

STANDARDS AND BENCHMARKS

Visual Arts Education K-12

Standard # 1: Understanding and applying media, techniques, and processes.

K-2 Benchmarks:

1. Know the differences between art materials, techniques and processes used in creating the visual arts.
2. Describe how different materials, and techniques can cause different outcomes or responses.
3. Use different media, techniques and processes to communicate.
4. Use art materials and tools in a safe and responsible manner.

3-5 Benchmarks:

1. Know the differences between materials, techniques and processes and effectively use them to communicate their ideas.
2. Describe how different materials, techniques and processes cause different responses that when used, enhance communication of the student's ideas.
3. Use art materials and tools in a safe and responsible manner.

6-8 Benchmarks:

1. Select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.
2. Intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
3. Use art materials and tools in a safe and responsible manner.

9-12 Benchmarks:

1. Apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are carried out in their artwork.
2. Conceive and create works of visual art that demonstrates an understanding of how the communication of their ideas relate to the media, techniques and processes they use.
3. Use art materials and tools in a safe and responsible manner.

Standard # 2: Using knowledge of structures and functions.

K-2 Benchmark:

1. Recognize the organization of ideas in the production of art.
2. Understand “Art” as a form of expression and visual statement.

3-5 Benchmarks:

1. Know the differences among visual characteristics and purposes of art, and the effects it has upon their own works of art.
2. Use different expressive features and functions of art to communicate their ideas, and gain different responses.

6-8 Benchmarks:

1. Generalize about the effect of visual structures and functions and reflect upon these effects in their own work.
2. Employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.
3. Select and use the qualities of structures and functions of art to improve communication of their ideas.

9-12 Benchmarks:

1. Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
2. Evaluate the effectiveness of artwork in terms of organizational structures and functions.
3. Create artwork that uses organizational principles and function to solve specific visual art problems.

Standard # 3: Choosing and evaluating a range of subject matter, symbols and potential ideas in the visual arts.

K-2 Benchmark:

1. Understand specific content in works of art
2. Use symbols, subject matter, and ideas to communicate meaning in their art work.

3-5 Benchmarks:

1. Use and understand specific visual and cultural content to communicate meaning in their artwork.
2. Understand and use subject matter, symbols, and art elements to demonstrate and understanding of aesthetic value of artwork.

6-8 Benchmarks:

1. Integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their art works.
2. Use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in art works.

9-12 Benchmarks:

1. Reflect on how artwork differs visually, spatially, temporarily and functionally and describe how these are related to history and culture.
2. Apply subject, symbol, and ideas in their artwork and use the skills gained to solve problems in daily life.

Standard # 4: Understanding the visual arts in relation to history and culture.

K-2 Benchmark:

1. Know that the visual arts have a history and specific relationships to different cultural.
2. Be able to identify specific works of art as belonging to a particular culture, time or place.

3-5 Benchmarks:

1. Understand how history, culture and the visual arts can influence each other in the making of art.

6-8 Benchmarks :

2. Know and compare the characteristics of art works in various eras and cultures.
3. Describe and place a variety of art objects in historical and cultural contexts.
4. Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.

9-12 Benchmarks:

1. Describe the function and explore the meaning of visual art objects within varied cultures, times, and places.
2. Analyze relationships of works of art to one another in terms of history, esthetics, and culture and apply that analysis to their work.

Standard # 5: Reflecting upon and assess the characteristics and merits of their work and the work of others.

K-2 Benchmark:

1. Understand there are different reasons and purposes for creating visual art.

3-5 Benchmarks:

2. Compare different reasons for creating art.
3. Demonstrate the ability to analyze their own work and that of others.
4. Describe how people's experiences can influence the development of specific pieces of artwork.

6-8 Benchmarks:

1. Compare multiple purposes for creating works of art
2. Analyze contemporary and historic meaning in specific art works through cultural and aesthetic inquiry.
3. Describe and compare a variety of individual responses to their own art works and to art works from various eras and cultures.

9-12 Benchmarks:

1. Identify intentions of those creating artwork, explore the implication of various purposes, and justify their analysis of purposes in particular works.
2. Describe meanings of artwork by analyzing how specific works are created and how they relate to historical and cultural contexts.

Standard # 6: Making connections between visual arts and other disciplines.

K-2 Benchmark:

1. Understand similarities and differences between the visual arts and other art disciplines.

3-5 Benchmarks:

2. Identify connections between the visual arts and other disciplines in the curriculum.

6-8 Benchmarks:

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

9-12 Benchmarks:

1. Compare the materials, technologies, media and processes of visual arts with those of other art disciplines as they are used in creation and types of analysis.
2. Compare characteristics of visual arts within a particular historical period of style with ideas, issues, or themes in the humanities or sciences.

The National Standards for Arts Education were designed to provide U.S. schools with guidelines as to what constitutes a good education in the four arts disciplines: music, dance, theater, and the visual arts. The standards, which are voluntary, describe what every U.S. school child should know and be able to do in these disciplines at the completion of grades four, eight, and twelve.

The National Standards for Visual Arts Education includes six content standards, listed above, that specify what students should know and be able to do in visual arts. Each content standard has achievement standards that specify the understandings and levels of achievement that students are expected to attain at the completion of grades 4, 8, and 12.

Art Assessment

Art Assessment involves more than providing a single correct answer. It is an evaluation technique that challenges students to think critically. Through this process, students increase their perceptual and analytical skills. Students, however, need to know how to support their opinions based on reasonable rationales.

When assessing student responses, focus on the quality of the content rather than just the written expression

Portfolio Ideas:

Each entry in your portfolio should be marked clearly for identification.

make sure each piece includes:

- Your name and the date of the artwork
- The assignment
- Your comments and self-reflection
- Any additional information requested by your teacher

Thinking about Art:

1. **Compare and contrast.** What is similar in the eyes of the artist?
How are they different?
2. **Explain.** What elements or principles of design were used in the piece of artwork?
3. **Interpret.** What properties or qualities are reflected in the piece of artwork?

Evaluation

Weekly drawings-----should be a stand alone drawing

Classroom work-----uses class time efficiently

Attitude-----motivate / shows interest in Art work

Imaginative/Creativity--divergent/inventive thinking mode---
fluency/flexibility personal signature

Media skills-----understands potential of medial mastery

Technical skills-----working knowledge of basic art vocabulary
craftsmanship

Expressive skills-----explores feelings / emotions

Conceptual skills-----problem setting / problem solving

Research skills-----ability to find information from more than
one resource.

