

HENRY COUNTY SCHOOL VISUAL ARTS GRADUATION COMPETENCIES



“While students in art classes learn techniques specific to art, such as how to draw, how to mix paint, or how to center a pot, they are also taught a remarkable array of mental habits not emphasized elsewhere in schools.”

Lois Hetland & Ellen Winner – Educational researchers, Harvard’s Project Zero

Visual Arts include traditional fine arts such as drawing, painting, printmaking, photography and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product and landscape design; folk arts and works of art such as ceramics, fibers, jewelry, works in wood, paper and other materials.

Source: The National Coalition for Core Arts Standards



The goal of the visual arts curriculum is: Students will -- with minimal assistance -- be able to identify and solve art problems for a particular purpose or based on their interests. Students will be able to conduct research to inform artistic decisions; and create and refine art products, performances, or presentations that demonstrate technical proficiency, personal communication and expression.

Through arts education, students will have the skills necessary to continue their personal artistic exploration beyond the school environment.



"It is art that makes life, makes interest, makes importance, and I know of no substitute whatever for the force and beauty of its process." Henry James

Visual Arts Competencies Scoring Criteria

Graduation Competency 1: CREATING: Conceiving and developing new artistic ideas and work.

Elementary (K-2)				
Performance Indicators: <ul style="list-style-type: none">a) Generate and conceptualize artistic ideas and work.b) Organize and develop artistic ideas and works.c) Refine and complete artistic work.				
Performance Indicators Scoring Criteria Graduation Competency 1				
Performance Indicators	Emerging	Progressing	Competent	Exemplary
a) Generate and conceptualize artistic ideas and work	Engage in self-directed play with materials and creative making.	Engage collaboratively in exploration and imaginative play with materials. Use observation and investigation in preparation for making a work of art.	Brainstorm collaboratively multiple approaches to an art or design problem. Make art with tools and materials to explore personal interests.	Elaborate on imaginative ideas. Apply knowledge of resources, materials, tools and technologies to investigate personal ideas through the art making process.
b) Organize and develop artistic idea and work	Use and share a variety of art making tools. Create and tell about art that communicates a story.	Explore materials and tools and use them safely to make art. Create art that represents natural and constructed environments.	Experiment with various materials and tools to explore personal interests in a work of art and demonstrate safe handling procedures in the process.	Create personally satisfying artwork using a variety of artistic processes and materials safely.

c) Refines and Complete artistic work	Share and talk about personal artwork.	Communicate personal choices made in art production using limited art vocabulary.	Discuss and reflect with peers about choices made in creating artwork.	Elaborate visual information by adding details in artwork to enhance meaning.
<p align="center">2nd grade Georgia Performance Standard Alignment: CREATING:</p> <p>VA2MC.1 Engages in the creative process to generate and visualize ideas. VA2MC.2 Formulates personal responses to visual imagery. VA2MC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning. VA2PR.1 Creates artworks based on personal experience and selected themes VA2PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills. VA2PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, mixed-media) using tools and materials in a safe and appropriate manner to develop skills. VAC.2 Develops life skills through the study and production of art.</p>				
<p align="center">Tasks</p> <p>http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA,%20MCA,%202nd%20Grade,%20Arial,%205-9-14.pdf</p>				

Graduation Competency 1: CREATING: Conceiving and developing new artistic ideas and work.

Elementary (3-5)				
Performance Indicators: <ul style="list-style-type: none"> a) Generate and conceptualize artistic ideas and work. b) Organize and develop artistic ideas and works. c) Refine and complete artistic work. 				
Performance Indicators Scoring Criteria Graduation Competency 1				
Performance Indicators	Emerging	Progressing	Competent	Exemplary
a) Generate and conceptualize artistic ideas and work	Elaborate on imaginative ideas. Apply knowledge of resources, materials, tools and technologies to investigate personal ideas through the art making process.	Generate ideas for art making. Set goals and create artwork that is meaningful and has purpose to the artist.	Combine ideas to generate innovative ideas for art-making; Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	Independently generate multiple combinations of innovative ideas for art making. Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
b) Organize and develop artistic idea and work	Create personally satisfying artwork using a variety of artistic processes and materials safely.	Explore and invent art-making techniques and approaches; use tools and materials safely.	Experiment and develop skills in multiple art-making techniques and approaches through practice; Demonstrate quality craftsmanship	Demonstrate openness in trying new ideas, materials and methods in creating art; explain conservation care and cleanup of art tools and

			through conservation, care and cleanup of art materials, tools and equipment; Identify, describe and visually document places and/or objects of personal significance	materials and create artwork that is personally significant and can be verbally explained by the artist.
c) Refines and Complete artistic work	Elaborate visual information by adding details in artwork to enhance meaning.	Revise artwork in progress on the basis of insights gained through peer discussion.	Create artist statements using art vocabulary to describe personal choices in art-making	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
<p align="center">5th grade Georgia Performance Standard Alignment: CREATING:</p> <p>VA5MC.1 Engages in the creative process to generate and visualize ideas.</p> <p>VA5MC.2 Formulates personal responses to visual imagery.</p> <p>VA5MC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.</p> <p>VA5PR.1 Creates artworks based on personal experience and selected themes</p> <p>VA5PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.</p> <p>VA5PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.</p> <p>VA5C.2 Develops life skills through the study and production of art.</p>				

Tasks

<http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA,%20MCA,%205th%20Grade,%20Arial,%205-9-14.pdf>

Graduation Competency 1: CREATING: Conceiving and developing new artistic ideas and work.

Middle School (6-8)				
Performance Indicators: <ul style="list-style-type: none"> d) Generate and conceptualize artistic ideas and work. e) Organize and develop artistic ideas and works. f) Refine and complete artistic work. 				
Performance Indicators Scoring Criteria Graduation Competency 1				
Performance Indicators	Emerging	Progressing	Competent	Exemplary
a) Generate and conceptualize artistic ideas and work	Combine concepts to generate innovative ideas for creating art. Identify methods of artistic investigation to begin a work of art.	Apply methods to overcome creative blocks. Demonstrate an artistic investigation of personally relevant content for creating art.	Document the early stages of the creative process visually or verbally in traditional or new media; Collaboratively shape an investigation of an aspect of present day	Use multiple approaches to begin and document creative endeavors. Independently shape an artistic investigation of an aspect of present day life using a contemporary practice

			life using a contemporary practice of art and design.	of art or design.
b) Organize and develop artistic idea and work	<p>Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p>Explain implications of posting and sharing art images on social media. Design or redesign objects places or systems that meet the identified needs of diverse users.</p>	<p>Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art and design.</p> <p>Demonstrate awareness of ethical responsibility to ones' self and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. Apply visual organizational strategies to design a product a work of art, design or media that clearly communicates information or ideas.</p>	<p>Demonstrate a willingness to experiment, innovate and take risks to pursue ideas, forms and meanings.</p> <p>Demonstrate awareness of practices, issues and ethics of appropriation, fair use, copyright, open source and creative commons as they apply to creating works of art and design; Select, organize and design images and work to make visually clear and compelling presentations.</p>	<p>Engage in making a work of art or design without having a preconceived plan.</p> <p>Demonstrate awareness of ethical implications of making distributing creative work. Collaboratively develops a proposal for an installation, artwork or space design that transforms the perception and experiences of a particular place.</p>

c) Refines and Complete artistic work	Revise artwork in progress on the basis of insights gained through peer discussion	Reflect on and explain important information about personal artwork in an artist statement or another format.	Apply relevant criteria to examine, reflect upon and plan revisions for a work of art in progress.	Engage in constructive critique with peers then reflect on re-engage, revise, and refine works of art.
<p align="center">8th grade Georgia Performance Standard Alignment: CREATING:</p> <p>VA8MC.1 Engages in the creative process to generate and visualize ideas</p> <p>VA8MC.2 Identifies and works to solves problems through authentic engagement (thinking, planning, and experimenting) with art methods and materials, exploring the nature of creativity.</p> <p>VA8PR.1 Engages in art making process with care and craftsmanship.</p> <p>VA8PR.2 Creates artwork reflecting a range of concepts, ideas, subject matter.</p> <p>VA8PR.3 Produces an array of two-dimensional and three-dimensional artistic processes and techniques using a variety of media and technology.</p> <p>VA8PR.4 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop and preserve ideas in order to produce works of art.</p>				
<p align="center">Tasks</p> <p>http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%200%23's/VA,%20MCA,%208th%20Grade,%20Arial,%205-9-14.pdf</p>				

Graduation Competency 1: CREATING: Conceiving and developing new artistic ideas and work.

High School (9-12)				
Performance Indicators: <ul style="list-style-type: none"> a) Generate and conceptualize artistic ideas and work. b) Organize and develop artistic ideas and works. c) Refine and complete artistic work. 				
Performance Indicators Scoring Criteria Graduation Competency 1				
Performance Indicators	Emerging	Progressing	Competent	Exemplary
a) Generate and conceptualize artistic ideas and work	Attempt multiple approaches to begin creative endeavors. Experiment with limited materials and/or methods.	Use multiple approaches to begin creative endeavors. Experiment with materials and/or methods.	Individually or collaboratively formulate new creative problems based on student's existing work. Choose from a range of materials and methods of traditional and contemporary practices to plan works of art.	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
b) Organize and develop artistic idea and work	Demonstrate willingness to experiment and take risks to pursue ideas in the process of art marking.	Engage in making a work of art or design without having a preconceived plan. Explain safety considerations with	Through experimentation, practice and persistence, redesigned a system, object, place or design in response to contemporary issues demonstrating acquisition of skills and	Experiment, plan, and make multiple works of art that explore a personally meaningful concept. Demonstrate understanding of the importance of balancing

	<p>Demonstrates safe and proper procedures for using materials while making artwork.</p> <p>Identify, describe, and visually document images of personal significance.</p>	<p>traditional and non-traditional materials.</p> <p>Select, organize, and design images and words to make visually clear and compelling presentation.</p>	<p>knowledge in a chosen art form.</p> <p>Apply knowledge of ethical implications in making and distributing creative work.</p> <p>Redesign an object, system, place, or design in response to contemporary issues.</p>	<p>freedom and responsibility in the use of images, materials, tools, and equipment in creative work.</p> <p>Demonstrate in a work of art how visual and material culture shapes people's lives.</p>
c) Refines and Complete artistic work	<p>Reflect on whether personal artwork conveys the intending meaning and revise accordingly.</p>	<p>Apply relevant criteria to reflect on and plan revisions for works of art in progress.</p>	<p>Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p>	<p>Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>
<p align="center">9-12 Visual Art Georgia Performance Standard Alignment: CREATING:</p> <p>VAHSVAMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings in assessing learning, and develops a personal artistic voice that gives unique form to these concepts.</p> <p>VAHSVAMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.</p> <p>VAHSVAPR.1 Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning.</p> <p>VAHSVAPR.2 Understands and applies media, techniques, and processes in drawing.</p> <p>VAHSVAPR.3 Understands and applies media, techniques, and processes in color / painting.</p> <p>VAHSVAPR.4 Understands and applies media, techniques, and processes in three-dimensional art.</p>				

VAHSVAPR.5 Creates artwork reflecting a range of concepts, ideas, and subject matter.
VAHSVAPR.6 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.
VAHSVAC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.
VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process of art making.

Tasks

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Graduation Competency 2: Presenting: Interpreting and sharing artistic work.

Elementary (K-2)				
Performance Indicators: a) Select, analyze and interpret artistic work for presentations. b) Develop and refine artistic techniques for presentation c) Convey meaning through presentation of artistic work.				
Performance Indicators Scoring Criteria Graduation Competency 2				
Performance Indicators	Emerging	Progressing	Competent	Exemplary
a) Select, analyze and interpret artistic work for presentations.	Select art objects for personal portfolio.	Explain why some objects artifacts and artworks are valued over others.	Categorize artwork based on a theme or concept for an exhibit.	Investigate and discuss possibilities and limitations of spaces, including electronic for exhibiting artwork.
b) Develop and refine artistic techniques for presentation.	Identify places where are may be displayed or saved.	Explain the purpose of a portfolio or collection.	Distinguish between different materials or artistic techniques for preparing artwork for presentation.	Identify exhibit space and prepare works of art including artists' statements for presentation.
c) Convey meaning through presentation of artistic work.	Identify where art is displayed both inside and outside school.	Explain what an art museum is and distinguish how it is different from	Analyze how art exhibited inside and outside of schools contributes to	Identify and explain how and where different cultures

		other buildings.	communities.	record and illustrate stories and history of life through art.
<p align="center">2nd grade Georgia Performance Standard Alignment: PRESENTING:</p> <p>VA2PR.4 Participates in appropriate exhibition(s) of artworks VA2CU.2 Views and discusses selected artworks. VA2AR.1 Discusses his or her artwork and the artwork of others.</p>				
<p align="center">Tasks</p> <p>http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA,%20MCA,%202nd%20Grade,%20Arial,%205-9-14.pdf</p>				

Graduation Competency 2: Presenting: Interpreting and sharing artistic work.

Elementary (3-5)
<p>Performance Indicators:</p> <p>a) Select, analyze and interpret artistic work for presentations. b) Develop and refine artistic techniques for presentation c) Convey meaning through presentation of artistic work.</p>
Performance Indicators Scoring Criteria Graduation Competency 2

Performance Indicators	Emerging	Progressing	Competent	Exemplary
a) Select, analyze and interpret artistic work for presentations.	Investigate and discuss possibilities and limitations of spaces, including electronic for exhibiting artwork.	Analyze how past, present and emerging technologies have impacted the preservation and presentation of artwork.	Define the roles and responsibilities of a curator in maintaining and presenting objects, artifacts and artwork.	Analyze the similarities and differences associated with preserving and presenting 2D, 3D and digital artwork.
b) Develop and refine artistic techniques for presentation.	Identify exhibit space and prepare works of art including artists' statements for presentation.	Analyze the various considerations for presenting and protecting art in various locations in physical or digital formats.	Develop a plan for safe and effective use of materials and techniques for preparing and presenting artworks.	Develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
c) Convey meaning through presentation of artistic work.	Identify and explain how and where different cultures record and illustrate stories and history of life through art.	Compare and contrast purposes of art museums, art galleries and other venues as well as the types of personal experiences they provide.	Explain how an exhibition in a venue presents ideas and provides information about a specific concept or topic.	Assess, explain and provide evidence of how museums or other venues reflect history and values of a community.
<p align="center">5th grade Georgia Performance Standard Alignment: PRESENTING:</p> <p>VA5PR.4 Plans and participates in appropriate exhibition(s) of artworks VA5CU.2 Views and discusses selected artworks. VA5AR.1 Develops and maintains an individual portfolio of artworks.</p>				

Tasks

<http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA,%20MCA,%205th%20Grade,%20Arial,%205-9-14.pdf>

Graduation Competency 2: Presenting: Interpreting and sharing artistic work.

Middle School (6-8)				
Performance Indicators: a) Select, analyze and interpret artistic work for presentations. b) Develop and refine artistic techniques for presentation c) Convey meaning through presentation of artistic work.				
Performance Indicators Scoring Criteria Graduation Competency 2				
Performance Indicators	Emerging	Progressing	Competent	Exemplary
a) Select, analyze and interpret artistic work for presentations.	Define the roles and responsibilities of a curator; explaining the skills and knowledge needed.	Compare and contrast how technologies have changed the way artwork is presented, preserved, and experienced.	Develop and apply criteria for evaluating a collection of artwork for presentation.	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
b) Develop and refine artistic techniques for presentation.	Develop a logical argument for safe and effective use of	Individually or collaboratively develop a visual plan for	Prepare and present selected theme-based artwork for display.	Analyze and evaluate the reasons and ways an exhibition is presented.

	materials and techniques for preparing and presenting artwork.	displaying works of art.		
c) Convey meaning through presentation of artistic work.	Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.	Assess, explain, and provide evidence of how museums and other venues reflect history and values of a community.	Analyze why and how an exhibit may influence ideas, beliefs and experiences.	Describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understanding.
<p align="center">8th grade Georgia Performance Standard Alignment: PRESENTING:</p> <p>VA8PR.5 Develops and maintains an individual portfolio of artworks VA8AR.1 Critiques personal artworks as well as artwork of others using visual and verbal approaches. VA8AR.2 Reflects and expands the use of visual language throughout the artistic process. VA8AR.3 Plans and presents appropriate exhibition(s) for work(s) of art.</p>				
<p align="center">Tasks</p> <p>http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA,%20MCA,%208th%20Grade,%20Arial,%205-9-14.pdf</p>				

Graduation Competency 2: Presenting: Interpreting and sharing artistic work.

High School (9-12)

Performance Indicators:

- a) Select, analyze and interpret artistic work for presentations.
- b) Develop and refine artistic techniques for presentation
- c) Convey meaning through presentation of artistic work.

Performance Indicators Scoring Criteria Graduation Competency 2

Performance Indicators	Emerging	Progressing	Competent	Exemplary
a) Select, analyze and interpret artistic work for presentations.	Develop and apply criteria for evaluating a collection of work for presentation.	Analyze, select, and critique artworks for presentation.	Analyze, select, and critique personal artwork for a collection or portfolio presentation.	Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific event.
b) Develop and refine artistic techniques for presentation.	Identify the reasons and ways an exhibition is presented.	Analyze methods or processes appropriate to exhibit artwork.	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	Investigate and justify use of methods and processes to display, preserve, and protect artwork.
c) Convey meaning through presentation of artistic work.	Explain why and how an exhibition may influence ideas, beliefs, and experiences.	Analyze and describe the impact an exhibition has on personal awareness of social, cultural, and political beliefs and understandings.	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	Develop a collection of personal artwork that impacts a viewer's understanding of real world experiences.

9-12 Visual Art Georgia Performance Standard Alignment: PRESENTING:

VAHSVAMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings in assessing learning, and develops a personal artistic voice that gives unique form to these concepts.

VAHSVAPR.7 Develops a portfolio of artwork for the course.

VAHSVAPR.8 Plans and presents appropriate exhibition of own artwork.

Tasks

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Graduation Competency 3: Responding: Understanding and evaluating how the arts convey meaning.

Elementary (K-2)				
Performance Indicators: a) Perceive and analyze artistic work. b) Interpret intent and meaning in artistic work. c) Apply criteria to evaluate artistic work.				
Performance Indicators Scoring Criteria Graduation Competency 3				
Performance Indicators	Emerging	Progressing	Competent	Exemplary
a) Perceive and analyze artistic work.	Recognize art in one's environment. Distinguish between images and real objects.	Select and describe works of art that illustrate daily life experiences of self and others. Compare images that represent the same subject.	Perceive and describe aesthetic characteristics of one's natural world and constructed environments. Categorize images based on expressive properties.	Speculate about processes an artist uses to create a work of art and determine messages communicated by an image.
b) Interpret intent and meaning in artistic work.	Interpret art by identifying subject matter.	Interpret art by categorizing subject matter and describing relevant details.	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.	Interpret art by analyzing use of media to create subject matter, characteristics of form and mood.

c) Apply criteria to evaluate artistic work.	Select a preferred artwork	Classify artwork based on different reasons for preferences.	Use learned art vocabulary to express preferences about artwork.	Evaluate an artwork based on given criteria.
<p align="center">2nd grade Georgia Performance Standard Alignment: RESPONDING:</p> <p>VA2MC.2 Formulates personal responses to visual imagery. VA2MC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning. VA2CU.1 Identifies artists as creative thinkers who make art and share their ideas. VA2AR.1 Discusses his or her artwork and the artwork of others. VA2AR.2 Uses a variety of approaches to understand and critique works of art.</p> <p align="center">Tasks</p> <p>http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA,%20MCA,%202nd%20Grade,%20Arial,%205-9-14.pdf</p>				

Graduation Competency 3: Responding: Understanding and evaluating how the arts convey meaning.

Elementary (3-5)
<p>Performance Indicators:</p> <p>a) Perceive and analyze artistic work. b) Interpret intent and meaning in artistic work. c) Apply criteria to evaluate artistic work.</p>

Performance Indicators Scoring Criteria Graduation Competency 3

Performance Indicators	Emerging	Progressing	Competent	Exemplary
a) Perceive and analyze artistic work.	Speculate about processes an artist uses to create a work of art and determine messages communicated by an image.	Compare responses to a work of art before and after working in similar media. Analyze components in visual imagery that convey messages.	Compare one's own interpretation of a work of art with that of others; Identify and analyze cultural associations suggested by the imagery	Identify works of art or design that identify how people live around the world and what they value. Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions and actions.
b) Interpret intent and meaning in artistic work.	Interpret art by analyzing use of media to create subject matter, characteristics of form and mood.	Interpret art by referring to contextual information and analyzing relevant subject matter and use of media.	Interpret art by analyzing characteristics of form and structure, contextual matter, subject matter, visual elements and use of media to identify ideas and convey mood;	Interpret art by distinguishing between relevant and non-relevant contextual information, subject matter, characteristics of form and structure.

c) Apply criteria to evaluate artistic work.	Evaluate an artwork based on given criteria.	Apply criteria to evaluate more than one work of art.	Recognizes differences in criteria used to evaluate works of art depending on styles, genres and media as well as historical and cultural contexts	Develop and apply relevant criteria to evaluate a work of art.
<p align="center">5th grade Georgia Performance Standard Alignment: RESPONDING:</p> <p>VA5MC.2 Formulates personal responses to visual imagery. VA5MC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning. VA5CU.1 Investigates and discovers personal relationship to community, culture, and the world through creating and studying art. VA5AR.1 Develops and maintains an individual portfolio of artworks. VA5AR.2 Uses a variety of approaches to understand and critique works of art. VA5AR.3 Explains how selected principles of design are used in an artwork to convey meaning and how they affect personal responses to and evaluation of the artwork.</p>				
<p align="center">Tasks</p> <p>http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA,%20MCA,%205th%20Grade,%20Arial,%205-9-14.pdf</p>				

Graduation Competency 3: Responding: Understanding and evaluating how the arts convey meaning.

Middle School (6-8)
<p>Performance Indicators:</p> <p>a) Perceive and analyze artistic work.</p>

- b) Interpret intent and meaning in artistic work.
c) Apply criteria to evaluate artistic work.

Performance Indicators Scoring Criteria Graduation Competency 3

Performance Indicators	Emerging	Progressing	Competent	Exemplary
a) Perceive and analyze artistic work.	Compare one's own interpretation of a work of art with the interpretation of others. Identify and analyze cultural associations suggested by visual imagery.	Identify and interpret works of art or design that reveal how people live around the world and what they value. Analyze multiple ways that images influence specific audiences.	Explain how a person's aesthetic choices are influenced by culture and environment and impact one's art; Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions and actions.	Hypothesize and analyze how ones understanding of the world is affected by experiencing visual imagery.
b) Interpret intent and meaning in artistic work.	Interprets art by analyzing characteristics of form and structure, contextual matter, subject matter, visual elements and use of media to identify ideas and convey mood;	Distinguishing between relevant and non-relevant contextual matter, subject matter, visual elements and use of media to identify ideas and convey mood.	Interpret art by analyzing how interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas conveyed	Interpret an artwork or a collection of works, supported by reverent evidence found in the work.

c) Apply criteria to evaluate artistic work.	Evaluate an artwork based on given criteria	Apply one set of criteria to evaluate more than one work of art.	Support your evaluation of an artwork.	Establish reverent criteria to evaluate a work of art or collection of works.
<p align="center">8th grade Georgia Performance Standard Alignment: RESPONDING:</p> <p>VA8MC.3 Demonstrates how artists create and communicate meaning in artworks. VA8MC.4 Participates in aesthetic dialogue about his or her artwork and artwork of others. Makes personal responses (verbal and/or visual) to artistic questions. VA8CU.1 Discovers how the creative process relates to art history. VA8C.2 Develops fluency in visual communication.</p> <p align="center">Tasks</p> <p>http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%200%23's/VA,%20MCA,%208th%20Grade,%20Arial,%205-9-14.pdf</p>				

Graduation Competency 3: Responding: Understanding and evaluating how the arts convey meaning.

High School (9-12)
<p>Performance Indicators:</p> <p>a) Perceive and analyze artistic work. b) Interpret intent and meaning in artistic work. c) Apply criteria to evaluate artistic work.</p>

Performance Indicators Scoring Criteria Graduation Competency 3

Performance Indicators	Emerging	Progressing	Competent	Exemplary
a) Perceive and analyze artistic work.	<p>Explain how an artist's choices influenced by culture and environment impact the visual image conveyed to others.</p> <p>Identify how visual imagery impacts understanding of the world.</p>	<p>Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>Analyze how one's understanding of the world is affected by visual imagery.</p>	<p>Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p>	<p>Analyze and communicate how responses to art develop over time based on knowledge of and experience with art and life.</p> <p>Determine the commonalities of visual images attributed to a particular type of art, artist, timeframe, or culture.</p>
b) Interpret intent and meaning in artistic work.	<p>Identify that artworks have various intents and meaning conveyed through contextual information.</p>	<p>Identify relevant and sufficient information found in artwork that contributes to one's understanding of intent and meaning.</p>	<p>Construct interpretations of an artwork or collection of works using multiple types of contextual information.</p>	<p>Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p>

c) Apply criteria to evaluate artistic work.	Create a convincing a logical argument to support an evaluation of art.	Identify relevant criteria in order to evaluate a work or works of art.	Determine the relevance of criteria used by others to evaluate a work or works of art.	Construct evaluations of a work or works of art based on differing sets of criteria.
<p align="center">9-12 Visual Art Georgia Performance Standard Alignment: RESPONDING:</p> <p>VAHSVAMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.</p> <p>VAHSVAMC.3 Cultivates critical thinking and logical argumentation in aesthetics.</p> <p>VAHSVAAR.1 Makes written and oral critiques of own works of art.</p> <p>VAHSVAAR.2 Critiques artwork of others individually and in group settings.</p> <p>VAHSVAAR.3 Develops multiple strategies for responding to and reflecting on artworks.</p> <p>VAHSVACU.1 Articulates ideas and universal themes from diverse cultures of the past and present.</p>				
<p align="center">Tasks</p> <p>http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA,%20MCA,%20Secondary%20Proficient,%20Arial,%205-9-14.pdf</p> <p>http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA,%20MCA,%20Secondary%20Accomplished,%20Arial,%205-9-14.pdf</p> <p>http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA,%20MCA,%20Secondary%20Advanced,%20Arial,%205-9-14.pdf</p>				

Graduation Competency 4: Connecting: Relating artistic ideas and work with personal meaning and external context.

Elementary (K-2)				
Performance Indicators: a) Synthesize and relate knowledge and personal experiences to make art. b) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				
Performance Indicators Scoring Criteria Graduation Competency 4				
Performance Indicators	Emerging	Progressing	Competent	Exemplary
a) Synthesize and relate knowledge and personal experiences to make art.	Explore surroundings using descriptive and expressive words and art making.	Identify times, places and reasons that students make art.	Create works of art about events in home, school or community life.	Develop a work of art based on observations of surroundings.
b) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Identify the purpose of an artwork.	Understand that people from a variety of places have made art for a variety of reasons.	Compare and contrast cultural uses of artwork from different times and places.	Recognize that responses to art change depending on knowledge of the time and place in which it was made.
2nd grade Georgia Performance Standard Alignment: CONNECTING: VA2CU.1 Identifies artists as creative thinkers who make art and share their ideas. VA2CU.2 Views and discusses selected artworks. VA2C.1 Applies information and processes from other disciplines to enhance the understanding and production of artworks.				

Tasks

<http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA,%20MCA,%202nd%20Grade,%20Arial,%205-9-14.pdf>

Graduation Competency 4: Connecting: Relating artistic ideas and work with personal meaning and external context.

Elementary (3-5)

Performance Indicators:

- a) Synthesize and relate knowledge and personal experiences to make art.
- b) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Indicators Scoring Criteria Graduation Competency 4

Performance Indicators	Emerging	Progressing	Competent	Exemplary
a) Synthesize and relate knowledge and personal experiences to make art.	Develop a work of art based on observations of surroundings.	Create works of art that reflect community cultural traditions.	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making	Generate ideas reflecting current interests and concerns that could be investigated in art-making.

b) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Recognize that responses to art change depending on knowledge of the time and place in which it was made.	Through observation, infer information about time, place, and culture in which a work of art was created.	Identify how art is used to inform or change beliefs, value or behaviors of an individual or society.	Analyze how art reflects changing times, traditions, resources, and cultural uses.
<p align="center">5th grade Georgia Performance Standard Alignment: CONNECTING:</p> <p>VA5CU.1 Investigates and discovers personal relationship to community, culture, and the world through creating and studying art. VA5CU.2 Views and discusses selected artworks. VA5C.1 Applies information and processes from other disciplines to enhance the understanding and production of artworks.</p>				
<p align="center">Tasks</p> <p>http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA,%20MCA,%205th%20Grade,%20Arial,%205-9-14.pdf</p>				

Graduation Competency 4: Connecting: Relating artistic ideas and work with personal meaning and external context.

Middle School (6-8)
<p>Performance Indicators:</p> <p>a) Synthesize and relate knowledge and personal experiences to make art. b) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>

Performance Indicators Scoring Criteria Graduation Competency 4

Performance Indicators	Emerging	Progressing	Competent	Exemplary
a) Synthesize and relate knowledge and personal experiences to make art.	Create works of art about events in home, school, and community life.	Create works of art that reflect community, cultural traditions.	Make art to reflect on and reinforce positive aspects of group identity.	Document places and times in which people gather to make and experience art or design in the community.
b) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Identify how art is used to inform or change beliefs, values or behaviors of an individual or society.	Analyze how art reflects changing times, traditions, resources and cultural uses.	Distinguish different ways art is used to represent, establish, reinforce and reflect group identity.	Describe how knowledge of cultural, traditions, and history may influence personal responses to art.

8th grade Georgia Performance Standard Alignment: CONNECTING:

VA8CU.1 Discovers how the creative process relates to art history.

VA8CU.2 Investigates and discovers personal relationship to community, culture, and world through making and studying art.

VA8C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

VA8C.2 Develops fluency in visual communication.

VA8C.3 Expands knowledge of art as a profession and/or avocation and develops personal life-skills through artistic endeavor.

Tasks

<http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/V A,%20MCA,%208th%20Grade,%20Arial,%205-9-14.pdf>

Graduation Competency 4: Connecting: Relating artistic ideas and work with personal meaning and external context.

High School (9-12)				
Performance Indicators: a) Synthesize and relate knowledge and personal experiences to make art. b) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				
Performance Indicators Scoring Criteria Graduation Competency 4				
Performance Indicators	Emerging	Progressing	Competent	Exemplary
a) Synthesize and relate knowledge and personal experiences to make art.	Document the process of developing ideas from early stages of the art making process.	Document the process of exploration of traditional subjects from early stages to fully elaborated ideas.	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.	Synthesize and relate knowledge and personal experience with art making approaches to create works of art.
b) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Distinguish different ways art is used to reflect group identity.	Describe how knowledge of culture, traditions, and history may influence personal responses to art.	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	Evaluate the impact of an artists or a group of artists on the beliefs, values, and behaviors of a society.

9-12 Visual Art Georgia Performance Standard Alignment: CONNECTING:

VAHSVAMC.4 Analyzes the origins of one's own ideas in relation to community, culture, and the world.

VAHSVACU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

VAHSVAC.1 Applies information from other disciplines to enhance the understanding and production of artworks.

VAHSVAC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.

VAHSVAC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.

VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process of art making.

Tasks

<http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA,%20MCA,%20Secondary%20Proficient,%20Arial,%205-9-14.pdf>

<http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA,%20MCA,%20Secondary%20Accomplished,%20Arial,%205-9-14.pdf>

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Note: Henry County Schools' Visual Arts competency work has drawn primarily upon work published by the National Coalition for Core Arts Standards. More information on this organization may be found by visiting their website:

<http://www.nationalartsstandards.org/>