

Standard 1: Understanding and Applying Media Techniques and Processes

Proficient

Benchmark 1: The student compares and contrasts different types of materials, techniques, and processes.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none"> 1. given assigned media, determines techniques and processes. 2. intentionally takes advantage of a given media, technique, and/or process. 3. selects and uses effective media, techniques, and processes to enhance personal communication. 	<p>The student:</p> <ol style="list-style-type: none"> 1. (a) uses a Venn diagram to compare and contrast techniques of paint application between two artists, such as Marc Chagall and Vincent Van Gogh. (b) compares and contrasts two drawings, one created using an ink pen and the other created with graphite. Determines which was created using which media and explains the differences. 2. (a) creates a drawing using a stipple line to indicate shape, value, and texture. (b) takes a photograph of a person or image and using the computer, alters it by changing, eliminating, repeating, and moving parts of it. (c) applies the <i>contour</i> technique of drawing to a selected theme or subject. 3. (a) designs an advertisement or packaging for a real or imagined product. (b) assembles a variety of materials to create a piece of jewelry that communicates feminine or masculine qualities.
<p>Teacher Notes:</p>	

Standard 1: Understanding and Applying Media Techniques and Processes

Proficient

Benchmark 2: The student compares and contrasts visual effects of various materials, techniques, and processes.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student;</p> <ol style="list-style-type: none">1. explains the differences in the visual effects of different materials used to create a two-dimensional work. 2. explains the differences in the visual effects of different materials used to create a three-dimensional work.	<p>The student:</p> <ol style="list-style-type: none">1. (a) analyzes two-dimensional art reproductions that show use of contrasting media, techniques, and processes and discusses effects resulting from media, techniques, and processes. (b) while viewing original works at a museum or gallery, compares and contrasts the effects of the same subject depicted in sculpture and painting.2. (a) analyzes three-dimensional art reproductions that show use of contrasting media, techniques, and processes and discusses effects resulting from media, techniques, and processes. (b) while viewing original works at a museum or gallery, compares and contrasts how the effects of a subject in sculptural form are different and similar from those received when viewing a painting of a similar subject.
<p>Teacher Notes:</p>	

Standard 1: Understanding and Applying Media Techniques and Processes

Proficient

Benchmark 3: The student demonstrates advanced control with media, techniques, and processes when creating two- and three-dimensional works of art.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. practices to fine-tune manipulative skills.2. creates two- and three-dimensional works of art that show competency and craftsmanship.	<p>The student:</p> <ol style="list-style-type: none">1. creates a sampler for future reference showing a variety of techniques in the use of a single <i>medium</i>, such as techniques for applying watercolor paint.2. creates a base relief emphasizing positive and negative shapes with a defined rubric to evaluate finished piece.
<p>Teacher Notes:</p>	

Standard 1: Understanding and Applying Media Techniques and Processes

Proficient

Benchmark 4: The student analyzes media, techniques, and processes to create specific effects that intentionally communicate through works of art.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. documents personal responses to works of art and explains how the media, techniques and processes contribute to responses.2. intentionally takes advantage of the qualities and characteristics of art media, techniques, and processes for enhancing communication of experiences and ideas.3. employs the most effective media and technology for communicating ideas.	<p>The student:</p> <ol style="list-style-type: none">1. works in small groups to respond to various art works by creating individual word lists, one list for each; media, techniques, and processes. Alongside each word list, writes another word that describes the response or feeling that media, technique, or process helps to communicate.2. selects word combinations from the list generated through the activity in instructional example one and utilizes them to create the described effect in a new, personal art work.3. writes a poem that incorporates adjectives, nouns, and verbs that describes self and chooses appropriate media, techniques, and processes to effectively complete a self-portrait based on the poem.
<p>Teacher Notes:</p>	

Standard 1: Understanding and Applying Media Techniques and Processes

Proficient

Benchmark 5: The student uses art materials, tools, and protective equipment safely in the appropriate time, place, and manner.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. explains the safe use, control, and maintenance of art tools, media, and equipment.2. demonstrates and applies the safe use, control, and maintenance of art tools, media, and protective equipment.	<p>The student:</p> <ol style="list-style-type: none">1. creates a poster showing safety procedures for tools and materials.2. uses tools and materials safely when creating art.
<p>Teacher Notes:</p>	

Standard 1: Understanding and Applying Media Techniques and Processes

Proficient

Benchmark 6: The student consistently cleans up and organizes materials and equipment with minimal prompting.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. follows established routines. 2. shows respect for others' work and space.3. maintains a positive attitude toward the art room environment.	<p>The student:</p> <ol style="list-style-type: none">1. (a) works with classmates to create a safety checklist and serves as a table monitor responsible for filling out at each class session. (b) establishes and follows safe routines. (c) works with a partner to practice articulating safety for materials, tools, and equipment.2. refrains from negative comments toward the work of others.3. limits comments to positive statements.
<p>Teacher Notes:</p>	

Standard 2: Using Knowledge of the Elements of Art and the Principles of Design

Proficient

Benchmark 1: The student identifies and interprets art works based on the use of elements and principles.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. discusses <i>implicit and explicit</i> evidence of elements and principles found in art works.2. compares and contrasts visual qualities of elements and principles in works of art.	<p>The student:</p> <ol style="list-style-type: none">1. compares and contrasts paintings by artists who use color expressively (implicit), such as Franz Marc's and those who use color realistically (explicit), such as Rembrandt.2. (a) creates a Venn diagram to compare and contrast two art works in terms of elements and/or principles. (b) views a video of a performance artist and compares it to a painting of the same or similar subject. Then, discusses how the message and/or meaning in each is impacted by the visual qualities each reflects.
<p>Teacher Notes:</p>	

Standard 2: Using Knowledge of the Elements of Art and the Principles of Design

Proficient

Benchmark 2: The student critiques art works based on the use of the elements and principles.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. analyzes how elements and principles affect the expressive qualities in works of art. 2. explains and discusses how the qualities of elements and principles are used for communication.	<p>The student:</p> <ol style="list-style-type: none">1. (a) examines <u>The Purple Robe</u> and <u>Interior with Phonograph</u> by Henry Matisse and classifies the expressive qualities found in line. (b) compares paintings by artists that use color expressively, such as Franz Marc versus artists who use color in a realistic manner, such as Rembrandt. (c) critiques personal art work and art work of others in terms of effective use of chosen art elements and principles. (d) identifies, discusses, and produces works of art using appropriate color schemes for conveying an emotion. For example, monochromatic greens to convey relaxation, warm colors to convey anger, or cool colors to convey calmness.2. (a) analyzes various art works that convey a specific mood or theme, such as personal challenges addressed through the works of Edvard Munch and Frida Kahlo. Then, discusses how different artists use elements and principles differently to express their ideas. (b) composes two art works with emphasis on selected art elements and/or principles that illustrates the same subject in first a realistic way and then an abstract manner. (c) selects a personal work and critiques it to determine how the use of the elements and principles could be changed to improve the work.
<p>Teacher Notes:</p>	

Standard 2: Using Knowledge of the Elements of Art and the Principles of Design

Proficient

Benchmark 3: The student employs and defends the use of elements and principles in art works.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. uses the elements and principles to produce art work with a message.2. analyzes effectiveness of the use of elements and principles in communicating a message through art.	<p>The student:</p> <ol style="list-style-type: none">1. uses one sheet of paper and creates an abstract design by tracing shapes from objects depicted in a photograph. Using various watercolor techniques and one color, they add color to the design. Each must have emphasis, balance, movement, unity, and communicate a message.2. analyzes works created through the activity in instructional example one by comparing the designs with their original photograph. Then, using shapes abstracted by other students and more than one color, uses the same process to create another design that adds to or enhances the original message communicated.
<p>Teacher Notes:</p>	

Standard 3: Creating Art Works Through Choice of Subjects, Symbols, and Ideas

Proficient

Benchmark 1: The student identifies and discusses the ways in which symbols and styles communicate meaning in art.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. compares and contrasts art works based on common themes and/or functions.2. interprets art works based on common themes and/or functions.3. identifies the ways personal experiences influence development of specific art works.	<p>The student:</p> <ol style="list-style-type: none">1. (a) compares and contrasts the work of two or more sculptors, such as Henry Moore, Alexander Calder, and Auguste Rodin to determine their purpose for creating art. (b) compares various art forms, such as photography by Dorothea Lange, Kathy Kollwitz’s drawings, and Navaho woven blankets to determine how they are similar and different regarding function and ability to communicate a message.2. interprets and assesses the meanings and messages communicated through paintings of similar themes by artists, such as Wayne Wildcat and Jeanne Quick-to-See Smith.3. (a) compares art works created by Vincent van Gogh before and after he lived in France. (b) compares and contrasts examples of ways the same subject is portrayed differently by different artists and determines why this occurs.
<p>Teacher Notes:</p>	

Standard 3: Creating Art Works Through Choice of Subjects, Symbols, and Ideas

Proficient

Benchmark 2: The student interprets and represents images, symbols, and ideas in art works.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. applies images, symbols, and ideas to produce works of art that communicate specific messages.2. creates art work that assigns new meaning to images, symbols, and ideas from other sources.	<p>The student:</p> <ol style="list-style-type: none">1. compares symbols used in various works of art to communicate a specific message. Identifies two or three symbols that have personal meaning in personal life and creates a personal art work based on those symbols.2. (a) selects symbols from other sources and creates an art work that transforms the meaning of the symbols. (b) designs a billboard to advertise an imaginary product or one that has recently been invented, such as a book that can be eaten after being read.
<p>Teacher Notes:</p>	

Standard 3: Creating Art Works through a Choice of Subjects, Symbols, and Ideas

Proficient

Benchmark 3: The student analyzes and applies the effectiveness of the problem-solving process* in creating art.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. proposes a visual problem to be solved.2. proposes a solution to a visual problem. 3. compares and contrasts possible solutions to visual problems.	<p>The student:</p> <ol style="list-style-type: none">1. chooses a problem, such as abstracting a natural object.2. proposes a solution to a problem, such as breaking apart a natural object and putting it back together by rearranging the parts.3. compares a solution to a problem, such as breaking apart an everyday object and putting it back together by rearranging the parts with a solution to a problem, such as changing an advertisement to communicate a message opposite to it's intended purpose.
<p>Teacher Notes:</p> <p>* The problem-solving process includes: understand, plan, solve, and reflect.</p>	

Standard 4: Understanding the Visual Arts in Relation to History and Cultures

Proficient

Benchmark 1: The student explains how factors of time and place influence visual characteristics that give meaning and value to works of art.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none"> 1. categorizes art works into the appropriate movement, era, or culture based on physical and visual characteristics. 2. analyzes and describes how the meanings of specific art works are influenced by factors of time and place. 	<p>The student:</p> <ol style="list-style-type: none"> 1. (a) identifies art based on the physical and visual qualities unique to them and categorizes them accordingly, such as Impressionism, Pointalism, and Abstract Expressionism. (b) describes and places art objects, such as cultural mask or pottery in their historical and cultural context. (c) creates a self-portrait reflecting their own culture and time. 2. (a) analyzes and lists the media used in various North American Indian art works and relates this knowledge to the geographic location of the tribe*. (b) examines and writes a report on the art of Wayne Wildcat, describing ways his art is influenced by factors of time and place.
<p>Teacher Notes:</p> <p>* Examples of this instructional example could include the rawhide parfleche which was made and used by the Plains Indians as a type of suitcase for storage and transportation. The word is French in origin (pare une fleche) meaning "deflects arrows" referring to the hard semi-tanned hide used to make the containers as well as shields. They were constructed of rawhide, typically from buffalo available on the plains, which was soaked in crude wood-ash lye to remove the hair, cut and folded and then painted in bold geometric or abstract designs that were distinctive by tribe and many times passed down through the family for generations. They were used to carry dried meat and pemmican and also clothing, tools, valuables and other materials.</p> <p>For centuries, the Inuit (Eskimo) skillfully crafted utilitarian objects from stone, bone, antler or ivory. The formation of communities dramatically changed their way of life and permitted the evolution of carvings as an art. Differences in geology, flora, and fauna between the various communities, has resulted in distinctively different regional styles and forms, ranging from naturalism or decorative stylization to minimal abstraction and from brutal expressionism to whimsical surrealism.</p>	

Standard 4: Understanding the Visual Arts in Relation to History and Cultures

Proficient

Benchmark 2: The student explains functions of art in various cultures, times, and places.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none"> 1. explains how art evolves within selected cultures over time. 2. describes how art is similar and different from one geographical location to another. 3. compares and contrasts how art functions in various cultures, times, and places. 	<p>The student:</p> <ol style="list-style-type: none"> 1. (a) examines Inuit art works and discusses the cultural changes that have become evident within them over time*. (b) prepares a report of how Japanese art has evolved from the Meiji Dynasty to present day. 2. (a) analyzes and lists the media used in various North American Indian art works and relates this knowledge to the geographic location of the tribe*. (b) analyzes the various symbolism used in art for the same purpose among different Native American tribes based on their geographic location. 3. compares and discusses package designs of basic common food staples found in American, Hispanic, and Vietnamese grocery stores.
<p>Teacher Notes:</p> <p>* For centuries, the Inuit (Eskimo) skillfully crafted utilitarian objects from stone, bone, antler, or ivory. The formation of communities dramatically changed their way of life and permitted the evolution of carvings as an art. Differences in geology, flora, and fauna between the various communities, has resulted in distinctively different regional styles and forms, ranging from naturalism or decorative stylization to minimal abstraction and from brutal expressionism to whimsical surrealism.</p> <p>** Coyote is a mythological character common to many Native American cultures, based on the coyote (<i>Canis latrans</i>) animal. This character is recognized as the trickster god in the mythology and art of many Plains Indian tribes. Raven, the spirit of the raven bird, is the trickster god in the art and mythology of various native peoples of northwest North America, including the Haida, Kwakiutl, and Tsimshian tribes. The equivalent trickster in the Atlantic region is the Marten.</p>	

Standard 4: Understanding the Visual Arts in Relation to History and Cultures

Proficient

Benchmark 3: The student creates art work that utilizes characteristics from works of a self-selected movement or culture.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. plans and creates a work of art that reflects characteristics of present day culture.2. produces work that reflects art as a living history.3. produces art that incorporates visual characteristics from another culture.	<p>The student:</p> <ol style="list-style-type: none">1. creates a self-portrait that illustrates personal culture and time.2. creates an art work utilizing style that has emerged from graffiti.3. (a) creates a mask that represents something about self while incorporating visual characteristics of another culture, such as the African culture. (b) creates a ceramic teapot which incorporates aspects of teapots from different cultures.
<p>Teacher Notes:</p>	

Standard 5: Reflecting Upon and Assessing the Characteristics and Merits of Art

Proficient

Benchmark 1: The student interprets characteristics and evaluates merits of art works.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. compares, contrasts, and interprets the characteristics of works of art.2. responds to various interpretations of visual works of art.3. explains how various responses to characteristics of an art work can influence the interpretation of merit.4. disputes the merits of works of art.	<p>The student:</p> <ol style="list-style-type: none">1. compares and contrasts pottery from different cultures and interprets their decorative themes and functions.2. analyzes a work of art from the viewpoint of another person, such as an art historian, critic, museum docent, or curator.3. reads opposing reviews of Oldenburg’s “Shuttlecocks,” decides which they agree with most, and explains choices.4. sets criteria for acceptable paintings, such as watercolor, oil, or pastel and judges selected art works accordingly.
<p>Teacher Notes:</p>	

Standard 5: Reflecting Upon and Assessing the Characteristics and Merits of Art

Proficient

Benchmark 2: The student forms and defends judgments based on characteristics and merits of art works.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. generates and analyzes responses to art works based on informed knowledge base.2. defends responses to art works based on informed knowledge base.	<p>The student:</p> <ol style="list-style-type: none">1. researches viewpoints of various art critics regarding specific art movements, such as Harold Rosenberg and Clement Greenberg and the Abstract Expressionist movement. Then, writes an essay or article addressing informed personal viewpoints toward work from the same art movement.2. writes a speech using the advice from art critics to defend personal viewpoints toward a specific art movement, such as advice from Brian Sewell regarding Conceptual Art or Edouard Jaguer regarding Surrealism.
<p>Teacher Notes:</p>	

Standard 5: Reflecting Upon and Assessing the Characteristics and Merits of Art

Proficient

Benchmark 3: The student develops, expresses, and defends opinions surrounding aesthetic issues in art.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. generates responses toward how and why art is created.2. debates the aesthetic merits of art work.3. critiques aesthetic issues surrounding the creation of art.	<p>The student:</p> <ol style="list-style-type: none">1. participates in round table discussions regarding how and why art is created.2. writes an artist statement addressing the aesthetic merits of a contemporary form of art, such as digital imagery.3. writes an expository piece addressing an aesthetic issue, such as the role of creativity and self-expression in the digital age.
<p>Teacher Notes:</p>	

Standard 6: Making Connections Between the Visual Arts and Other Disciplines

Proficient

Benchmark 1: The student combines various visual art forms to describe and create art.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. analyzes and describes the qualities among different visual art works.2. creates art that incorporates two different visual art forms.3. compares inter-relationships between human behavior, the environment, and materials used to create art.	<p>The student:</p> <ol style="list-style-type: none">1. using a graphic organizer, compares visual characteristics of various landscapes, each created in a different media, such as David Smith's <u>Hudson River Landscape</u>, in metal compared to landscapes carved in wood and/or painted on canvas. Then, writes a summary conclusion.2. creates an art work that transitions from a drawing into a bas relief.3. compares the differences between pottery or baskets created by Navajo and Northwest Indians and discusses environmental influences of finished pieces.
<p>Teacher Notes:</p>	

Standard 6: Making Connections Between the Visual Arts and Other Disciplines

Proficient

Benchmark 2: The student makes connections among works in the visual and performing arts.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. compares and contrasts characteristics among visual and performing arts.2. analyzes the same concept across the visual and performing arts.3. creates works of art that incorporate knowledge of the performing arts.	<p>The student:</p> <ol style="list-style-type: none">1. creates a word list for each of the four arts disciplines* and identifies similarities and differences.2. analyzes and discusses the use of rhythm in the visual arts, music, dance, and theatre. Explains how it is similar and different for each discipline.3. creates an installation that compositionally relates rhythmic sound, visual imagery, and creative movement for communicating a message.
<p>Teacher Notes: * The four art disciplines are dance, music, theatre, and visual arts.</p>	

Standard 6: Making Connections Between the Visual Arts and Other Disciplines

Proficient

Benchmark 3: The student investigates associations between visual art and non-art disciplines.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. discusses associations between techniques, media, and processes used in art with similar ones used in non-art disciplines.2. describes ways that the arts and non-art disciplines affect each other.3. applies concepts from non-art disciplines to creating art.	<p>The student:</p> <ol style="list-style-type: none">1. discusses similarities and differences of creative processes used by a carpenter and a sculptor.2. discusses the ways that technical advances have affected the media, techniques, and processes artists use in their work.3. (a) decides on and creates an art form in response to a musical composition. (b) creates a one, two, or three point perspective drawing of a cityscape.
<p>Teacher Notes:</p>	

Standard 6: Making Connections Between the Visual Arts and Other Disciplines

Proficient

Benchmark 4: The student recognizes the education and training required for visual art careers.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ol style="list-style-type: none">1. analyzes how creating art uses a variety of life skills and provides life-long learning.2. acknowledges the value of artistic choices in everyday life. 3. plans and participates in community-based art experiences as an artist or observer.4. makes informed artistic choices.	<p>The student:</p> <ol style="list-style-type: none">1. uses Bloom's Taxonomy* to identify action verbs that describe the skills and knowledge used in fulfilling an art assignment.2. analyzes the ways that knowledge of design elements influences choices in products or environments, such as when designing their bedroom.3. attends an exhibition at a local venue and writes a brief reflection of the experience.4. thinks creatively when solving problems throughout the school day.
<p>Teacher Notes: *Bloom's taxonomy can be found in Appendix 1.</p>	