

Curriculum Standard One: Students use their senses to perceive works of art, objects in nature, events, and the environment.

Standard	Critical Attributes	Benchmark	Resources
<p>1. Student perceive their surroundings and demonstrate the relationship of their visual experiences to their ability to create original works of art.</p> <p>2. Students demonstrate, through essays and class discussion, their understanding of the elements of design in nature and in artworks based on nature.</p>	<p>A. Can the student create original artworks reflecting their visual response to nature and the environment?</p> <p>A. Can the student demonstrate their ability to verbalize and write about their artistic perceptions?</p>	<ul style="list-style-type: none"> • Students will create original artwork based on their perceptions and experiences of their surroundings. • Students will identify through class discussion and writing assignments the relationship between their artwork and their observations in nature and their environment using visual arts language. 	

Curriculum Standard Two: Students identify visual structures and functions of art, using the language of the visual arts.

Standard	Critical Attributes	Benchmark	Resources
<p>1. Students recognize visual structures in art and understand how to record their impression in their own artworks.</p>	<p>A. Can the student demonstrate knowledge and understanding of the visual structure of art in their own artwork?</p>	<ul style="list-style-type: none">• Students identify interactions of elements and principles of art which contribute to expression qualities.• Students use the visual structures of art to create artwork which express a theme.	

Curriculum Standard Three: Students develop knowledge of and artistic skills in a variety of visual arts media and technical processes.

Standard	Critical Attributes	Benchmark	Resources
<p>1. Students create works of visual art that demonstrate an understanding of the power of the elements and principles of design.</p> <p>2. Students create unique artworks, using the characteristics of two and three-dimensional media, and apply technical skills to communicate effectively.</p>	<p>A. Can the student demonstrate an understanding of works in the visual arts by analyzing and interpreting what the artist presents in visual form?</p>	<ul style="list-style-type: none"> Students use appropriate visual arts terminology to describe and analyze works of art in terms of how the artist used the media to convey an idea or feeling. Students experiment with visual information in a variety of ways such as, elaboration, distortion, enlargement, and simplification. Students identify, discuss, and write about works of art in terms of the elements and principles of art. Students become aware of and respond to the communicative potential or works of art. Students combine perceptions of works of art with perceptions of the real world to heighten the perceptions of each. Students gain understanding of abstract images by investigating the sensory, compositional, expressive, and metaphoric aspects of works of art. 	

Curriculum Standard Four: Students create original artworks based on personal experiences or responses.

Standard	Critical Attributes	Benchmark	Resources
<p>1. Students express their ideas and thoughts through a wide variety of media, techniques, and processes.</p> <p>2. Students analyze visual images and recombine them in new and original ways.</p>	<p>A. Can the student demonstrate an understanding of forms, elements, and principles of visual arts?</p> <p>A. Can the student create artworks that require study and exploration of techniques and employ knowledge of different media?</p>	<ul style="list-style-type: none"> • Students create original art which utilizes personal symbols and celebrates individuality. • Students interpret reality and fantasy in artwork requiring decision-making and connections to other subject areas. 	

Curriculum Standard Five: Students develop skills in the visual arts and appreciation for using the visual arts in lifelong learning.

Standard	Critical Attributes	Benchmark	Resources
<p>1. Students research the impact of an art museum on a community and write essays on the various festivals and activities supported by the museum.</p> <p>2. Students identify different approaches to making critical judgments and use them when reflecting on their own work and that of others.</p>	<p>A. Can the student view and talk about customs, traditions and celebrations that are important to people?</p> <p>A. Can the student analyze their own work as well as work of others?</p>	<ul style="list-style-type: none"> • Students view artwork about a special ritual or tradition. Each student then creates a piece of artwork based upon a ritual or custom they value. • Students will critique their own work and that of others in an oral and written format. 	

Curriculum Standard Six: Students explore the role of the visual arts in culture and human history.

Standard	Critical Attributes	Benchmark	Resources
<p>1. Students identify works of various cultures and determine the ways in which artworks reflect, maintain, and express cultural themes.</p>	<p>A. Can the student demonstrate an understanding of major visual arts traditions and styles in a variety of times and places?</p>	<ul style="list-style-type: none"> • Students compare and contrast various styles of art from different time periods. • Students compare and contrast artworks from a variety of different cultures. • Students identify universal themes found in art form many times and places. 	

Curriculum Standard Seven: Students investigate major themes in historical and contemporary periods and styles of the visual arts throughout the world.

Standard	Critical Attributes	Benchmark	Resources
<p>1. Students explore a given artist's use of an idea found in a variety of artworks.</p>	<p>A. Can the student demonstrate an understanding of major visual arts traditions, styles, and media in a variety of times and places?</p>	<ul style="list-style-type: none"> Students discuss major works in the visual arts by recognized artists in terms of the characteristics of the tradition or style used, the culture in which the work was produced, the purpose(s) of the work, and the time period in which the work was created. Students identify and discuss major works of art which have been produced by women or by members of various ethnic groups living in the United States. Students analyze sources of inspiration for artists around the world, past and present. 	

Curriculum Standard Eight: Students derive meaning from artworks through analysis, interpretation, and judgment.

Standard	Critical Attributes	Benchmark	Resources
<p>1. Students respond to visual artworks by discussing and writing about their own interpretations, ideas, attitudes, views, and interactions with artworks.</p>	<p>A. Can the student demonstrate an understanding of form and meaning in the visual arts?</p>	<ul style="list-style-type: none"> • Students make informed judgments regarding the form, content, specific techniques and media, and purpose(s) or works of art. • Students identify skills used in making judgments about works of art. • Students develop chains of reason for their judgments about artworks which link elements and principles, expressive characteristics, and technical qualities to the interpretation of meaning. They reflect on the cultural context of an artwork as it contributes to meaning. • Students learn about the purposes and uses of art in different cultures. 	

VISUAL ARTS

Visual and Performing Arts

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Standard	Critical Attributes	Benchmark	Resources
<p>2. Through research and small-group discussion, students derive the meaning of specific works and the way in which the works relate to historical and cultural contexts.</p>	<p>A. Can the student demonstrate an understanding that specific criteria can be developed and used to assess the qualities and merits of works of art?</p>	<ul style="list-style-type: none">• Students develop and apply appropriate criteria in critiquing his/her own work.• Develop and apply appropriate criteria in critiquing the work of others including the work of recognized artists.	