

RHODE ISLAND- Visual Arts Standards

Art/Content Standard 1. Creation/Performance

All Students will engage in self or group expression by creating original or interpreting works of art.

1A Apply Knowledge of concepts and structures to create original and interpretive works of art;

1B Apply knowledge of media, tool, techniques and processes to create

original and interpretive works of art;

1C Perform or exhibit a varied repertoire of artistic works and a variety of settings.

Art/Content Standard 2_ Perception

All students will observe and experience objects and ideas through a multitude of senses and form a sophisticated, informed response.

2A Experience a variety of artistic presentations in a variety of settings;

2B Establish and explain their own criteria for analysis and appreciation of works of art; use and explain varies criteria used to analyze and appreciate works of art;

2C Accept and utilize constructive criticism for application to future work.

Art/Content Standard 3_ Context

All students will demonstrate an understanding of the relationships within personal, social, cultural and historical context.

3A Relate works of art to their historical and cultural setting;

3B Demonstrate a connection to their personal lives through artistic expression;

3C Demonstrate an understanding of how the arts influence society, and how society influences the arts.

Art/Content Standard 4. Tools Art/Content Standard 5_ Integration

All students will develop the ability to communicate in the language of art forms through the study and use of appropriate vocabulary, materials, tools, and techniques.

4A Demonstrate facility in the identification and use of a variety of vocabulary, materials, tools and techniques;

4B Demonstrate the selection of tools appropriate to purpose, message and audience.

All students relate arts knowledge and skills within and across the arts and other content areas.

5A Apply process and knowledge from and to other content areas in the arts;

5B Demonstrate an understanding of how the arts are present in the workplace.

Thank you to Suzanne Daley for her contribution of the table above!

Standard 1: CREATION / PERFORMANCE- All Students will engage in self or group expression by creating original or interpreting works of art.

Every art form has a unique set of concepts, structures, media, tools and techniques. Students will be able to apply content- specific knowledge in the creation, interpretation and exhibition (or performance) of works of art.

<u>Descriptor</u>	<u>By Grade 4...</u>	<u>By Grade 8...</u>	<u>By Grade 10...</u>	<u>By Grade 12...</u>
Apply knowledge of concepts and structures to create original and interpretive works of art	Demonstrate knowledge of the basic elements of art and the principles of design when creating works of art.	Apply the basic elements of art and the principles of design when creating works of art.	Create artworks that use organizational principles and functions to solve specific visual arts problems.	Create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic intentions.
Apply knowledge of media, tools, techniques and processes to create original and interpretive works of art	Demonstrate knowledge of different art materials, techniques, and processes.	Select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.	Apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are carried out in their artworks.	Incorporate media, techniques and processes with competence, skill, and craftsmanship.
Perform or exhibit a varied repertoire of artistic works in a variety of settings.	Build a collection of their work.	Document personal progress by maintaining a portfolio of art work.	Document personal progress by maintaining a portfolio of art work, and are able to identify work's strengths and weaknesses.	Document personal progress by maintaining a portfolio of their art work, and are able to identify work's strengths and weaknesses and make necessary modifications.

Standard 2: PERCEPTION - All students will observe and experience objects and ideas through a multitude of senses and form a sophisticated, informed response.

Students require exposure to a variety of artistic forms presentations and critiques in order to thoughtfully develop a set of personal criteria for making personal choices. To grow artistically and personally they must incorporate constructive feedback from others.

<u>Descriptor</u>	<u>By Grade 4...</u>	<u>By Grade 8...</u>	<u>By Grade 10...</u>	<u>By Grade 12...</u>
Establish and explain criteria for analysis and interpretation of works of art.	Become aware of how the elements and principles of design are utilized to bring meaning to a work of art.	Identify ways in which artists have used the elements and principles of design in a specific way.	Identify how artists apply the elements and principles of design to convey meaning in their art work.	Identify how artists apply the elements and principles of design to convey meaning their art work.
Reflect on criteria that is used to determine value in works of art.	Recognize that individual preferences and choices effect responses to works of art.	Examine and discuss reasons for individual preferences and choices in response to works of art.	Examine and discuss reasons for individual preferences and choices in response to works of art.	Compare and contrast personal preferences with established philosophies of art.
Engage in the process of critiques in order to assist in the development of one's own art work and that of others.	Discuss and write about their art work and that of others.	Identify specific strengths and weaknesses that are evident in their art work.	Based on a set of criteria, identify specific strengths and weaknesses that are evident in their art work.	Based on a set of criteria, analyze specific strengths and weaknesses in their art work and make appropriate modifications.
Experience a variety of artistic presentations in a variety of settings.	Become aware of how art and artists are part of their school and community.	Interact with art and artisans in a variety of settings, community exhibits, museums and galleries.	Interact with art artisans in a variety of settings, community exhibits, museums and galleries.	Participate in a group or solo exhibition.

Standard 3: CONTEXT - All students will demonstrate an understanding of the relationships within personal, social, cultural and historical contexts.

Art in all formats, is an important product of cultures and societies throughout the world. Understanding the context that art is produced in adds a valuable dimension to student understanding of process and product.

<u>Descriptor</u>	<u>By Grade 4...</u>	<u>By Grade 8...</u>	<u>By Grade 10...</u>	<u>By Grade 12...</u>
Relate works of art to their historical and cultural setting	Recognize that works of art are produced by various cultures.	Identify and describe the art produced by various cultures using the language of art and design.	Identify, compare and contrast works of visual art and design produced by various cultures using appropriate art vocabulary.	Analyze and demonstrate the role visual art and design play in culture and society and how it records, reflects, shapes and interprets history at various times and places.
Demonstrate a connection to their personal lives through artistic expression.	Recognize the personal satisfaction of creating a work of art.	Describe the personal value gained by involvement in the visual arts.	Describe the personal value gained by involvement in the visual arts.	Establish a personal philosophy for the value of the visual arts in their lives.
Demonstrate an understanding of how the arts influence society, and how society influences the arts.	Recognize the value that an individual or group can gain from involvement in the visual arts.	Discuss how history, culture and the visual arts can influence each other.	Describe how factors of time, place, ideas and technology influence the visual characteristics that give meaning and value to works of art.	Justify conclusions made in the interpretation of a work of art's meaning as it relates to the identification of historical and cultural influences.

Standard 4: TOOLS - All students will develop the ability to communicate in the language of art forms through the study and use of appropriate vocabulary, materials, tools and techniques.

Each art discipline has a different and unique set of tools used to create products. Students must become facile in the use of these tools to create quality art work.

Descriptor	By Grade 4...	By Grade 8...	By Grade 10...	By Grade 12...
Demonstrate facility in the identification and use of a variety of vocabulary, materials, tools and techniques	Use different media, techniques and processes to communicate ideas, and describe how different materials, techniques and processes cause different responses.	Select appropriate media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.	Apply media, techniques and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.	Community ideas regularly at a high level of effectiveness in at least one visual arts medium.
Demonstrate the selection of tools appropriate to purpose, message and audience.	Use art media and tools in a safe and responsible manner that is age appropriate and appropriate to the media and intended audience.	Use art media and tools in a safe and responsible manner that is age appropriate and appropriate to the media and intended audience.	Use art media and tools in a safe and responsible manner that is age appropriate and appropriate to the media and intended audience.	Use art media and tools in a safe and responsible manner that is age appropriate and appropriate to the media and intended audience.

Standard 5. Integration - All students relate arts knowledge and skills within and across the arts and other content areas.

Descriptor	By Grade 4...	By Grade 8...	By Grade 10...	By Grade 12...
Apply process and knowledge from and to other content areas in the arts	Identify connections between the visual arts and other disciplines in the curriculum.	Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.	Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.	Synthesize the creative and analytic principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences
Demonstrate an understanding of how the arts are present in the workplace Understands that skills learned in the arts are useful in the workplace and everyday life, and how they are useful.	Same with increasing skill	Same with increasing skill	Same with increasing skill	Same with increasing skill