

Visual Arts Curriculum Standards

A. Skills and Techniques

A1 The student understands and applies media, techniques, and processes.

| Level | Benchmark | Performance | Goal 3 |
|--------------------|--|--|--------|
| 1 Grades PreK-2 | A.1.1.1 The student uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination. | observes and verbalizes the growth and leaf patterns on a variety of trees and uses this information to create patterns and designs that are consistent with nature (e.g., static, repetitive, radial, and overlapping). | 3.1 |
| | | | 3.4 |
| | | | 3.6 |
| 1 Grades PreK-2 | A.1.1.2 The student uses art materials and tools to develop basic processes and motor skills, in a safe and responsible manner. | creates new colors by combining primary colors to make secondary and tertiary colors. explores techniques that involve folding, coiling, rolling, bending, taping, and cutting a variety of materials and uses safe procedures. | 3.1 |
| | | | 3.2 |
| | | | 3.3 |
| | | | 3.4 |
| 1 Grades PreK-2 | A.1.1.3 The student distinguishes the differences within and among art materials, techniques, processes, and organizational structures such as elements and principles of design. | demonstrates effective placement of objects and cropping in a work of art and begins to develop an awareness of the whole page. applies the elements and principles of design by incorporating them into works of art. | 3.6 |
| | | | 3.7 |
| | | | 3.8 |
| | | | 3.9 |
| | | | 3.9 |
| 1 Grades PreK-2 | A.1.1.4 The student uses good craftsmanship when producing works of art. | applies materials appropriately and effectively to produce well-crafted, cared-for works of art and identifies instances of poor craftsmanship in models provided. | 3.1 |
| | | | 3.6 |
| | | | 3.7 |
| | | | 3.8 |
| 2 Grades 3-5 | A.1.2.1 The student uses and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination. | creates works of art using traditional or nontraditional materials, drawing ideas from personal experience, observation, or imagination and is able to talk about about his or her work. | 3.1 |
| | | | 3.2 |
| | | | 3.4 |
| 2 Grades 3-5 | A.1.2.2 The student uses control in handling tools and materials in a safe and responsible manner. | demonstrates the safe and responsible use of tools and materials and creates a list of safety rules for the classroom. | 3.1 |
| | | | 3.2 |
| | | | 3.4 |
| | | | 3.8 |
| | | | 3.9 |
| 2 Grades 3-5 | A.1.2.3 The student knows the effects and functions of using various organizational elements and principles of design when creating works of art. | plans works of art using thumbnail sketches and refines the composition to create a work of art by following the principles of design. | 3.1 |
| | | | 3.2 |
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| | | | 3.8 |

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|-------|-------------|--|----------------------------------|
| 2 | Grades 3-5 | A.1.2.4 The student uses good craftsmanship in a variety of two-dimensional and three-dimensional media. | |
| | | demonstrates refined skills and craftsmanship when creating products for exhibition. | 3.1 3.6 3.7 3.8 |
| 3 | Grades 6-8 | A.1.3.1 The student uses two-dimensional and three-dimensional media, techniques, tools, and processes to solve specific visual arts problems with refinement and control. | |
| | | experiments with different compositional arrangements including formal, informal, and radial balance. | 3.1 3.2 3.4 3.8 3.9 |
| 3 | Grades 6-8 | A.1.3.2 The student uses refinement and control in handling tools and materials in a safe and responsible manner. | |
| | | cleans and cares for equipment that is used to produce works of art. | 3.1 3.2 3.4 3.6 |
| 3 | Grades 6-8 | A.1.3.3 The student intentionally takes advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication for their experience and ideas. | |
| | | clarifies and refines sketches and/or plans to solve problems and to communicate ideas in a visual form. | 3.1 3.2 3.4 3.7 |
| 3 | Grades 6-8 | A.1.3.4 The student creates two-dimensional and three-dimensional works of art that reflect competency and craftsmanship. | |
| | | produces works of art with consideration for technical process, form, function, and craftsmanship. | 3.1 3.2 3.4 |
| 3 | Grades 6-8 | A.1.3.5 The student creates two-dimensional works of art that reflect competency and craftsmanship. | |
| | | | 3.1 |
| 4 | Grades 9-12 | A.1.4.1 The student uses two-dimensional and three-dimensional media, techniques, tools, and processes to communicate an idea or concept or emotion, based on research, environment, personal experience, observation, or imagination. | |
| | | researches visual problems, finds solutions, and discusses and records dialogue in a journal or sketchbook to defend artistic points of view. | 3.1 3.2 3.4 3.6 |
| | | selects subject matter based on personal experience and observation as the basis of a concentration of work that should show the development of a visual language appropriate for the subject chosen. | |
| 4 | Grades 9-12 | A.1.4.2 The student uses tools, media, processes, and techniques proficiently, knowledgeably, and in a safe and responsible manner. | |
| | | uses tools and materials in a safe and constructive manner, evaluates improper procedures, and plans corrective actions. | 3.1 3.2 3.4 3.6 3.10 |

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|---------------|---|--|--|
| 4 Grades 9-12 | A.1.4.3 The student knows how the elements of art and the principles of design can be used to solve specific art problems. | <p>develops a concentration of works of art that evolve from a plan of action or investigation.</p> <p>develops a concentration of work that demonstrates visual coherence that has an underlying theme.</p> | <p>3.1</p> <p>3.2</p> <p>3.4</p> <p>3.10</p> |
| 4 Grades 9-12 | A.1.4.4 The student uses effective control of media, techniques, and tools when communicating an idea in both two-dimensional and three-dimensional works of art. | <p>creates a series of works demonstrating quality, concentration, and breadth using a variety of media and expressing more than one point of view.</p> | <p>3.1</p> <p>3.2</p> <p>3.4</p> <p>3.6</p> |

Visual Arts Curriculum Standards

B. Creation and Communication

B1 The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

| Level | Benchmark | Performance | Goal 3 |
|--------------------|---|---|--------|
| 1 Grades PreK-2 | B.1.1.1 The student knows how subject matter, symbols, and ideas are used to communicate meaning in works of art. | creates works of art that celebrate, record, and communicate important religious, historical, cultural, and personal events. | 3.1 |
| | | | 3.2 |
| | | | 3.4 |
| | | | 3.5 |
| | | | 3.10 |
| 1 Grades PreK-2 | B.1.1.2 The student understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes. | tells how all people, regardless of where they live, have the need to visually express themselves. interprets personal ideas, feelings, and experiences through visual form. | 3.1 |
| | | | 3.2 |
| | | | 3.4 |
| | | | 3.5 |
| | | | 3.7 |
| 1 Grades PreK-2 | B.1.1.3 The student knows a variety of purposes for creating works of art. | observes and explains choices (e.g., subject, materials, techniques, and processes) made in his or her artwork and that of others. illustrates how a local vacant lot could be redesigned to be a park. demonstrates self-direction and originality in visual expression. | 3.1 |
| | | | 3.2 |
| | | | 3.3 |
| | | | 3.4 |
| | | | 3.5 |
| | | | 3.7 |
| 1 Grades PreK-2 | B.1.1.4 The student uses the elements of art and the principles of design to effectively communicate ideas. | develops an awareness of the "whole page" (i.e., relates the picture size to the paper size). | 3.1 |
| | | | 3.2 |
| | | | 3.3 |
| | | | 3.4 |
| 2 Grades 3-5 | B.1.2.1 The student understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes. | researches and discusses Native American symbols and their meanings. Then the student designs and creates a work of art using personal symbols in similar ways. creates a work of art depicting how signs and symbols convey historical, cultural, or personal meaning. | 3.1 |
| | | | 3.2 |
| | | | 3.4 |
| | | | 3.10 |
| | | | 3.7 |
| 2 Grades 3-5 | B.1.2.2 The student understands what makes different art media, techniques, and processes effective or ineffective in communicating various ideas. | interprets, demonstrates, and explains personal ideas, feelings, and experiences through a visual form. researches the subject of "mother and child" (e.g., as expressed in paintings by Mary Cassatt and Raphael) and creates a work of art depicting her or his own personification of the same subject. | 3.1 |
| | | | 3.2 |
| | | | 3.4 |
| 2 Grades 3-5 | B.1.2.3 The student knows how to identify the intentions of those creating works of art. | develops several solutions to the same design problem, analyzes which solution works best, and explains why. | 3.1 |
| | | | 3.2 |
| | | | 3.4 |

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|-------|-------------|--|---|--|
| 2 | Grades 3-5 | B.1.2.4 The student uses the elements of art and the principles of design with sufficient manipulative skills, confidence, and sensitivity when communicating ideas. | studies cave paintings and hieroglyphics, then uses invented symbols in a work of art to depict important experiences in his or her life. | 3.1 3.2 3.4 |
| 3 | Grades 6-8 | B.1.3.1 The student knows how different subjects, themes, and symbols (through context, value, and aesthetics) convey intended meanings or ideas in works of art. | creates a time line using symbols based on his or her family lineage, incorporating historical, cultural, and personal events. creates works of art that record and communicate social issues such as historical, cultural, and personal events. | 3.1 3.2 3.4 3.5 3.10 |
| 3 | Grades 6-8 | B.1.3.2 The student knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas. | uses a controversial issue (e.g., capital punishment) to create two works of art that take opposite positions, paying attention to design aspects that help emphasize each position. The student then analyzes the two positions. creates and justifies two or more solutions to the same problem by using different art forms to display the solutions. | 3.1 3.2 3.4 3.9 3.10 |
| 3 | Grades 6-8 | B.1.3.3 The student understands and distinguishes multiple purposes for creating works of art. | demonstrates problem-solving skills both independently and cooperatively when working on a team project to create a community mural. | 3.1 3.2 3.4 3.6 3.7 3.9 |
| 3 | Grades 6-8 | B.1.3.4 The student knows and uses the interrelated elements of art and the principles of design to improve the communication of ideas. | produces a work of art using either formal or informal balance. creates a monochromatic landscape painting to illustrate distance, foreground, middle ground, and background. | 3.1 3.2 3.4 3.6 3.7 3.9 |
| 4 | Grades 9-12 | B.1.4.1 The student applies various subjects, symbols, and ideas in works of art. | produces a design that illustrates the concept of change in the development of an idea (e.g., morphing or shape shifting). | 3.1 3.2 3.4 3.10 |
| 4 | Grades 9-12 | B.1.4.2 The student demonstrates the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art. | Explores three different emotions to create a self-portrait in three different media, making connections between the emotion and the media selected. | 3.1 3.2 3.4 3.10 |

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| Level | Benchmark | Performance | Goal 3 |
|-------|-------------|--|--------|
| 4 | Grades 9-12 | B.1.4.3 The student creates artworks that use organizational principles and functions to solve specific visual arts problems. | 3.1 |
| | | | 3.2 |
| | | compiles a portfolio of works that demonstrate consistency in style, personality, and breadth and that use a variety of media. | 3.4 |
| | | | 3.5 |
| | | produces a body of work showing an in-depth study of a specific visual idea or a particular mode of working. | 3.6 |
| 4 | Grades 9-12 | B.1.4.4 The student knows how the elements of art and the principles of design can be used and solves specific visual-art problems at a proficient level. | 3.1 |
| | | | 3.2 |
| | | illustrates various subjects (e.g., the human figure, still life arrangements, and landscapes) and justifies how the organizational elements and principles of design are used in the composition. | 3.4 |
| | | | 3.5 |
| | | | 3.6 |

Visual Arts Curriculum Standards

C. Cultural and Historical Connections

C1 The student understands the visual arts in relation to history, culture, and the Catholic Church.

| Level | Benchmark | Performance | Goal 3 |
|----------------------|---|--|--|
| 1 Grades PreK-2 | C.1.1.1 The student knows that specific works of art belong to particular cultures, times, and places. | <p>compares and contrasts two or more works of art that have the same theme but use different styles, processes, or techniques (e.g., Mother and Child by Mary Cassatt and by Picasso).</p> <p>begins to recognize that art can represent specific cultures, times, and places by grouping similar works of art together.</p> <p>recognizes selected elements and principles of design used in historical or cultural works of art.</p> | <p>3.1</p> <p>3.2</p> <p>3.4</p> <p>3.10</p> |
| 1 Grades PreK-2 | C.1.1.2 The student understands how artists generate and express ideas according to their individual, cultural, and historical experiences. | <p>discusses how symbols are used by various cultures (e.g., Native American, Egyptians, African, and Aboriginal) to convey similar meanings and to express ideas.</p> <p>discusses how colors and shapes give messages (e.g., red, green, yellow on traffic lights).</p> <p>reads and examines age-appropriate literature written and illustrated by artists from varying cultures (e.g., Faith Ringgold, Richard Scary, and Jim Henson).</p> | <p>3.1</p> <p>3.2</p> <p>3.4</p> <p>3.10</p> |
| 1 Grades Pre K- 2 | C.1.1.3 The student identifies specific works of art as belonging to particular cultures times and place. | discusses how symbols are used by various cultures to convey similar meanings and to express ideas. | 3.1 |
| 1 Grades Pre K -2 | C.1.1.4 Students use visual arts to depict the history and theology of the Catholic Church. | discusses and illustrates the lives of Saints and the seasons of the Church. | 3.1 |
| 2 Grades 3-5 | C.1.2.1 The student understands the similarities and differences in works of art from a variety of sources. | <p>analyzes and describes specific relationships that influence the form and function of art works created by various people and cultures.</p> <p>selects and researches a specific culture and writes a report that demonstrates that he or she recognizes and appreciates that all cultures make meaningful contributions to art.</p> | <p>3.1</p> <p>3.2</p> <p>3.4</p> <p>3.10</p> |
| 2 Grades 3-5 | C.1.2.2 The student understands how artists have used visual languages and symbol systems through time and across cultures. | <p>recognizes significant works of art and architecture and how they have functioned over time.</p> <p>studies changing architectural forms such as dwellings and their influence on today's architecture through the evolution of culture (e.g., cliff dwellers, ancient Pueblo, urban high-rise, and skyscrapers).</p> | <p>3.1</p> <p>3.2</p> <p>3.4</p> <p>3.10</p> |
| 2 Grades 3-5 | C.1.2.3 The student understands how the Catholic Church has used visual language and symbols through time and across cultures. | study symbolism in stained glass windows and icons in churches and other religious buildings. | 3.1 |

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|---------------|---|---|--|
| 3 Grades 6-8 | C.1.3.1 The student understands and uses information from historical and cultural themes, trends, styles, periods of art, and artists. | <p>recognizes that works of art have a general cultural style that reflects the people's values, beliefs, particular ways of perceiving the world, and levels of technology.</p> <p>interprets works of art according to their cultural styles, which reflect artistic values, beliefs, particular ways of perceiving the world, and levels of technology.</p> <p>identifies art from major cultural areas of the world and from different periods of time.</p> | <p>3.1</p> <p>3.2</p> <p>3.4</p> <p>3.10</p> |
| 3 Grades 6-8 | C.1.3.2. The student knows and can compare the characteristics of artworks in various eras and cultures. | <p>interprets works of art according to their cultural styles which reflect artistic values, beliefs, particular ways of perceiving the world, and levels of technology.</p> <p>Identifies art from major cultural areas of the world and from different periods of time.</p> | 3.1 |
| 3 Grades 6-8 | C.1.3.3 The student understands the role of the artist and the function of art in different periods of time and in different cultures. | <p>identifies the use of the visual arts in business and industry, including architecture and commercial design, advertising, television, film, and in art careers associated with all of these forms.</p> | <p>3.1</p> <p>3.2</p> <p>3.4</p> <p>3.10</p> |
| 3 Grades 6-8 | C.1.3.4 The student understands, describes and places a variety of art objects in historical and cultural contexts. | | 3.1 |
| 3 Grades 6-8 | C.1.3.5 The student uses visual arts to depict the history and theology of the Catholic Church. | | 3.1 |
| 4 Grades 9-12 | C.1.4.1 The student understands how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of works of art. | <p>researches the artworks of an era, artist, or culture to discover the function and meaning of the art.</p> <p>examines and records the influence of governments and societies on the arts and the resulting effect (e.g., art in pre- and post-communist Russia, contemporary China, Cuba, Tibet, Bosnia, and the Great Depression era).</p> | <p>3.1</p> <p>3.2</p> <p>3.4</p> <p>3.10</p> |
| 4 Grades 9-12 | C.1.4.2 The student differentiates among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art. | | 3.1 |

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|---------------|--|---|--|
| 4 Grades 9-12 | C.1.4.3 The student understands how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context. | <p>researches the history of a particular visual theme and traces it through different cultures (e.g., masks, pottery, fibers, and figures).</p> <p>examines footage of special effects and technological advances in filmmaking by artists such as Steven Spielberg that continually change our perceptions through the use of techniques (e.g., morphing, digitizing claymation, lighting, and time-lapse photography) to change our reality.</p> | <p>3.1</p> <p>3.2</p> <p>3.4</p> <p>3.10</p> |
| 4 Grades 9-12 | C.1.4.4 The student describes the function and explores the meaning of specific art objects within varied cultures, times, and places. | | 3.1 |
| 4 Grades 9-12 | C.1.4.5 The student understands how to depict the history and theology of the Catholic Church. | | 3.1 |

Visual Arts Curriculum Standards

D. Aesthetic and Critical Analysis

D1 The student assesses, evaluates, and responds to the characteristics of works of art.

| Level | Benchmark | Performance | Goal 3 |
|--------------------|---|--|--------|
| 1 Grades PreK-2 | D.1.1.1 The student uses age-appropriate vocabulary to describe, analyze, interpret, and make judgments about works of art; understand that there are different responses to specific artworks. | describes the elements of art and principles of design (e.g., color, line, and movement) and style (e.g., simplicity/complexity and abstract/realism) and explains individual preferences in a variety of paintings (e.g., by Pollock, Wyatt, and Frankenthaler). describes artworks through storytelling processes. works cooperatively in groups to critique her or his own art productions. | 3.1 |
| | | | 3.2 |
| | | | 3.4 |
| | | | 3.5 |
| 1 Grades PreK-2 | D.1.1.2 The student understands that works of art can be rendered realistically, symbolically, or abstractly. | relates response to an artwork (e.g., by O'Keefe or Hopper) to individual and cultural experiences, recognizing differences in groups. describes how certain works of abstract art communicate information or emotion (e.g., works by Alice Neel, Monet, Marisol, or Rothko). | 3.8 |
| | | | 3.1 |
| | | | 3.2 |
| | | | 3.4 |
| 1 Grades PreK-2 | D.1.1.3 The student knows the difference between an original work of art and a reproduction. | discusses the difference between an original painting (e.g., in oil, acrylic, or watercolor) and a reproduction, and between an original sculpture and one that is mass produced. participates in a community-based field trip to a museum, gallery, or studio and compares an original work with a print, photograph, or other reproduction. | 3.10 |
| | | | 3.1 |
| | | | 3.2 |
| | | | 3.4 |
| 2 Grades 3-5 | D.1.2.1 The student develops and justifies criteria for the evaluation of visual works of art using appropriate vocabulary. | describes how various cultural values (e.g., religious, generational, and ethnic values) can influence responses to specific artworks. speaks and writes using an analytical vocabulary in response to the visual qualities in art and the environment. | 3.1 |
| | | | 3.2 |
| | | | 3.4 |
| | | | 3.4 |
| 2 Grades 3-5 | D.1.2.2 The student uses different approaches to respond to and to judge various works of art. | selects works that may be valued for economic reasons (e.g., art in museums), connections to religion (e.g., Shaker furniture), or how they function (e.g., cars) and discusses their aesthetic value. brings in two objects of similar function and presents to the class an economic, functional, and aesthetic analysis of the objects (e.g., coffee cups, tennis shoes, and hair brushes). visits a museum, gallery, or studio and composes poetry (e.g., haiku or cinquain) describing a work of art. | 3.1 |
| | | | 3.2 |
| | | | 3.4 |
| | | | 3.6 |
| | | | 3.10 |

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D1 The student assesses, evaluates, and responds to the characteristics of works of art.

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|-------|---|--|----------------------------------|
| 2 | Grades 3-5 D.1.2.3 The student understands similarities and differences among different genres of art. | brainstorms in groups and lists words to describe categories of fine art, folk art, popular art, and commercial art. Then the student reflects on the validity of each description, noting overlap and assessing the relevance of each description in relationship to contemporary art. | 3.1 3.2 3.4 3.10 |
| 3 | Grades 6-8 D.1.3.1 The student understands how a work of art can be judged by more than one standard. | discusses various criteria (e.g., function and community values) that may be used to determine the aesthetic value of a work of art. views a work of art and lists his or her reasons for liking or disliking it, using appropriate vocabulary. | 3.1 3.2 3.4 |
| 3 | Grades 6-8 D.1.3.2 The student uses research and contextual information to identify responses to works of art. | uses analytical descriptions to identify fallacies and prejudices that people bring to a work of art. | 3.1 3.2 3.4 3.10 |
| 3 | Grades 6-8 D.1.3.3 The student understands how an artist's intent plays a crucial role in the aesthetic value of an object. | describes the relationship between the success of a communicated message in an artwork to the aesthetic value of an object (e.g., "Jenny Holtzer" in Barbara Kouper's work). researches a work of art (e.g., Guernica by Picasso) and discusses what the artist's creative thoughts and intentions might have been. | 3.1 3.2 3.4 3.10 |
| 4 | Grades 9-12 D.1.4.1 The student understands and determines the differences between the artist's intent and public interpretation through evaluative criteria and judgment. | discusses how public interpretation of works of art (e.g., as related to theories or values) can change over time and space and from culture to culture and how this changing interpretation relates to the original intent of the artists. researches and presents to the class a report that compares and contrasts the artist's intention embodied in a particular work of art and the results of a survey of public response (e.g., mall survey, "man on the street," or peer) to the same work of art. | 3.1 3.2 3.4 3.10 |
| 4 | Grades 9-12 D.1.4.2 The student understands critical and aesthetic statements in terms of historical reference while researching works of art. | researches with other students an art collection from a specific period of time and develops time lines on any of the following: * the creation of the specific artworks * historical events, discoveries, and inventions from that time period * lifestyles, transportation, clothing, furniture, or entertainment from that time period. | 3.1 3.2 3.4 3.7 3.10 |

D1 The student assesses, evaluates, and responds to the characteristics of works of art.

| Level | Benchmark | Performance | Goal 3 |
|---------------|--|---|---------------------------|
| 4 Grades 9-12 | D.1.4.3 The student knows the difference between the intentions of artists in the creation of original works and the intentions of those who appropriate and parody those works. | describes artists who intentionally strive toward innovation (e.g., Seurat and Pollock), those who appropriate images (e.g., Robert Levine and Jeff Koons), and those who create parodies (e.g., Robert Colescott). | 3.1 3.2 3.4 3.10 |

Visual Arts Curriculum Standards

E. Applications to life

E1 The student makes connections between the visual arts, other disciplines, and every day life..

| Level | Benchmark | Performance | Goal 3 |
|--------------------|--|--|----------------------------------|
| 1 Grades PreK-2 | E.1.1.1 The student understands that people create art for various reasons and that everyday objects are designed by artists. | interprets art in his or her personal environment (e.g., favorite colors, motifs, shapes, cultures, and food) and makes personal choices about it. gathers and classifies examples of everyday objects designed by artists. | 3.1 |
| | | | 3.2 3.4 3.5 3.10 |
| 1 Grades PreK-2 | E.1.1.2 The student knows various careers that are available to artists. | takes part in an arts career day and visits artists, craftsmen, and media-arts production staff for outreach experience. | 3.1 |
| | | | 3.2 3.4 3.5 3.6 3.10 |
| 1 Grades PreK-2 | E.1.1.3 The student understands and uses appropriate behavior in a cultural experience. | uses appropriate etiquette during a museum experience (e.g., proper handling of artworks). | 3.1 |
| | | | 3.2 3.4 3.7 |
| 2 Grades 3-5 | E.1.2.1 The student understands the influence of art and how it effects the quality of everyday life. | selects, categorizes, and critiques magazine pictures or photographs, according to aesthetic and functual qualities. | 3.1 |
| | | | 3.2 3.4 3.6 3.7 |
| 2 Grades 3-5 | E.1.2.2 The student knows the types of tasks performed by various artists and some of the required training. | visits artists' studios, observes the artist at work, and interviews them to identify their training background. | 3.1 |
| | | | 3.2 3.4 3.6 3.7 |
| 2 Grades 3-5 | E.1.2.3 The student understands the similarities and differences and the various contributions of galleries, studios, churches and museums. | visits galleries, studios, churches and museums and participates in discussions following the visits to identify their similarities and differences. | 3.1 |
| | | | 3.2 3.4 3.6 3.10 |
| 2 Grades 3-5 | E.1.2.4 The students understands and uses similarities and differences between characteristics of the visual arts and other art dispiplines. | | 3.1 |
| 2 Grades 3-5 | E.1.2.5 The student identifies connections btween the visual arts and other dispiplines in the curriculum. | | 3.1 |

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E. Applications to life

E1 The Student makes connections between the visual arts, other disciplines and every day life.

| Level | Benchmark | Performance | Goal 3 |
|--------------------|--|--|--|
| 1 Grades Pre K-2 | E.1.2.5 The student identifies connections between the visual arts and other disciplines in the curriculum. | | 3.1 |
| 2 Grades 3-5 | E.1.2.6 The student understands how to responsibly apply Catholic values to artistic decisions. | | 3.1 |
| 1 Grades Pre K - 2 | E.1.2.6 The student understands how to responsibly apply Catholic values to artistic decisions. | | 3.1 |
| 3 Grades 6-8 | E.1.3.1 The student understands how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life. | designs reports or research projects using information gained from the visual arts. | 3.1 3.2 3.4 3.8 3.9 |
| 3 Grades 6-8 | E.1.3.1 The student understands how knowledge, skills, and attitudes gained from the visual arts can enhance other disciplines. | Discuss and demonstrate how artists are influenced by and influence the social and political situation of their time. Students will view slides that are examples of the influence of art upon a social or political situations such as the use of posters or art in public places and discuss how artistic elements were used to convey the political or social message. Students may then be asked to find their own examples of art that has political meaning. | 3.1 3.2 3.4 3.8 3.9 |
| 3 Grades 6-8 | E.1.3.2 The student understands the skills artists use in various careers and how they can be developed in art school or college or through internships. | analyzes a magazine to determine the contributions of artists (e.g., to the layout and photography). participates in community activities and job shadowing to increase awareness of art applications and required training in the job market. | 3.1 3.2 3.4 3.5 3.6 3.7 |
| 3 Grades 6-8 | E.1.3.3 The student understands the various roles of churches museums, cultural centers, and exhibition spaces. | visits a local museum or church and analyzes its cultural, social, and economic role. | 3.1 3.2 3.4 3.5 3.8 3.9 |
| 3 Grades 6-8 | E.1.3.4 The student understands and uses similarities and differences between characteristics of the visual arts and other art disciplines. | | 3.1 |
| 3 Grades 6-8 | E.1.3.5 The student identifies connections between the visual arts and tother disciplines in the curriculum. | | 3.1 |

Visual Arts Curriculum Standards

E. Applications to life

E1 The student makes connections between the visual arts, other disciplines, and every day life.

| Level | Benchmark | Performance | Goal 3 |
|---------------|---|--|--|
| 3 Grades 6-8 | E.1.3.6 The student understands how to responsibly apply Catholic values to artistic decisions. | | 3.1 |
| 4 Grades 9-12 | E.1.4.1 The student knows and participates in community-based art experiences as an artist or observer. | participates in the planning and implementation of an art fair. | 3.1 3.2 3.4 3.5 3.8 3.9 |
| 4 Grades 9-12 | E.1.4.2 The student understands and identifies the skills that artists use in various careers to promote creativity, fluency, flexibility, and elaboration within the arts and across life. | determines career choices and required skill proficiency from experiences attained through visual arts courses, past research, and actual apprenticeships. | 3.1 3.2 3.4 3.5 3.7 |
| 4 Grades 9-12 | E.1.4.3 The student knows how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education. | demonstrates a working knowledge of artistic terminology through portfolio and resume presentations, journal entries, and critiques. | 3.1 3.2 3.4 3.5 3.8 3.9 |
| 4 Grades 9-12 | E.1.4.4 Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines. | | 3.1 |
| 4 Grades 9-12 | E.1.4.5 The student identifies connections between the visual arts and other disciplines in the curriculum. | | 3.1 |
| 4 Grades 9-12 | E.1.4.6 The student understands how to responsibly apply Catholic values to artistic decisions. | | 3.1 |