
Visual Arts Standards of Learning for Virginia Public Schools



**Board of Education
Commonwealth of Virginia**

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Visual Arts Standards of Learning for Virginia Public Schools

**Adopted in May 2020 by the
Board of Education**

Daniel A. Gecker, President
Diane T. Atkinson, Vice President
Kim E. Adkins
Pamela Davis-Vaught
Francisco Durán
Anne B. Holton
Tammy Mann
Keisha Pexton
Jamelle S. Wilson

Superintendent of Public Instruction

James F. Lane

Commonwealth of Virginia

Board of Education
Post Office Box 2120
Richmond, VA 23218-2120

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Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120
[Virginia Department of Education](#)

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Superintendent of Public Instruction

James F. Lane

Assistant Superintendent for Learning and Innovation

Michael F. Bolling

Office of Humanities

Christine A. Harris, Director

Kelly A. Bisogno, Coordinator of Fine Arts

Douglas C. Armstrong, Fine Arts Music Specialist

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Foreword

The Fine Arts Standards of Learning in this publication represent a significant development in public education in Virginia. Adopted in May 2020 by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts as part of a comprehensive education in the public schools. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems resourcefully, communicate effectively, work collaboratively, understand historical and cultural perspectives, and exercise creative thinking by employing originality, flexibility, and imagination.

The Fine Arts Standards of Learning were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, community arts organization representatives, fine arts professional organization representatives, and museum personnel. These persons assisted the Department of Education in developing and reviewing the draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at several sites across the state, as well as public comment email accounts.

The Fine Arts Standards of Learning are available online for divisions and teachers to use in developing curricula, lesson plans, instructional strategies, and assessment methods to support the standards. The standards state the minimum requirements in the fine arts, setting reasonable targets and expectations for what students need to know and be able to do in a sequential course of study. The standards set clear, concise, measurable, and rigorous expectations for students.

While the standards focus on what is most essential, schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students. Fine arts instruction in Virginia is responsive to and respectful of students' prior experiences, talents, interests, and cultural perspectives. Successful fine arts programs challenge students to maximize their potential and provide consistent monitoring, support and encouragement to ensure success for all. All students, including gifted students, English learners, and students with special needs, must have an opportunity to learn and meet high standards in fine arts instruction as part of a comprehensive education.

A major objective of Virginia's educational agenda is to provide the citizens of the Commonwealth with a program of public education that is among the best in the nation and that meets the needs of all students of the Commonwealth. These Fine Arts Standards of Learning exemplify the expectations established in the Profile of a Virginia Graduate and are reflective of the skills and attributes students need to excel in the 21st Century workplace.

Introduction

The *Visual Arts Standards of Learning* identify the essential knowledge and skills required in the visual arts curriculum for each grade level or course in Virginia’s public schools. The standards outline the minimum criteria for a sequential course of study within a comprehensive visual arts education program. The standards are designed to be cumulative, progressing in complexity by grade level from kindergarten through the sequence of high school courses.

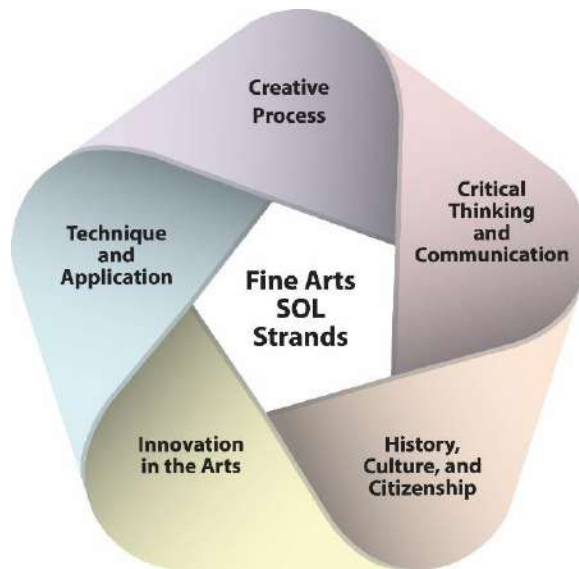
A comprehensive visual arts program provides students with opportunities to develop ideas through a creative process as well as critical thinking skills to evaluate information that is conveyed visually. Through engagement with the visual arts, students connect knowledge and skills from a variety of academic areas to solutions to problems of creation, design, and execution. They develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifelong engagement with the arts.

The standards are not intended to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Teachers are expected to consistently model appropriate use of copyrighted and royalty-protected materials.

Goals

The *Visual Arts Standards of Learning* support the following goals for students:

- Demonstrate creative thinking by employing originality, flexibility, fluency, and imagination in the development of artwork.
- Understand and apply a creative process for developing ideas and artwork.
- Develop critical thinking skills in the analysis, interpretation, and evaluation of the work of self and others.
- Articulate personal responses to artwork, and recognize the value of learning about diverse opinions and responses of others.
- Identify and apply collaboration and communication skills for artistic processes and for working within a creative community.
- Demonstrate understanding of cultural and historical influences of visual arts.
- Nurture a lifelong engagement with the arts as an integral component of communities and cultures.
- Identify and understand ethical and legal considerations for engaging with and using resources and source materials.
- Connect visual arts skills, content, and processes to career options, college opportunities, and the 21st Century workplace.
- Understand and explore the impact of current and emerging technologies on visual arts.
- Cultivate authentic connections between visual arts skills, content, and processes with other fields of knowledge to develop problem-solving skills.
- Acquire the technical and artistic knowledge and skills necessary for creative, expressive, and artistic production.
- Demonstrate understanding of elements of art and principles of design and ways they are used for artistic production and creative expression.
- Select and use art media, subject matter, and symbols for creative expression and communication.
- Use materials, methods, information, and technology in a safe and healthy manner.



Strands

The *Visual Arts Standards of Learning* are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout visual arts instruction, regardless of the particular learning experience. Through the understanding of visual arts concepts and acquisition of visual arts skills, the goals for visual arts education are realized.

Creative Process

A creative process guides the development of ideas and original work. Creative processes include inquiry, questioning, research, investigation, generating ideas and solutions, testing solutions, discussing ideas, refining work as part of a creative community, and reflecting on the process and product. Through creative processes, students use their knowledge and skills flexibly to develop an original voice and vision as an artist.

Critical Thinking and Communication

Students analyze art when they describe art works using appropriate vocabulary, classify properties of works in a variety of ways, compare and contrast aspects of art, and recognize properties and characteristics of art works. Students interpret work of self and others for messages and meaning. Evaluating the work of self and others allows students to apply content knowledge and to develop informed responses to artistic works. Students recognize and articulate personal preferences, beliefs, and opinions regarding art. Students examine their opinions, attitudes, and beliefs regarding art, and recognize the value of learning about diverse responses of others.

Collaboration and communication skills for visual arts include working toward a common goal, compromise, sharing responsibility, caring for materials and workspaces, teamwork, active listening for understanding, recognizing and effectively using verbal and nonverbal cues, presenting work and ideas, and providing and receiving constructive feedback.

History, Culture, and Citizenship

Students explore and understand cultural and historical influences of the work of self and others. Students identify the value, roles, and reasons for creating art from the perspective of many time periods, people, and places. Students understand that visual arts are integral to communities and cultures. Students identify and interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer. Students identify and understand ethical and legal considerations for engaging with art resources and source materials responsibly.

Innovation in the Arts

Students understand and explore opportunities to connect visual arts content, processes, and skills to career options, college opportunities, and the 21st Century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on visual arts processes and works, and develop problem-solving skills by cultivating connections between fields of knowledge.

Technique and Application

Students will develop skills and techniques for multiple means of expression in visual arts. Students will explore and develop ideas and skills for a variety of media, subject matter, styles, and techniques for visual communication and creative expression.

Safety

Safety must be given the highest priority in implementing the visual arts instructional program. Students must understand the rationale for safe practices and guidelines and must demonstrate appropriate classroom safety techniques, including the safe use of materials, equipment, tools, and art spaces while working individually and in groups. Teachers are responsible for ensuring that students know why some materials and practices are unsafe.

Correct and safe techniques, as well as the wise selection of resources, materials, and equipment appropriate for the students' age levels, must be carefully considered with regard to the safety precautions needed for every instructional activity. Safe visual arts classrooms require thorough planning, careful managing, and constant monitoring during art-making activities. Class enrollment should not exceed the designated capacity of the room.

Teachers must be knowledgeable of the properties, use, storage, and proper disposal of all products that may be judged as hazardous prior to their use in an instructional activity. Such information is referenced through Materials Safety Data Sheets (MSDS). Art materials containing toxic substances that can cause acute or chronic health effects are prohibited from use with students in pre-kindergarten through grade six, or up to twelve years of age. All hazardous art materials are required to have been tested by the manufacturer and to exhibit the safety labeling "Conforms to ASTM D-4236," "Conforms to ASTM Practice D-4236," or "Conforms to the health requirements of ASTM D-4236."

Toxic materials can enter the body in three different ways: inhalation, ingestion, or absorption through the skin. If toxic material does enter a child's body, it can result in an allergic reaction, acute illness, chronic illness, cancer, or death. Toxic materials can be more harmful to children than to adults for several reasons. Since children are smaller than adults, any given amount of a toxic material in a child's body is more concentrated than in an adult's body. Since children are still growing and developing, their bodies

more readily absorb toxic materials, which can result in more damage than in adults. Children are also at higher risk because of their behavior: they may not understand why it is important to be careful when using harmful materials, and, for example, they may put things in their mouths or swallow them without regard for the consequences.

While no comprehensive list exists to cover all situations, the following guidelines from The Center for Safety in the Arts should be followed to avoid potential safety problems:

1. Avoid certain art supplies for students in pre-kindergarten through grade six, or up to twelve years of age. The general rules are as follows:
 - No dust or powders;
 - No chemical solvents or solvent-containing products;
 - No aerosol sprays, air brush paints, or other propellants;
 - No acids, alkalis, bleaches, or other corrosive chemicals;
 - No donated or found materials, unless ingredients are known;
 - No old materials, as they may be more toxic and have inadequate labeling; and
 - No lead, metals, or cadmium products, as found in paints, glazes, metal work, and stained glass.When feasible, substitution of nontoxic materials for hazardous materials should be made a priority with students over twelve years of age.
2. High-risk students, who are at greater than usual risk from toxic materials, must be treated with special care and attention when using potentially harmful art supplies. High-risk students include those who have visual or hearing problems, physical disabilities, or asthma; take medication; or are emotionally disturbed.
3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says “nontoxic,” do not assume that the product is completely safe. Art materials must contain one of the three ASTM D-4236 labels listed above for assurance that they are safe to use. If containers are changed, be sure to label the new container.
4. Purchase hazardous products in small containers, because the smaller the amount of a product, the less potential there is for exposure to it. Also, larger amounts often are not quickly depleted, and leftover products need to be properly stored. Accidental poisonings may occur when stored products are left unattended. If such an accident should occur, call the local poison control center immediately.

Art educators are responsible for the art materials they order and supply to students and for the safe use, storage, and disposal of those materials. Numerous safe art materials are available for use in place of materials identified as being toxic. Only art materials manufactured and labeled for use in the production of art projects and activities should be used in the execution of art projects within the classroom.

Exhibiting Student Art

The exhibition process encompasses many skills, concepts, and abilities that reflect aesthetic, critical, contextual, and technical decisions that directly complement the comprehensive visual arts education curriculum. Students at all grade levels should have opportunities to exhibit their works of art throughout their course of study in different contexts and venues and for various purposes. Exhibiting their art is particularly beneficial to students when they engage in the process. An exhibition process could include theme development, developing selection criteria, exhibition design, installation, publicity, and reflection.

Kindergarten Visual Arts

The standards for Kindergarten Visual Arts serve as the foundation for further visual arts instruction. The standards place emphasis on cognitive, affective, sensory, and motor development, using a problem-solving approach. Students learn that art is a means for creative expression, has value, and connects to history, culture, and other areas of learning. Students come to understand that works of art are developed using a creative process.

Creative Process

- K.1 The student will apply creative thinking to artmaking.
- a) Draw from imagination
 - b) Create works of art that represent personal responses to art-making challenges.
- K.2 The student will apply a creative process for artmaking.
- a) Ask questions about art and artmaking.
 - b) Generate multiple ideas for an art challenge.
 - c) Share ideas with a group.

Critical Thinking and Communication

- K.3 The student will analyze and interpret artwork using art vocabulary.
- a) Describe works of art.
 - b) Describe objects in the environment by their visual qualities (e.g., location, size, color, texture, line, shape, pattern).
 - c) Describe ideas, experiences, and feelings expressed in personal and other works of art.
- K.4 The student will describe personal connections to and interests in visual art.
- K.5 The student will describe how artists work together in a creative community.

History, Culture, and Citizenship

- K.6 The student will explore cultural and historical influences of art.
- a) Describe the concept that people in all cultures create works of art.
 - b) Respond to art from a variety of time periods and places.
- K.7 The student will identify a variety of purposes for creating works of art including art to commemorate personal and community events.
- K.8 The student will identify information about art from provided resources.

Innovation in the Arts

- K.9 The student will identify people, including oneself, who make art as artists.
- K.10 The student will identify works of art created with contemporary media.

K.11 The student will recognize connections between the arts, incorporating or responding to music, theatre, or dance in their artwork.

Technique and Application

K.12 The student will identify and use the following in works of art:

- a) Color—red, blue, yellow, green, orange, violet, brown, black, white.
- b) Line—straight/curved, thick/thin, long/short, up/down/across.
- c) Shape—circle, square, triangle, rectangle, oval.
- d) Texture—visual, tactile.
- e) Pattern—occurring naturally, made by people.

K.13 The student will identify spatial relationships for composition.

- a) Identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.
- b) Make observations of objects in space.

K.14 The student will create drawings from observation.

K.15 The student will use motor skills to create two-dimensional and three-dimensional works of art (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping).

K.16 The student will explore a variety of media, techniques, and processes to create two-dimensional and three-dimensional artwork.

K.17 The student will create artworks inspired by a variety of sources and subjects.

- a) Depict the human figure.
- b) Use nature as inspiration.

Grade One Visual Arts

The standards for Grade One Visual Arts continue to emphasize that the visual arts are about ideas. Development continues in cognitive, affective, sensory, and motor domains. The standards continue to emphasize the ways that art communicate ideas, opinions, and emotions. Art production focuses on increased communication, creative thinking, and the depiction of stories, poems, ideas, and themes. Students explore why people have different responses to works of art.

Creative Process

- 1.1 The student will apply creative thinking to artmaking.
 - a) Experiment with materials.
 - b) Make unconventional combinations of ideas or objects in artwork.
- 1.2 The student will apply a creative process for artmaking.
 - a) Examine a variety of solutions to art-making challenges.
 - b) Describe steps used in the creation of works of art.

Critical Thinking and Communication

- 1.3 The student will analyze and interpret artwork using art vocabulary.
 - a) Describe the visual qualities and content of works of art.
 - b) Describe similarities and differences among works of art.
 - c) Describe how ideas, opinions, and emotions are communicated in works of art.
- 1.4 The student will share a response to art and explain why viewers may have different responses to works of art.
- 1.5 The student will identify skills needed to work collaboratively in a creative art community.

History, Culture, and Citizenship

- 1.6 The student will explore and recognize cultural and historical influences of art.
 - a) Explain a variety of reasons why works of art can have importance.
 - b) Describe how art is an integral part of one's culture.
- 1.7 The student will identify artwork and artists in the community and Commonwealth.
- 1.8 The student will identify appropriate sources of information for learning about art.

Innovation in the Arts

- 1.9 The student will describe various careers in the visual arts.
- 1.10 The student will recognize how artists use current technology and contemporary media to create works of art.
- 1.11 The student will identify connections between the arts by incorporating or responding to music, theatre, or dance in their artwork.

Technique and Application

- 1.12 The student will identify and use the following in works of art:
- a) Color—primary, secondary.
 - b) Line—zigzag, dotted, wavy, spiral.
 - c) Shape—geometric, organic.
 - d) Texture—visual, tactile.
 - e) Pattern—alternating, repeating.
- 1.13 The student will identify and apply spatial relationships for composition.
- a) Arrange shapes in space within the picture plane.
 - b) Identify and use figure-ground relationships.
 - c) Identify and use size relationships.
- 1.14 The student will create observational drawings of people and objects in the environment.
- 1.15 The student will apply motor skills (e.g., cutting, modeling, molding, tearing, weaving) to create two- and three-dimensional works of art.
- 1.16 The student will apply a variety of media, materials, techniques, and processes to create artwork.
- 1.17 The student will create works of art inspired by a variety of sources and subjects.
- a) Use the senses of sight, touch, and hearing.
 - b) Create works of art inspired by stories or poems, ideas, and themes.
 - c) Depict personal experiences.

Grade Two Visual Arts

The standards for Grade Two Visual Arts focus on applying a creative process for artmaking. Students focus on the creative thinking skills, collaboration skills, and communication skills learned by developing ideas and artwork. Students express ideas using an increasing variety of art materials, skills, techniques, and processes. They explore and identify historical and cultural influences of artwork.

Creative Process

- 2.1 The student will apply creative thinking to artmaking.
 - a) Incorporate unanticipated results of artmaking into works of art.
 - b) Depict imaginary characters, scenes, or experiences.
- 2.2 The student will apply a creative process for artmaking.
 - a) Generate a variety of solutions to artmaking challenges.
 - b) Reflect on the process and outcome of an artmaking experience.

Critical Thinking and Communication

- 2.3 The student will analyze and interpret artwork using art vocabulary.
 - a) Categorize works of art both real and imaginary, by subject matter, such as portrait, landscape, still life, and architecture.
 - b) Interpret ideas, opinions, and emotions expressed in personal and others' works of art.
- 2.4 The student will express opinions with supporting statements regarding works of art.
- 2.5 The student will describe skills needed to work collaboratively in an art community.
 - a) Active listening for understanding.
 - b) Share and take turns with art tools and materials.

History, Culture, and Citizenship

- 2.6 The student will explore and identify cultural and historical influences of art.
 - a) Identify symbols and motifs from various cultures.
 - b) Identify public art, both historical and contemporary, and its impact on the community.
 - c) Explain ways that the art of a culture reflects its people's attitudes, beliefs, and experiences.
- 2.7 The student will describe roles of artwork and artists in communities.
- 2.8 The student will identify appropriate sources for viewing art on the Internet.

Innovation in the Arts

- 2.9 The student will recognize careers related to the art media used in instruction.

- 2.10 The student will explore contemporary digital tools for artmaking.
- 2.11 The student will apply connections between the arts by incorporating or responding to music, theatre, or dance in the creation of a work of art.

Technique and Application

- 2.12 The student will identify and use the following in works of art:
- a) Color—warm, cool, neutral.
 - b) Form—three-dimensional.
 - c) Line—vertical, horizontal, diagonal.
 - d) Shape—geometric, organic.
 - e) Pattern—complex alternating and repeating.
- 2.13 The student will identify and apply spatial relationships and perspective for composition.
- a) Use foreground and background in works of art.
 - b) Depict objects according to size and proportion within works of art.
- 2.14 The student will create preliminary drawings and/or finished works of art from observation.
- 2.15 The student will refine motor skills (e.g., cutting, modeling, molding, tearing, weaving) to create two-dimensional and three-dimensional works of art.
- 2.16 The student will create three-dimensional works of art, using a variety of materials to include clay.
- 2.17 The student will create works of art inspired by a variety of concepts, themes, and/or literary sources.

Grade Three Visual Arts

The standards for Grade Three Visual Arts emphasize learning through a creative process that involves brainstorming, problem solving, planning, and self-assessment. Students investigate the integral role of art and architecture within various cultures, and they use imaginative, expressive, and collaborative strategies to create works of art.

Creative Process

- 3.1 The student will apply creative thinking to artmaking.
- Use imaginative and expressive strategies to create works of art.
 - Create work in collaboration with others.
- 3.2 The student will apply a creative process for artmaking.
- Identify innovative solutions used by artists to solve artmaking challenges.
 - Describe and use steps of the artmaking process, including brainstorming, preliminary sketching, and planning, to create works of art.
 - Collaborate with peers to identify ways to further develop an artwork.

Critical Thinking and Communication

- 3.3 The student will analyze and interpret artwork using art vocabulary.
- Identify distinguishing characteristics of a selection of art, such as landscape, portrait, still life, and narrative works.
 - Analyze personal works of art, using visual art vocabulary, such as the elements of art and/or principles of design.
 - Identify how works of art and craft communicate aspects of times, places, and cultures.
- 3.4 The student will express informed judgments about works of art.
- 3.5 The student will demonstrate skills needed to work collaboratively in an art community.
- Ask clarifying questions.
 - Take responsibility for the care of art tools and materials.

History, Culture, and Citizenship

- 3.6 The student will explore and examine cultural and historical influences of art.
- Identify how history, culture, and the visual arts influence each other.
 - Compare and contrast works of art created by artists of diverse cultures.
 - Examine the relationship between form and function in the artifacts of a culture.
 - Compare and contrast art and architecture from a variety of cultures.
- 3.7 The student will determine reasons why art has value to people and communities.

3.8 The student will demonstrate ethical use of the Internet when exploring art topics.

Innovation in the Arts

3.9 The student will identify a variety of artists and art careers.

3.10 The student will explore and investigate the use of technology for creating and editing works of art.

3.11 The student will explain authentic opportunities for artmaking that demonstrate understanding of a concept learned in another content area.

Technique and Application

3.12 The student will use the following in works of art:

- a) Color—intermediate, warm, cool.
- b) Space—positive, negative.
- c) Balance—symmetry, asymmetry, radial.
- d) Contrast.
- e) Pattern—decorative repeating motifs.

3.13 The student will identify and use foreground, middle ground, and background in two-dimensional works of art.

3.14 The student will use organic and geometric shapes in observational drawing.

3.15 The student will identify quality and technical skill in works of art.

3.16 The student will use subtractive and additive processes in various media, including clay.

3.17 The student will develop ideas inspired by a variety of sources, including print, nonprint, and contemporary media, for incorporation into works of art.

Grade Four Visual Arts

The standards for Grade Four Visual Arts continue to emphasize elements of art (e.g., color, form, line, shape, space, texture, value) and principles of design (e.g., balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as tools for visual communication, creative expression, and production. Students explore a range of art materials, subject matter, and ideas in their personal works of art as they engage in a creative process. Students examine influences of art of the past on contemporary culture.

Creative Process

- 4.1 The student will apply creative thinking to artmaking.
 - a) Apply imaginative and expressive ideas.
 - b) Develop ideas individually and collaboratively.
- 4.2 The student will apply a creative process for artmaking.
 - a) Formulate questions about works of art.
 - b) Use steps of the creative process, including brainstorming, preliminary sketching, planning, and reflecting, to generate ideas for and create works of art.

Critical Thinking and Communication

- 4.3 The student will analyze, interpret, and evaluate artwork using art vocabulary.
 - a) Compare and contrast abstract, representational, and nonrepresentational works of art.
 - b) Analyze works of art based on visual properties and contextual information.
 - c) Interpret works of art for multiple meanings.
 - d) Describe criteria used to evaluate artwork of self and others.
- 4.4 The student will describe how personal beliefs influence responses to works of art.
- 4.5 The student will demonstrate skills needed to work collaboratively in an art community.
 - a) Provide and receive constructive feedback.
 - b) Demonstrate personal responsibility for the art room spaces and tools.

History, Culture, and Citizenship

- 4.6 The student will explore and examine cultural and historical influences of art.
 - a) Describe the roles of crafts and artisans in diverse cultures.
 - b) Compare and contrast characteristics of diverse cultures depicted in works of art.
 - c) Identify ways that works of art from popular culture reflect the past and influence the present.
 - d) Explain how criteria used to assess the importance of art may vary from one culture to another.

- 4.7 The student will explain how art is an integral part of one's life and community.
- 4.8 The student will give credit to sources used in art research.

Innovation in the Arts

- 4.9 The student will identify common characteristics of various art careers.
- 4.10 The student will use contemporary media, which may include digital media, to create works of art individually or collaboratively.
- 4.11 The student will explore how artmaking skills can be used in the development of solutions to real-world problems.

Technique and Application

- 4.12 The student will use the following to express meaning in works of art:
- a) Color—hue, tint, shade, intensity.
 - b) Texture—actual, implied.
 - c) Value—shading to create implied depth.
 - d) Pattern—repetition to imply movement.
 - e) Variety—to create interest.
 - f) Unity—to create compositional harmony
- 4.13 The student will create the illusion of depth on a two-dimensional surface, using overlapping, size variation, and placement on the picture plane.
- 4.14 The student will use a variety of lines and shading techniques to create observational drawings.
- 4.15 The student will reflect on quality and technical skill in personal works of art.
- 4.16 The student will use a variety of media, materials, techniques, and processes to create artwork.
- a) Describe and use hand-building techniques to make a ceramic work of art.
 - b) Use craft techniques.
- 4.17 The student will create works of art that connect ideas, art forms, or cultural themes to personal experiences.

Grade Five Visual Arts

The standards for Grade Five Visual Arts enable students to use their knowledge and skills to solve problems creatively and to analyze and interpret works of art. Students make artistic choices to communicate personal ideas, images, and themes. Students gain fluency in using and understanding elements of art and principles of design as they relate to artistic expression and communication.

Creative Process

- 5.1 The student will apply creative thinking to artmaking.
- Express personal ideas, images, and themes through artistic choices of media, techniques, and subject matter.
 - Demonstrate resilience and resourcefulness in solving art challenges.
- 5.2 The student will apply a creative process for artmaking.
- Apply steps of the creative process, including brainstorming, researching, preliminary sketching, planning, reflecting, and refining, to synthesize ideas for and create works of art.
 - Use specific criteria to self-evaluate a finished product.

Critical Thinking and Communication

- 5.3 The student will analyze, interpret, and evaluate artwork using art vocabulary.
- Compare and contrast natural and constructed environments.
 - Analyze and interpret works of art based on visual properties and context.
 - Interpret an artist's point of view based on contextual information.
 - Develop criteria to evaluate the work of self and others.
- 5.4 The student will select a preferred work of art and defend the selection.
- 5.5 The student will apply skills needed to work collaboratively in an art community.
- Effectively use listening skills.
 - Apply communication skills in class discussions and presentations.
 - Recognize a variety of strengths in others and oneself.

History, Culture, and Citizenship

- 5.6 The student will explore and examine cultural and historical influences of art.
- Describe how criteria used to assess the importance of art may vary over time.
 - Examine the influence of historic events on works of art.
 - Describe similarities and differences among art and artists from a variety of diverse cultures and experiences.
 - Compare and contrast contemporary and historical works of art, including architecture.

- 5.7 The student will describe how artists contribute to society.
- 5.8 The student will define *intellectual property* as it relates to art.

Innovation in the Arts

- 5.9 The student will describe various commercial art careers.
- 5.10 The student will investigate and explore approaches to time-based media such as video, traditional animation, digital animation, and game design.
- 5.11 The student will explore authentic opportunities for how artmaking skills are used for problem-solving.

Technique and Application

- 5.12 The student will use the following to express meaning in works of art:
- a) Color—student-mixed hues, tints, shades, tones.
 - b) Form—convex, concave, positive, negative.
 - c) Texture—surface embellishment.
 - d) Value—gradation to create the illusion of depth on a two-dimensional surface.
 - e) Balance—formal, informal.
 - f) Pattern—repetition to create rhythm.
- 5.13 The student will apply and emphasize spatial relationships and perspective techniques in the composition of works of art.
- a) Use atmospheric perspective in works of art.
 - b) Use size and proportion to emphasize spatial relationships in works of art.
- 5.14 The student will draw the human figure in proportion from observation.
- 5.15 The student will execute and complete works of art with attention to detail and skill in the use of art materials.
- 5.16 The student will use a variety of media, materials, techniques, and processes to create artwork.
- a) Create sculpture in the round, high relief, or bas-relief, using three-dimensional media, including clay.
 - b) Combine various craft techniques in works of art.
- 5.17 The student will create works of art inspired by a variety of sources, subjects, and other fields of knowledge.

Grade Six Visual Arts

The standards for Grade Six Visual Arts emphasize exploration of creative processes. Using elements of art (e.g., color, form, line, shape, space, texture, value) and principles of design (e.g., balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) allows students to investigate a variety of ideas, media, and processes for creating art. Through critical analysis, historical and cultural studies, and evaluation, students determine how artists convey meaning visually.

Creative Process

- 6.1 The student will apply creative thinking to communicate personal ideas, experiences, and narratives in works of art.
- 6.2 The student will apply steps of a creative process.
 - a) Use, and record in a digital or traditional sketchbook/journal, steps of the creative process, including brainstorming, preliminary sketching, planning, reflecting, peer critiquing, refining, and elaborating, to create works of art.
 - b) Explain the relationship between artmaking processes and finished products.

Critical Thinking and Communication

- 6.3 The student will analyze, interpret, and evaluate artwork.
 - a) Use critical thinking skills when describing, responding to, interpreting, and evaluating works of art.
 - b) Describe ideas and emotions expressed in works of art.
 - c) Identify how visual language communicates meaning.
 - d) Examine the components of an artist's style, including materials, design, technique, subject matter, and purpose.
 - e) Apply personal criteria to evaluate artwork.
- 6.4 The student will formulate, justify, and examine personal responses to art.
 - a) Describe how the beliefs and values of a viewer may influence ideas and opinions about works of art.
 - b) Respond to questions about why artists create works of art.
 - c) Describe how works of art can evoke personal sensory, emotional, and aesthetic responses.
- 6.5 The student will develop communication and collaboration skills for a community of artists.
 - a) Contribute to class discussions.
 - b) Identify procedures for the safety and care of art materials and tools.

History, Culture, and Citizenship

- 6.6 The student will explore and understand historical and cultural influences of art.

- a) Explore how the ethnic heritage, culture, and personal identities of artists influence their work
 - b) Examine the roles of crafts in communities.
- 6.7 The student will describe ways artists contribute to their communities and society through their work.
- 6.8 The student will identify and apply digital citizenship skills related to intellectual property in art research, creation, use of source materials, and sharing.

Innovation in the Arts

- 6.9 The student will investigate various types of art careers.
- 6.10 The student will investigate and explore how to create a narrative using time-based media.
- 6.11 The student will explore cross-curricular connections with art content.

Technique and Application

- 6.12 The student will use elements of art and principles of design to express meaning in works of art.
- a) Color—relationships.
 - b) Line—variation, implied.
 - c) Texture—visual, tactile.
 - d) Value—gradation.
 - e) Proportion—realistic, distorted.
- 6.13 The student will use a variety of perspective techniques to create the illusion of space in works of art.
- 6.14 The student will apply a variety of techniques including gesture and continuous line in observational drawings.
- 6.15 The student will exercise increasing skill and control in the use of media and techniques.
- 6.16 The student will use modeling, assembling, or carving to create three-dimensional works of art.
- 6.17 The student will create artworks from a variety of subject matter.

Grade Seven Visual Arts

The standards for Grade Seven Visual Arts continue the exploration, analysis, and investigation of the creative process. Students apply elements of art and principles of design to solve artmaking challenges using various processes. They develop critical thinking skills and expand their vocabulary as they explore the meaning of works of art through the evaluation of subject matter, themes, and symbols. Students develop an increased awareness of their relationship to art and investigate visual arts careers.

Creative Process

- 7.1 The student will apply creative thinking to communicate ideas, experiences, and narratives in works of art.
- 7.2 The student will apply steps of a creative process.
- Use, and record in a digital or traditional sketchbook/journal, steps of the creative process, including research to create works of art.
 - Use ideas, concepts, and prior knowledge to solve artmaking challenges and create works of art.

Critical Thinking and Communication

- 7.3 The student will analyze, interpret, and evaluate artwork.
- Identify subjects, themes, and symbols as they relate to meaning in works of art.
 - Compare and contrast the processes artists use to create works of art.
 - Analyze, interpret, and evaluate works of art, based on personal, cultural, and contextual information.
 - Evaluate the work of self and others using developed and established criteria.
- 7.4 The student will formulate, justify, and examine personal responses to art.
- Identify ways that social and cultural beliefs can influence responses to works of art.
 - Describe personal responses to visual qualities of works of art.
 - Analyze and reflect on the purposes and meaning of art.
- 7.5 The student will develop communication and collaboration skills for a community of artists.
- Contribute to group discussions about visual arts topics.
 - Describe procedures for the safety and care of art materials and tools.

History, Culture, and Citizenship

- 7.6 The student will explore and understand historical and cultural influences of art.
- Identify styles and themes in historical and contemporary works of art from a variety of cultures.
 - Analyze how art and culture influence each other.

- 7.7 The student will identify venues for experiencing visual arts in the community and the Commonwealth.
- 7.8 The student will describe and apply digital citizenship skills related to intellectual property in art research, creation, use of source materials, and sharing.

Innovation in the Arts

- 7.9 The student will compare and contrast various visual arts careers in relation to career preparation.
- 7.10 The student will investigate and explore a variety of contemporary and digital media tools for following the creative process.
- 7.11 The student will use ideas, concepts, and cross-curricular knowledge to create original works of art.

Technique and Application

- 7.12 The student will use elements of art and principles of design to express meaning in works of art:
- a) Color—harmonious chromatic relationships.
 - b) Line—contrast, gradation.
 - c) Space—positive, negative.
 - d) Emphasis—focal point, dominance.
 - e) Proportion—actual, exaggerated.
- 7.13 The student will use a variety of compositional techniques, including perspective, to create the illusion of space within the picture plane.
- 7.14 The student will apply a variety of techniques in observational and expressive drawing.
- 7.15 The student will refine media techniques to demonstrate developing technical skill.
- 7.16 The student will create three-dimensional works of art, using various processes to include clay hand-building techniques.
- 7.17 The student will create and respond to representational and nonrepresentational artwork.

Grade Eight Visual Arts

The standards for Grade Eight Visual Arts focus on the application and synthesis of previously learned concepts and more complex technical skills. Students make conscious choices of media, processes, and techniques for expressive and creative purposes in original works of art. They develop critical thinking skills in the analysis and critique of the work of self and others. Students make connections between art experiences and other fields of knowledge in order to develop solutions to real-world problems.

Creative Process

- 8.1 The student will apply creative thinking to artmaking.
- a) Communicate ideas, experiences, and narratives through the creation of original works of art, using self-selected media.
 - b) Synthesize prior knowledge and experience to develop a personal investigation by creating a series of works of art.
- 8.2 The student will apply steps of a creative process.
- a) Plan for and reflect on the creative process, using a digital or traditional sketchbook/journal.
 - b) Develop and use a digital or traditional art portfolio as an idea-building resource to create works of art.

Critical Thinking and Communication

- 8.3 The student will analyze, interpret, and evaluate artwork.
- a) Analyze how visual organization in works of art affects the communication of ideas.
 - b) Analyze the uses and impact of persuasive techniques (e.g., selection of images, design, type, media) in print and contemporary media.
 - c) Communicate how personal experiences influence critical interpretations and evaluations of works of art.
 - d) Formulate a working definition of art.
 - e) Analyze purposes, values, and meanings of works of art.
 - f) Critique personal work and the work of others to refine the quality of technical skill and communication of creative intent.
- 8.4 The student will describe and justify personal responses to visual qualities in works of art.
- 8.5 The student will develop communication and collaboration skills for a community of artists.
- a) Develop visual art topics for group discussions.
 - b) Recognize a variety of contributions to the class community.
 - c) Explain procedures for the safety and care of art materials and tools.

History, Culture, and Citizenship

- 8.6 The student will explore and understand historical and cultural influences of art.
- a) Describe how works of art are influenced by social, political, and economic factors.
 - b) Describe how society, politics, and economics may be influenced by art.
 - c) Compare and contrast works of art according to medium, time period, culture, style, and artist.
 - d) Identify contributions and significance of artists in historical and contemporary societies.
- 8.7 The student will identify visual art resources in the community and the Commonwealth, including but not limited to community art centers, museums, and galleries.
- 8.8 The student will explain and apply digital citizenship skills related to intellectual property in art research, creation, use of source materials, and sharing.

Innovation in the Arts

- 8.9 The student will investigate connections between visual arts skills and college, career, and workplace skills.
- 8.10 The student will explore digital media for creating and engaging others through their artwork.
- 8.11 The student will synthesize knowledge from other content areas to connect to visual arts knowledge and processes in order develop solutions to solve a real-world problem.

Technique and Application

- 8.12 The student will use elements of art and principles of design to express meaning in works of art.
- a) Color—contrasting relationships.
 - b) Value—shading.
 - c) Proportion—scale, ratio relationships.
 - d) Unity—harmony.
 - e) Variety.
- 8.13 The student will combine a variety of compositional techniques to create the illusion of space within the picture plane.
- 8.14 The student will use observational and expressive drawing techniques to demonstrate multiple viewpoints (e.g., above, below, front, back).
- 8.15 The student will refine personal works of art to improve quality of craftsmanship.
- 8.16 The student will create three-dimensional works of art by combining a variety of techniques and processes.
- 8.17 The student will explore abstraction of subject matter.

Visual Arts I

The standards for Art I emphasize the development of skills needed to create, discuss, and understand original works of art. Students use creative processes to communicate ideas and personal life experiences. They create and maintain portfolios documenting their development of ideas and artwork. Students explore the cultural and historical perspectives that influence the development of artwork in a variety of time periods and places. They identify and explore technological developments and new media in the visual arts.

Creative Process

- AI.1 The student will apply creative thinking to original artistic works.
- a) Communicate personal ideas in works of art by selecting media and incorporating appropriate elements of art and principles of design.
 - b) Employ a variety of subject matter, including symbols and metaphors, to represent ideas about personal, cultural, or social concepts.
- AI.2 The student will identify and apply steps of a creative process to develop ideas and artwork.
- a) Develop personal questions for inquiry.
 - b) Research.
 - c) Brainstorm.
 - d) Develop preliminary sketches.
 - e) Plan.
 - f) Refine.
 - g) Reflect.
 - h) Maintain and use a process art portfolio (e.g., sketchbook/journal and digital or traditional working portfolio) for planning and as a resource in the artmaking process.
 - i) Recognize the role of exhibition as part of the creative process.

Critical Thinking and Communication

- AI.3 The student will analyze, interpret, and evaluate artwork.
- a) Use art criticism skills to describe, interpret, analyze, and evaluate works of art.
 - b) Analyze how media and visual organization in works of art affect the communication of ideas.
 - c) Analyze the functions, purposes, and perceived meanings of works of design.
 - d) Engage in collaborative approaches to critique such as formal and informal, peer-to-peer, small group, and large group.
- AI.4 The student will formulate a definition for *art* and defend that definition in relation to objects in the world.

AI.5 The student will identify communication and collaboration skills for the art studio, including safety procedures.

History, Culture, and Citizenship

AI.6 The student will understand historical and cultural influences of art.

- a) Explore works from diverse artists (including diversity of ability, ethnicity, race, and gender).
- b) Explore works of historical and contemporary art movements.
- c) Analyze art in relation to events, places, cultures, and historical periods.
- d) Evaluate how social, cultural, and historical context influence meaning in works of art and design.

AI.7 The student will identify ways to engage the school community through the visual arts.

AI.8 The student will define and follow ethical behaviors when creating works of art and design to include citation of resources.

Innovation in the Arts

AI.9 The student will explore how the creative and/or design process relates to various careers and can be used to solve real-world problems.

AI.10 The student will identify and explore technological developments and new media in the visual arts.

AI.11 The student will identify and describe relationships between music, dance, theatre, visual art, and non-arts fields of knowledge.

Technique and Application

AI.12 The student will select and apply elements of art and principles of design to communicate meaning in works of art.

AI.13 The student will combine a variety of approaches to create the illusion of space within works of art such as overlapping, size, placement, and one-point perspective.

AI.14 The student will use observational skills to create works of art.

AI.15 The student will exercise increasing skill and control in the use of media and techniques.

AI.16 The student will use a variety of two-dimensional, three-dimensional, and contemporary media to create works of art.

AI.17 The student will create original artworks in response to styles from art/design history.

Visual Arts II

The standards for Visual Arts II help students extend and refine the ability to investigate and respond to the visual arts. Students examine the importance of process, content, concepts, and skills involved in the development of original works of art and design. Students continue to maintain process portfolios and select work for exhibition.

Creative Process

- AII.1 The student will apply creative thinking to original artistic works.
- Select materials, media, and processes of personal interest to communicate ideas in artworks.
 - Communicate a personal style and point of view in artwork.
- AII.2 The student will apply a creative process to develop ideas and artwork.
- Refine and edit original works of art.
 - Expand the use of a digital or traditional process art portfolio to include research, inquiry, preliminary sketches, completed works, critical writings, and reflections.
 - Select, prepare, and submit works of art for exhibition.

Critical Thinking and Communication

- AII.3 The student will analyze, interpret, and evaluate artwork.
- Identify common characteristics of works of art and design that are presented as a series or sequence.
 - Describe, analyze, interpret, and evaluate personal, peer, and professional works of art and design.
 - Expand on constructive approaches to critique such as in-progress (formative), self-reflective, and summative.
- AII.4 The student will formulate a definition for *art* and defend that definition in relation to objects in the world.
- AII.5 The student will demonstrate personal responsibility for the care and safe use of shared art materials.

History, Culture, and Citizenship

- AII.6 The student will understand historical and cultural influences of art.
- Identify diverse historical and contemporary artists and artworks.
 - Examine and discuss social, political, economic, and cultural factors that influence works of art and design.
 - Investigate how art and design can be viewed from a variety of personal, cultural, and historical perspectives.
- AII.7 The student will identify ways that art can be used to address community needs.

AII.8 The student will apply and justify ethical choices when creating works of art and design.

Innovation in the Arts

AII.9 The student will describe various art-related skills that relate to a variety of postsecondary educational and career opportunities.

AII.10 The student will identify how digital media, and technology tools can be used to create, edit, and present works of art.

AII.11 The student will explore and respond to works of art that are inspired by other fine arts and fields of knowledge.

Technique and Application

AII.12 The student will employ elements of art and principles of design to effectively communicate intended meaning in works of art and design.

AII.13 The student will use a variety of perspective techniques such as linear, atmospheric, and/or multi-point perspective to create the illusion of space in works of art.

AII.14 The student will expand on observational skills to create expressive and meaningful artworks.

AII.15 The student will demonstrate proficiency, skill, and control in the use of media and techniques.

AII.16 The student will combine traditional and nontraditional media to create works of art.

AII.17 The student will interpret a subject in an original style or point of view.

Visual Arts III

The standards for Visual Arts III continue to emphasize the development of critical thinking skills that enable students to organize, investigate, and analyze visual arts content and concepts. Students increasingly focus on historical and cultural studies, critical evaluation, and creative problem solving. Study at this level affords students the opportunity to develop personal directions in the production of their works of art or to further their academic study in the visual arts. Students maintain their portfolios and present and exhibit works. Students explore applications of fine arts skills for the 21st Century workplace, investigate innovations in the arts, and recognize opportunities for a lifelong engagement with visual arts.

Creative Process

- AIII.1 The student will develop essential questions to guide a sustained investigation which includes synthesis of ideas, materials, and processes over time.
- AIII.2 The student will apply a creative process to develop ideas and artwork.
- Develop essential questions to guide a related series of works which includes a synthesis of ideas, materials, and processes over time
 - Use the creative process to develop and inform an original artistic vision/voice.
 - Maintain a digital or traditional process art portfolio that demonstrates inquiry research, fluency of ideas, flexibility of thought, connections, concepts, media exploration, and processes.
 - Present and exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements.

Critical Thinking and Communication

- AIII.3 The student will analyze, interpret, and evaluate artwork.
- Evaluate the effectiveness of the communication of artistic vision/voice in personal works of art.
 - Analyze art exhibitions in written reflections.
 - Describe how the purpose of art shifts over time and explain the functions and purposes of personal works of art.
 - Use a variety of critique processes to reflect on and inform personal artistic vision/voice.
- AIII.4 The student will analyze how the attributes of works of art and design may evoke viewer response.
- AIII.5 The student will collaborate to achieve a common artistic goal within a small group.

History, Culture, and Citizenship

- AIII.6 The student will understand historical and cultural influences of art.
- Explain how themes throughout the history of art have been influenced by traditions, norms, values, beliefs, and events.

- b) Compare and analyze art styles within cultural contexts.
- c) Research and analyze diverse artists, art styles, and cultures that inspire personal works of art.
- d) Analyze the ways that technology and innovation have impacted the evolution of art and design.

AIII.7 The student will describe opportunities for visual arts engagement, leadership, and advocacy within the community.

AIII.8 The student will practice ethics in all aspects of artmaking and designing.

Innovation in the Arts

AIII.9 The student will investigate and describe applications of fine arts skills in a variety of workplace, college, and career pursuits.

AIII.10 The student will describe how contemporary innovative media, tools, and processes are used to create works of art.

AIII.11 The student will cultivate cross-curricular connections with visual art.

Technique and Application

AIII.12 The student will analyze elements of art used in a personal series or sequence.

AIII.13 The student will analyze and evaluate appropriate perspective techniques and spatial relationships in the development of individual artistic work.

AIII.14 The student will apply appropriate observation skills in the development of individual artistic work

AIII.15 The student will demonstrate technical skill and independent thinking in the use of media, techniques, and processes to achieve desired intentions in works of art and design.

AIII.16 The student will investigate, evaluate, and select artmaking media and techniques to create a series or sequence of personal works of art.

AIII.17 The student will refine personal stylistic choices for subject matter of artwork.

Visual Arts IV

The standards for Visual Arts IV help students reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. The student-directed approach at this level richly enhances personal expressive abilities. An advanced level of performance that reflects critical and independent thinking and innovation is expected. Students continue to maintain process art portfolios and select and prepare works for exhibition.

Creative Process

- AIV.1 The student will demonstrate an in depth, sustained investigation driven by essential questions showing growth over time and exhibiting originality and personal voice.
- AIV.2 The student will apply a creative process to develop ideas and artwork.
- a) Maintain a digital or traditional process art portfolio that demonstrates independent research and development directly related to the creative process for the development of a sustained investigation.
 - b) Exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements.

Critical Thinking and Communication

- AIV.3 The student will analyze, interpret, and evaluate artwork.
- a) Analyze contrasting reviews of art exhibitions or works of art.
 - b) Describe and analyze how personal experiences, culture, and values construct meaning in personal work.
 - c) Conduct a criteria-based portfolio review.
- AIV.4 The student will justify personal perceptions of an artist's intent, using visual clues and research.
- AIV.5 The student will demonstrate shared responsibility and compromise to achieve a common artistic goal as a small group or class.

History, Culture, and Citizenship

- AIV.6 The student will understand historical and cultural influences of art.
- a) Describe how art and culture reflect and influence each other.
 - b) Analyze the impact of historical and/or contemporary art on the development of personal style.
- AIV.7 The student will identify arts leaders and advocates in the community and describe their impact.
- AIV.8 The student will assume personal responsibility and demonstrate integrity in making ethical decisions as they apply to artmaking and designing.

Innovation in the Arts

- AIV.9 The student will analyze a selected career in the visual arts, identifying the training, skills, and plan of action necessary for realizing such a professional goal.
- AIV.10 The student will expand and analyze how contemporary innovative media, tools, and processes are used to create works of art.
- AIV.11 The student will analyze and evaluate cross-curricular connections in solving problems.

Technique and Application

- AIV.12 The student will evaluate the use of elements of art used in a sustained investigation.
- AIV.13 The student will apply appropriate perspective techniques and spatial relationships in the development of individual artistic work.
- AIV.14 The student will analyze and evaluate their use of observation skills in the development of artistic works.
- AIV.15 The student will demonstrate innovative use of media and quality of technical skills in applying selected media, techniques, and processes when creating works of art.
- AIV.16 The student will select artmaking media and techniques to support personal creative intentions.
- AIV.17 The student will select subject matter, style, symbols, images, and media to communicate original ideas and themes through a sustained investigation.