

Fine Arts

1. Understanding and Applying Media, Techniques, and Processes													
	I (Introduce), R (Reinforce/Expand), A (Apply)												
Students will:	K	1	2	3	4	5	6	7	8	9	10	11	12
Know the differences between materials, techniques, and processes: K-4 (GLE -R- 3,4,7,8,10,16) (GLE-W-3,7) (GLE-OC-1,2)													
• Demonstrate ability to use materials like scissors, crayons, chalk, markers, pencils, paints, clay, recycled materials, glue, ink, etc. to create 2 & 3-dimensional works of art.	I	I	R	R	A	A	A	A	A	A	A	A	A
• Describe how different materials, techniques and processes cause different responses orally and/or through demonstration/text.	I	I	R	R	A	A	A	A	A	A	A	A	A
• Use different media, techniques, and processes to communicate ideas, experiences and stories	I	I	R	R	A	A	A	A	A	A	A	A	A
• Use art materials and tools in a safe and responsible manner	I	I	R	R	A	A	A	A	A	A	A	A	A
Grades 5-8 (GLE-R-3,7,14) (GLE-W-11) (GLE-OC-1,2)													
• Select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices				I	I	R	R	A	A	A	A	A	A
• Demonstrate ability to choose appropriate materials for the task and why and be able to respond about the media chosen.				I	I	R	R	A	A	A	A	A	A
• Intentionally take advantage of the qualities and characteristics of art media, techniques and processes to enhance communication of their experiences and ideas					I	R	R	A	A	A	A	A	A
Grades 9-12 (GLE-R-3,7,14) (GLE-W-11) (GLE-OC-1,2)													
• Apply media techniques and processes with sufficient skill, confidence, sensitivity that their intentions are carried out in their art works										I	R	R	A
• Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques and processes they use										I	R	R	A

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1. Understanding and Applying Media, Techniques, and Processes (cont.)	K	1	2	3	4	5	6	7	8	9	10	11	12
(Advanced standards) <ul style="list-style-type: none"> Communicate ideas regularly at a high level of effectiveness in at least one visual arts medium 										I	R	A	A
(Advanced Standard) <ul style="list-style-type: none"> Initiate, define and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis and evaluation 										I	R	A	A

2. USING KNOWLEDGE OF STRUCTURES AND FUNCTIONS														
	I (Introduce), R (Reinforce/Expand), A (Apply)													
Students will:	K	1	2	3	4	5	6	7	8	9	10	11	12	
(K-4) (GLE-R-3,15) (GLE-W-6) (GLE-OC-1,2)														
• Know the differences among visual characteristics and purposes of art in order to convey ideas	I	I	R	R	A	A	A	A	A	A	A	A	A	
• Describe how different expressive features and organizational principles cause different responses	I	I	R	R	A	A	A	A	A	A	A	A	A	
• Use visual structures and functions of art to communicate ideas	I	I	R	R	A	A	A	A	A	A	A	A	A	
(5-8) (GLE-R-3,15) (GLE-W-2,6,7) (GLE-OC-1,2)														
• Generalize about the effects of visual structures and functions and reflect upon these effects in their own work					I	I	R	R	A	A	A	A	A	
• Employ organizational structures and analyze what makes them effective or not effective in the communication of ideas					I	I	R	R	A	A	A	A	A	
• Select and use the qualities of structures and functions of art to improve communication of their ideas					I	I	R	R	A	A	A	A	A	
(9-12) (GLE-R-3,8,15, 16) (GLE-W-2,6,7,8, 14) (GLE-OC-1,2)														
• Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art										I	R	A	A	
• Evaluate the effectiveness of artworks in terms of organizational structures and functions									I	I	R	R	A	A
• Create artworks that use organizational principles and functions to solve specific visual arts problems								I	I	R	A	A	A	A

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2. USING KNOWLEDGE OF STRUCTURES AND FUNCTIONS (cont.)	K	1	2	3	4	5	6	7	8	9	10	11	12
Students will:													
(Advanced)													
<ul style="list-style-type: none"> Demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives 										I	R	A	A
<ul style="list-style-type: none"> Create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions 										I	R	A	A

3. CHOOSING AND EVALUATING A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS													
	I (Introduce), R (Reinforce/Expand), A (Apply)												
Students will:	K	1	2	3	4	5	6	7	8	9	10	11	12
(K-4) (GLE-R-7) (GLE-W-2.1) (GLE-OC-1,2)	I	I	I	R	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Explore and understand the possible content for works of art 	I	I	I	R	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Select and use subject matter, symbols, and ideas to communicate meaning 	I	I	I	R	A	A	A	A	A	A	A	A	A
(5-8) (GLE-R-7) (GLE-W-2,7) (GLE-OC-1,2)						I	I	R	A	A	A	A	A
<ul style="list-style-type: none"> Integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks 						I	I	R	A	A	A	A	A
<ul style="list-style-type: none"> Use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks 						I	I	R	A	A	A	A	A
(9-12) (GLE-R-7, 13) (GLE-W-2,7, 14) (GLE-OC-1,2)									I	I	R	R	A
<ul style="list-style-type: none"> Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture 									I	I	R	R	A
<ul style="list-style-type: none"> Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life 							I	I	R	R	A	A	A
(Advanced)											I	R	A
<ul style="list-style-type: none"> Describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others 											I	R	A
<ul style="list-style-type: none"> Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others 											I	R	A

4. UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES													
	I (Introduce), R (Reinforce/Expand), A (Apply)												
Students will:	K	1	2	3	4	5	6	7	8	9	10	11	12
(K-4) (GLE-R-3) (GLE-W-2,4,5) (GLE-OC-1,2)													
• Know that the visual arts have both a history and specific relationships to various cultures	I	I	R	R	A	A	A	A	A	A	A	A	A
• Identify specific works of art as belonging to particular cultures, times, and places	I	I	R	R	A	A	A	A	A	A	A	A	A
• Demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art	I	I	I	R	A	A	A	A	A	A	A	A	A
(5-8) (GLE-R-3,8,15) (GLE-W-2,4,5) (GLE-OC-1,2)													
• Know and compare the characteristics of artworks in various eras and cultures						I	R	R	A	A	A	A	A
• Describe and place a variety of art objects in historical and cultural contexts			I	I	R	R	A	A	A	A	A	A	A
• Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art				I	I	I	R	R	R	A	A	A	A
(9-12) (GLE-R-3,8,15) (GLE-W-2,4,5,6,7,8) (GLE-OC-1,2)													
• Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art									I	R	A	A	A
• Describe the function and explore the meaning of specific art objects within varied cultures, times, and places				I	I	R	R	R	R	A	A	A	A
• Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making						I	R	R	R	A	A	A	A

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4. UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES (cont.)	K	1	2	3	4	5	6	7	8	9	10	11	12
Students will:													
(Advanced) <ul style="list-style-type: none"> • Analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists 										I	R	A	A
<ul style="list-style-type: none"> • Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning 										I	R	A	A

5. REFLECTING UPON AND ASSESSING THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS													
I (Introduce), R (Reinforce/Expand), A (Apply)													
Students will:	K	1	2	3	4	5	6	7	8	9	10	11	12
(K-4) (GLE R-3,7) (GLE-W-11)) (GLE-OC-1,2)													
• Understand there are various purposes for creating works of visual art	I	I	R	R	A	A	A	A	A	A	A	A	A
• Describe how people's experiences influence the development of specific artworks	I	I	R	R	A	A	A	A	A	A	A	A	A
• Understand there are different responses to specific artworks	I	I	R	A	A	A	A	A	A	A	A	A	A
(5-8) (GLE-R-3,8,15) (GLE-W-2,4,5) (GLE-OC-1,2)													
• Compare multiple purposes for creating works of art						I	I	R	A	A	A	A	A
• Analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry						I	I	R	A	A	A	A	A
• Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures						I	R	R	A	A	A	A	A
(9-12) (GLE-R-3,7,8,15) (GLE-W-2,3,4,5,14) (GLE-OC-1,2)													
• Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works										I	R	A	A
• Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts										I	R	A	A
• Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art										I	R	A	A
(Advanced)													
• Correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions										I	R	A	A

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6. MAKING CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES													
	I (Introduce), R (Reinforce/Expand), A (Apply)												
All students:	K	1	2	3	4	5	6	7	8	9	10	11	12
(K-4) (GLE-R-8) (GLE-W-2) (GLE-OC-1,2)													
<ul style="list-style-type: none"> Understand and use similarities and differences between characteristics of the visual arts and other arts disciplines 	I	I	R	R	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Identify connections between the visual arts and other disciplines in the curriculum 	I	I	R	R	A	A	A	A	A	A	A	A	A
(5-8) (GLE-R-8,15,16,17) (GLE-W-2) (GLE-OC-1,2)													
<ul style="list-style-type: none"> Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context 				I	I	R	R	R	A	A	A	A	A
<ul style="list-style-type: none"> Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts 		I	I	R	R	R	A	A	A	A	A	A	A
(9-12) (GLE-R-8,15,16,17) (GLE-W-2,6) (GLE-OC-1,2)													
<ul style="list-style-type: none"> Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis 										I	I	R	A
<ul style="list-style-type: none"> Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences 								I	I	R	A	A	A
(Advanced)													
<ul style="list-style-type: none"> Synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences 										I	R	A	A