

As a result of their art education, art students will be able to...

GOAL 25 *Know the language of the arts.*

STANDARD A

Understand the sensory elements, organizational principles, and expressive qualities of the arts.

LINES AND SHAPE

- ___ Identify different kinds of lines and their expressive qualities.*
- ___ Identify ways that line can vary in appearance.
- ___ Identify complex shapes in an artwork.*
- ___ Distinguish free-form shapes and geometric shapes in artworks.*

COLOR AND VALUE

- ___ Recognize and use intermediate colors in an artwork.*
- ___ Explain the use of the color wheel.*
- ___ Identify warm and cool colors.*
- ___ Explain the use of contrast in an artwork.
- ___ Explain the importance of the light source in creating light and shadow.*

SPACE AND FORM

- ___ Identify the positive and negative space in an artwork.*
- ___ Distinguish between 2-D and 3-D (e.g., freestanding and relief) artworks.
- ___ Identify balance (e.g., formal, symmetry, approximate) in artworks.*
- ___ Identify emphasis in artworks.
- ___ Explain why and how artists use textures (tactile and visual) in artwork.*
- ___ Distinguish between random, regular and alternating rhythm in artworks.
- ___ Identify the use of harmony and variety in artworks.
- ___ Describe the use of elements that create unity in artworks.

STANDARD B

Understand the similarities, distinctions in and among the arts.

- ___ Use the vocabulary of elements, principles, and tools when describing a work of art.*
- ___ Plan and create a work of art that expresses a specific idea, mood, or emotion using defined elements, principles, and tools.*

GOAL 26 *Through creating and performing, understand how works of art are produced.*

STANDARD A

Understand processes, traditional tools, and modern technologies used in the arts.

- ___ Choose the correct tools to apply specific media to a given surface (e.g., tools: brushes, pencils, scissors; media: markers, tempera, watercolors, clay/plasticene; surfaces: paper, canvas, board).*
- ___ Match the processes used with simple tools (e.g., applying paint, modeling clay).
- ___ Describe and demonstrate how two materials (e.g., crayon and chalk) are used to achieve different effects depicting a similar idea.
- ___ Select a specific art material to communicate a given idea (e.g., pen line to create hair).*
- ___ Differentiate among photographs, paintings, weavings, prints, ceramics, and sculpture.*
- ___ Demonstrate fundamental processes in a variety of visual art forms (e.g., painting, weaving).*

STANDARD B

Apply skills and knowledge necessary to create and perform in one or more of the arts.

- ___ Select and skillfully use a variety of materials, media, and tools. (e.g., charcoal, pastel, markers, pencil, paint, clay, papier maché).
- ___ Visually express a verbal or written idea (e.g., illustrate an original story).*
- ___ Draw from direct observation (e.g., natural and man-made).*
- ___ Construct a plan for a work of art using research.
- ___ Use a variety of lines in an artwork.*
- ___ Construct a color wheel in a given media (e.g., cut or torn paper, paint, oil pastels).*
- ___ Use a warm or cool color scheme in an artwork.*
- ___ Create a design with positive and negative space.*
- ___ Create the illusion of depth in a 2-D artwork (i.e., foreground/background, overlapping, size change, placement).*

GOAL 27 *Understand the role of the arts in civilization, past and present.*

STANDARD A

Analyze how the arts function in history, society, and everyday life.

- ___ Evaluate critique/gallery behaviors of self and others.*
- ___ React to artworks in a respectful, constructive, and supportive manner.*
- ___ Explain ways visual art plays a part in everyday life (e.g., architecture, landscape design, posters, package and fashion design, TV).*
- ___ Describe occupations that are related to the arts (e.g., landscape architect, political cartoonist, fashion designer, engineer).*

STANDARD B

Understand how the arts shape and reflect history, society and everyday life.

- ___ Investigate the ways various people (present and past) use the arts to celebrate similar events (e.g., celebrations, festivals, seasons).*
- ___ List significant contributions made by artists in several art forms.*