics. Performance needs considerable development. The Art History, Appreciation, and Aesthetics student at the novice level recognizes, with assistance, some styles, techniques, and media used in works of art throughout history. The student, with supervision, uses media, techniques, and processes in a safe and responsible manner.

Standard 2: Elements of Art and Principles of Design (VA.S.2)

Students will:

- identify selected elements of art and principles of design as they relate to art and the environment;
- understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks;
- apply elements of art and principles of design as they relate to the problem-solving skills in the creation of art; and
- Communicate expressive ideas that demonstrate an understanding of structures and functions in art.

Elements of Art and Principles of Design Objectives

Students will:

- AH.2.1 recognize the elements of art and principles of design used across the cultures and time periods.
- AH.2.2 integrate the elements of art and principles of design to two- and three-dimensional art across cultures and time periods.
- AH.2.3 collect information concerning a variety of artists' applications of applying the elements of art and principles of design.
- AH.2.4 point out how the structures and functions of art are communicated in various cultures throughout history.

Performance Descriptors (VA.PD.AH.2)■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the distinguished level researches and elaborates on the elements of art and principles of design used across cultures and time periods. The student collects, analyzes, and reports information on a variety of artists' applications of the elements of art, principles of design, structures and functions.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the above mastery level demonstrates knowledge of the elements of art and principles of design as used in two-dimensional and three-dimensional artworks that represent various cultures and time periods. The student explains information collected on artists' application of the elements of art, principles of design, structures and functions.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the mastery level recognizes the elements of art and principles of design used across cultures and time periods. The student integrates the elements of art and principles of design in two-dimensional and three-dimensional art that represents various cultures and time periods. The student collects information on artists' applications of the elements of art, principles of design, structures, and functions.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Art History, Appreciation, and Aesthetics. Performance needs further development. The Art History, Appreciation, and Aesthetics student performing at the partial mastery level recognizes, with assistance, the elements of art and principles of design used across cultures and periods. The student identifies, with assistance, a variety of artists' applications of the elements of art, principles of design, structures and functions.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Art History, Appreciation, and Aesthetics. Performance needs considerable development. The Art History, Appreciation, and Aesthetics student performing at the novice level may identify, with assistance, elements of art and principles of design and may recognize that they are used in various works of art that relate to the environment. The student may demonstrate, with assistance, an understanding of how the elements of art and principles of design apply to two-dimensional and three-dimensional objects and artworks.

Standard 3: Subject Matter, Symbols and Ideas (VA.S.3)

Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for art works; and
- apply problem-solving skills to choices in creating art relative to subject matter, symbols, and ideas.

Subject Matter, Symbols and Ideas Objectives

Students will:

- AH.3.1 identify and compare cultural and multi-cultural influences on art.
- AH.3.2 recognize symbols, issues, and themes related to artworks of varied time periods and cultures.
- AH.3.3 compare and contrast aesthetic expression in terms of both form and content.
- AH.3.4 explain the process of how artists find subject matter, and ideas in creating art.

Performance Descriptors (VA.PD.AH.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the distinguished level independently identifies, compares, analyzes, and reports on cultural and multi-cultural influences on art. The student analyzes and critiques the use of symbols, issues, and themes related to artworks of varied time periods and cultures. The student consistently compares and contrasts aesthetic expression in terms of both form and content. The student independently researches, analyzes, and reports on the process artists use to find subject matter and ideas in creating art. The student uses this knowledge to create an idea for a work of art.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the above mastery level analyzes and reports on the use of symbols, issues, and themes related to artworks from various time periods. The student analyzes symbols, issues, and themes used in cultural and multi-cultural art. The student analyzes and critiques selected artists' use of expression in terms of form and content. The student researches and explains the process artists use to choose subject matter and ideas in creating art.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the mastery level identifies and compares cultural and multi-cultural influences in art. The student recognizes symbols, issues, and themes related to artworks of varied time periods and cultures. The student compares and contrasts aesthetic expression in terms of form and content. The student explains the processes artists use to find subject matter and ideas in creating art.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Art History, Appreciation, and Aesthetics. Performance needs further development. The Art History, Appreciation, and Aesthetics student performing at the partial mastery level identifies, with assistance, cultural and multi-cultural influences in art. The student recognizes, with assistance, symbols, issues, and themes of varied time periods and cultures. The student identifies, with assistance, aesthetic expression in terms of form and content. The student recognizes that artists have a process to find subject matter and ideas for his/her artwork.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Art History, Appreciation, and Aesthetics. Performance needs considerable development. The Art History, Appreciation, and Aesthetics student at the novice level may identify, with assistance, cultural and multi-cultural influences in artwork. The student recognizes, with assistance, how artists find subject matter and ideas for his/her artwork. The student may recognize, with assistance, that artists use aesthetic expression in form and content in the creation of art.

Standard 4: Art History and Diversity (VA.S.4)

Students will:

- identify how the visual arts have a history and specific relationship to culture;
- analyze works of art that reflect different styles and time periods; and
- demonstrate an understanding of how history, culture, and the arts influence each other.

Art History and Diversity Objectives

Students will:

- AH.4.1 analyze the historical influences on contemporary art.
- AH.4.2 research and apply styles and periods of art through products or presentations.
- AH.4.3 explain that artistic forms are often indicators of social/religious beliefs.

Performance Descriptors (VA.PD.AH.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the distinguished level independently researches, analyzes, and reports how art throughout history influences contemporary art. The student researches and applies knowledge of styles and periods to products or presentations. The student researches a variety of sources, analyzes and reports how characteristics of form are indicators of social/religious beliefs.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the above mastery level categorizes historical art styles and outlines how they influence contemporary art. The student differentiates between styles and periods through products or presentations. The student illustrates, through presentation, how characteristics of form are indicators of social/religious beliefs.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the mastery level analyzes how art throughout history influences contemporary art. The student researches and applies knowledge of styles and periods to products or presentations. The student explains how characteristics of form are indicators of social/religious beliefs.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Art History, Appreciation, and Aesthetics. Performance needs further development. The Art History, Appreciation, and Aesthetics student performing at the partial mastery level recognizes, with assistance, that art throughout history influences contemporary art. The student applies, with assistance, information about styles and historical periods to products or presentations. The student recognizes, with assistance, that characteristics of form are indicators of social/religious beliefs.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Art History, Appreciation, and Aesthetics. Performance needs considerable development. The Art History, Appreciation, and Aesthetics student at the novice level may recognize, with assistance, paintings and other artworks that influence contemporary art. The student, with assistance, may understand the progression and development of art through the ages. The student may recognize, with assistance, that characteristics of form are indicators of social/religious beliefs.

Standard 5: Reflection and Analysis (VA.S.5)

Students will:

- identify multiple purposes for creating works of art;
- analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and
- describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.

Reflection and Analysis Objectives

Students will:

- AH.5.1 analyze the purposes and resulting effects of criticism in a variety of written or oral forms,
- AH.5.2 compare artists, styles, techniques, and their influences within a given time period using a critical process,
- AH.5.3 develop criteria for critiques about artists, styles, movements, aesthetics and concepts.

Performance Descriptors (VA.PD.AH.5)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the distinguished level independently researches information about art critics from a variety of sources. He/she identifies and analyzes the purposes and results of art critics and criticisms in a variety of written and oral presentations. The student independently examines and compares, using aesthetic inquiry, a number of artists' styles, techniques, and influences within a given time period. The student independently describes, compares, and reports on a variety of individual responses to artworks from various eras and cultures. The student independently develops criteria for critiques about artists, styles, movements, aesthetics and concepts. The student critiques a variety of artworks based on the criteria he/she has developed.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the above mastery level acquires information about art critics from a variety of sources. He/she identifies and analyzes the purposes and results of art critics and criticisms in written and oral presentation. The student chooses a variety of art from a specific period and performs a critical analysis. The student independently compares and contrasts different artists' approaches to the subjects, styles, and techniques of the period. The student independently develops criteria to assess artists, historical styles, movements, aesthetics, and concepts.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the mastery level identifies and analyzes the purposes and results of art critics and criticisms in written or oral presentations. The student uses a critical process to compare artists, styles, techniques, and their influences within a given time period. The student develops, with assistance, criteria for critiques about artists, historical styles, movements, aesthetics, and concepts.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Art History, Appreciation, and Aesthetics. Performance needs further development. The Art History, Appreciation, and Aesthetics student performing at the partial mastery level recognizes, with assistance, the purpose and results of art critics and criticisms in written or oral form. The student uses, with assistance, a critical process to compare artists, styles, techniques and their influences. The student uses, with assistance, criteria for critiques about artists, historical styles, movements, aesthetics, and concepts.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Art History, Appreciation, and Aesthetics. Performance needs considerable development. The Art History, Appreciation, and Aesthetics student at the novice level recognizes, with assistance, the purposes of art critics and may discuss them. The student compares, with assistance, two artists and their styles and techniques and discusses, with assistance, these artists' influence on the art of the period.

Standard 6: Multi-disciplinary Connections (VA.S.6)

Students will:

- identify characteristics of the visual arts and other disciplines; and
- analyze by comparing and contrasting connections between disciplines.

Multi-disciplinary Connections Objectives

Students will:

AH.6.1 explore art history and its relationships to other disciplines.

Performance Descriptors (VA.PD.AH.6)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the distinguished level independently researches how art history relates to other disciplines by comparing, contrasting, and applying their intricate inter-connections. The student uses this information in presentations across the curriculum.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the above mastery level researches how art history relates to other disciplines by comparing and contrasting their intricate inter-connections. The student uses this information in a multi-discipline presentation.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Art History, Appreciation, and Aesthetics. The Art History, Appreciation, and Aesthetics student performing at the mastery level explains art history as it relates to other disciplines by comparing and contrasting their inter-connections.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Art History, Appreciation, and Aesthetics. Performance needs further development. The Art History, Appreciation, and Aesthetics student performing at the partial mastery level recognizes that art history relates to other disciplines.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Art History, Appreciation, and Aesthetics. Performance needs considerable development. The Art History, Appreciation, and Aesthetics student at the novice level identifies, with assistance, a connection between art history and other disciplines.

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT: Policy 2520.12 Visual Art Content Standards and Objectives for WV Schools FUND _____

SOURCE OF REVENUE: ☐ GENERAL FUND ☐ SPECIAL ☐ OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: ☐ AN ORIGINAL ESTIMATE ☐ BUDGET BILL ☐ OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: ☐ AN ORIGINAL ESTIMATE ☐ BUDGET BILL ☐ OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. ESTIMATED TOTAL REVENUES	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

There will be no increase in costs due to this policy.

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

April 10, 2003

West Virginia Department of Education



POLICY 2520.12: Visual Art Content Standards and Objectives for West Virginia Schools
COMMENT LOG
January 10, 2003 – March 7, 2003

ACTION TYPE
 N: No Response - Negative
 N/A Not Accepted + Positive
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/Type	Rationale
Grade 1 – General Art – VA.S.1				
Media, Techniques and Processes Objectives				
March 5, 2003	Linda Elmer, CSO Writing Committee Member and Art Teacher, North Marion H.S.	VA1.1.5 should read "differences in kinds of paper"	A o	clarification
Grade 2 – General Art – VA.PD.2.1				
Partial Mastery				
same as above	same as above	close up space between Grade 2 and General Art	A o	mechanical error
Grade 4 – General Art				
VA.4.1.1 – page 22				
same as above	same as above	change "sculpture media" to "sculpture materials"	A o	less redundant
Grade 4 – General Art				
VA.4.2.9 and VA.4.2.10 – page 23				
same as above	same as above	change "elements of design" to "elements of art"	A o	for consistency
Grade 4 – General Art				
Performance Descriptors under Standard 2				
same as above	same as above	questioning having 4 th graders "research"	N/A -	The word "research" will be addressed in a glossary

Grade 5 – General Art				
VA.PD.5.4 under <i>Partial Mastery</i> on page 31				
March 6, 2003	Ellen Kell, CSO Writing Committee member and Art Teacher, Ceredo Elementary	change "reflect time and space" to "reflect time and place"	A o	for consistency and clarity
Grade 6 – General Art				
Page 35 , Performance Descriptors VA.PD.6.2				
March 6, 2003	Linda Dlugos, CSO Writing Committee member and Art Teacher, Suncrest Middle School	change "he/she" to "he/she" under <i>Distinguished</i> add a period at end of the <i>Mastery</i> descriptor at page base	A o	mechanical errors
Grade 6 – General Art				
Page 37, Performance Descriptors under VA.PD.6 <i>Mastery</i>				
same as above	same as above	under Distinguished, change "reflect" to "reflects" under <i>Mastery</i> , add sentence: "The student creates artwork representative of time and place."	A o	verb usage error and error of omission
Grade 6 - General Art				
for VA.PD.6.3 on page 36; VA.PD.6.4 on page 37; VA.PD.6.5 on page 38; VA.PD.6.6 on page 39				
same as above	same as above	Delete the following wording in all of the <i>Above Mastery</i> Performance Descriptors only: "The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard ..[etc]...." Replace with the following wording: "The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in...[etc.]..."	A o	typing error of duplication in copying and pasting -- made by committee member when originally working on document

Grade 7 - General Art				
VA.PD.7.1 on p. 40; VA.PD.7.2 on p. 41; VA.PD.7.3 on p. 42; VA.PD.7.4 on p. 43; VA.PD.7.5 on p. 44; VA.PD.7.6 on p. 45				
same as above	same as above	Delete the following wording in all of the Above Mastery Performance Descriptors only: "The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard ...[etc]...." Replace <i>with</i> the following wording: "The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard ...[etc.]..."	A o	typing error of duplication in copying and pasting -- made by committee member when originally working on document
Grade 8 - General Art				
VA.PD.8.1 on p. 46; VA.PD.8.2 on p. 47; VA.PD.8.3 on p. 48; VA.PD.8.4 on p. 49; VA.PD.8.5 on p. 51; VA.PD.8.6 on p. 52				
same as above	same as above	Delete the following wording in all of the Above Mastery Performance Descriptors only: "The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard ...[etc]...." Replace <i>with</i> the following wording: "The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard ...[etc.]..."	A o	typing error of duplication in copying and pasting -- made by committee member when originally working on document

Grade 7 - General Art

Distinguished Performance Descriptor VA.PD.7.4 on page 43

March 5, 2003	Linda Elmer, CSO Writing Committee Member and Art Teacher, North Marion H.S.	Delete the following sentence: "The student presents a research paper discussing his/her findings." Replace with the following sentence: The student creates an artwork representative of his/her own history and culture, and presents an oral or written analysis of her/her findings.	A 0	It was decided by a consulted writing committee member that research results can be oral or written
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Grade 7 - General Art

Distinguished Performance Descriptor VA.PD.7.6 on page 45

same as above	same as above	change "compare and analyze" to "compares and analyzes"	A 0	usage error
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Adolescent Visual Art Education 9 - 12

Introduction section on page 53

same as above	same as above	Delete last sentence "For this reason, students working at two or more achievement levels may be accommodated in a single class if space permits and/or if enrollment is small."	N/A	Sentence is required to remain in policy
same as above	same as above	Delete the names of elective courses for which there are no CSO's written in the document and leave only the electives which are included in Policy 2520.12. Delete: AP Studio Art, AP Art History and Humanities Art History, Appreciation, Aesthetics are combined in one set of CSO's.	A 0	This suggestion was taken because leaving in all the courses on the list suggests that CSO's are written for all of them when they are not.

General Art I				
VA.I.PD.4, top of page 57, Above Mastery				
same as above	same as above	replace "it" with "knowledge/understanding of it"	A o	needed clarity
General Art I				
page 57, Reflection and Analysis Objectives VAI.5.3				
same as above	same as above	replace "develop" with "use"	A o	Art I cannot develop criteria; "use" is appropriate
General Art I				
page 58, Partial Mastery of VAI.PD.5				
same as above	same as above	replace "used" with "needed"	A o	needed clarity
General Art I				
page 58, VAI.6.2				
same as above	same as above	replace 2 nd "to" with "in comparison with"	A o	to avoid redundancy
General Art II				
page 59, Performance Descriptors (VAII.PD.1)				
March 7, 2003	Linda Dlugos, CSO Writing Committee member and Art Teacher, Suncrest Middle School	Need to indent "The student" under <i>Distinguished</i>	A o	mechanical error

General Art II				
p. 61, Performance Descriptors (VAII.PD.2)				
March 5, 2003	Linda Elmer, CSO Writing Committee Member and Art Teacher, North Marion H.S.	Change "Art 11" to "Art II"	A o	mechanical error
General Art II				
p. 63, (VAII.5.4)				
same as above	same as above	Delete: "compare their artwork to others" Replace with: "draw comparisons of artwork"	A o	original wording too critical for Art II student
General Art III				
p. 65, (VAIII.1.3)				
same as above	same as above	Insert "an" after "inclusion in ..." – inclusion in an	A o	error of omission
General Art IV				
p. 71, VAIV.2.2 and VAIV.PD.2				
same as above	same as above	change "function and structures" to "structures and functions"	A o	consistency and correctness
General Art IV				
p. 72, VAIV.PD.2 Performance Descriptor				
same as above	same as above	change "function and structures" to "structures and functions" throughout descriptors' wordings	A o	consistency and correctness
Art History, Appreciation, Aesthetics				
p. 87, Partial Mastery PD for VA.PD.AH.1				
same as above	same as above	Replace "the" with "they" in the sentence "The may use appropriate terminology."	A o	mechanical error

Mary Baldwin

From: Julia Lee [jrlee@access.k12.wv.us]
Sent: Thursday, April 17, 2003 1:07 PM
To: Mary Baldwin
Subject: Comments on Visual Art Standards

Follow Up Flag: Follow up
Flag Status: Flagged

-----Original Message-----

From: Sunbasket49@cs.com [mailto:Sunbasket49@cs.com]
Sent: Sunday, March 09, 2003 11:23 PM
To: jrlee@access.k12.wv.us
Subject: Performance Descriptor Corrections

The Same Correction Applies To:
VA.PD.6.3 / VA.PD.6.4 / VA.PD.6.5 / VA.PD.6.6

Delete the following sentence in all of the previously listed Above Mastery Performance Descriptors only

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 6-General Art.

Replace the following sentence in all of the previously listed Above Mastery Performance Descriptors only

The student demonstrates competent and proficient performance and shows a through and effective application of knowledge and skills that exceeds the standard in Grade 6-General Art.

The Same Correction Applies To:
VA.PD.7.1 / VA.PD.7.2 / VA.PD.7.3 / VA.PD.7.4 / VA.PD.7.5 / VA.PD.7.6

Delete the following sentence in all of the previously listed Above Mastery Performance Descriptors

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 7-General Art.

Replace the following sentence in all of the previously listed Above Mastery Performance Descriptors

The student demonstrates competent and proficient performance and shows a through and effective application of knowledge and skills that exceeds the standard in Grade 7-General Art.

The Same Correction Applies To:
VA.PD.8.1 / VA.PD.8.2 / VA.PD.8.3 / VA.PD.8.4 / VA.PD.8.5 / VA.PD.8.6

Delete the following sentence in all of the previously listed Above Mastery Performance Descriptors

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade 8-General Art.

Replace the following sentence in all of the previously listed Above Mastery

Mary Baldwin

From: Julia Lee [jrlee@access.k12.wv.us]
Sent: Thursday, April 17, 2003 1:10 PM
To: Mary Baldwin
Subject: Comments on Visual Art Standards

Follow Up Flag: Follow up
Flag Status: Flagged

-----Original Message-----

From: Victoria Fergus [mailto:Victoria.Fergus@mail.wvu.edu]
Sent: Saturday, March 08, 2003 12:27 PM
To: jrlee@access.k12.wv.us
Subject: Re: CSO Deadline!

All comments for changes seem fine. Thanks for all your work. My email wouldn't open last night because they were upgrading the system.
V

>>> "Julia Lee" <jrlee@access.k12.wv.us> 03/07/03 16:00 PM >>>
Dear Committee Members:

The end of comment period on the new CSOs is today, March 7.

Interestingly enough, I had not received comments involving major changes until this last week!

I have sent Linda Elmer's comments out to you, and have heard no disagreements.

Linda Dlugos sends the following comment below with my response in text.

Performance Descriptors:

Explain terms used such as exceptional, exemplary, competent, etc for all five levels of the descriptors. [THIS IS BEING DONE IN THE BEGINNING OF THE DOCUMENT.]

All of the performance descriptors in grades 6-8 should have another "look see" for alignment. Am having trouble relating them to a specific lesson. [IF THERE IS GOING TO BE A "LOOK SEE" THIS IS TERRIBLY LATE. I AM UP AGAINST A VERY TIGHT DEADLINE. CAN LINDA DLUGOS BE RESPONSIBLE FOR THIS? MY DEADLINE IS NEXT WEEK!]

Grade 6: Pg 35: PD-Distinguished: (5th line) should read: critiques how he/she has used..

Pg 35: PD-Mastery: End of PD should have a period.

Grade 6: Pg 37: PD-Mastery: Suggestion for last line to read: The student creates artwork representative of time and place.

[WILL MAKE THOSE ADJUSTMENTS UNLESS I HEAR THAT THE MAJORITY ARE NOT IN AGREEMENT.]

NOTE: I felt that it was important to get this email out to the entire committee so that, up front, everyone knows the action being taken.

Mary Baldwin

From: Julia Lee [jrlee@access.k12.wv.us]
Sent: Thursday, April 17, 2003 1:09 PM
To: Mary Baldwin
Subject: Comments on Visual Art Standards

Follow Up Flag: Follow up
Flag Status: Flagged



comments on csos.doc

-----Original Message-----

From: Julia Lee [mailto:jrlee@access.k12.wv.us]
Sent: Thursday, March 06, 2003 9:02 AM
To: Bob Robinson; Carl O'Dell; Cleo Morgan; Debra Moore; Ellen Kell; Helen Reese; Holly W. Landes; Linda Dlugos; Linda Elmer; Sandra K. Hill; Theodora Pennock; Vickie Fergus
Subject: comments on visual art csos

Dear Committee Members:

Please look over the attached comments on the Visual Art CSOs and respond to me no later than tomorrow if you feel there need to be changes. TOMORROW is the deadline. These are the only comments I have received on Visual Art, but they just came in.

Thanks for taking some last minute time to respond! If there are not enough responses toward change, the CSOs will remain as is.

Sincerely,

Julia Murin Lee, Fine Arts Coordinator
Office of Instructional Services
Division of Instructional & Student Services
West Virginia Department of Education
Building 6, Room 330
1900 Kanawha Blvd., East
Charleston, WV 25305-0330

Phone: 304-558-7805, ext. 348
Email: jrlee@access.k12.wv.us <mailto:jrlee@access.k12.wv.us>
Fax: 304-558-0459

Mary Baldwin

From: Julia Lee [jrlee@access.k12.wv.us]
Sent: Thursday, April 17, 2003 1:08 PM
To: Mary Baldwin
Subject: Comments on Visual Art Standards

Follow Up Flag: Follow up
Flag Status: Flagged

-----Original Message-----

From: Sunbasket49@cs.com [mailto:Sunbasket49@cs.com]
Sent: Thursday, March 06, 2003 11:45 PM
To: jrlee@access.k12.wv.us
Subject: Re: comments on visual art csos

I could not find how to comment on the CSO's on the official website.

Comments on Policy 2520.12
Visual Art Content Standards & Objectives for WV Schools

Linda Dlugos, Art Teacher
Suncrest Middle School
Morgantown, WV

Performance Descriptors:

Explain terms used such as exceptional, exemplary, competent, etc for all five levels of the descriptors.

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Mary Baldwin

From: Julia Lee [jrlee@access.k12.wv.us]
Sent: Thursday, April 17, 2003 1:08 PM
To: Mary Baldwin
Subject: Comments on Visual Art Standards
Follow Up Flag: Follow up
Flag Status: Flagged

-----Original Message-----

From: Victoria Fergus [mailto:fergusv@adelphia.net]
Sent: Friday, March 07, 2003 10:05 AM
To: jrlee@access.k12.wv.us
Subject: comments

Hi again...not sure why it sent it in 8 point. I copy pasted it into another email account I can change the font size on. The WVU email won't let you change things. Oh well.

Sorry about that.

V

Hi Julia,

I would incorporate as many suggestions from Linda as possible. Since she was in the initial group that worked on all this stuff. I agree that the final form should include a glossary.

Is there any way to include some type of statement to the effect that if classroom teachers are responsible for this that professional development sessions over a period of time are highly recommended with instructors highly qualified with the materials running them? Or some such. With current budget cuts I heard another county just eliminated all specialists for next year.

Also agree with Linda on the wording at the secondary level that doesn't give administrator too much wiggle room for making art teacher's lives even more miserable than currently.

Currently I'm not online at home for a few days. Hope to get the problem fixed soon.

Vickie

Mary Baldwin

From: Julia Lee [jrlee@access.k12.wv.us]
Sent: Thursday, April 17, 2003 1:07 PM
To: Mary Baldwin
Subject: Comments on Visual Art Standards

Follow Up Flag: Follow up
Flag Status: Flagged

-----Original Message-----

From: Julia Lee [mailto:jrlee@access.k12.wv.us]
Sent: Friday, March 07, 2003 4:01 PM
To: Bob Robinson; Carl O'Dell; Cleo Morgan; Debra Moore; Ellen Kell;
Helen Reese; Holly W. Landes; Linda Dlugos; Linda Elmer; Sandra K.
Hill; Theodora Pennock; Vickie Fergus
Subject: CSO Deadline!

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Julia Murin Lee, Fine Arts Coordinator
Office of Instructional Services
Division of Instructional & Student Services