



## North Carolina Essential Standards Draft 3.0 Beginning Visual Arts

Note on Numbering:

**B**-Beginning High School Standards

Note on Strands:

**V** - Visual Literacy, **CX** – Contextual Relevancy, **CR** – Critical Response

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

**Beginning High School Visual Arts** standards are designed for students with no or limited K-8 progression in Visual Arts education.

### Visual Literacy

	Essential Standard	Clarifying Objectives		Benchmarks
B.V.1	Use the language of visual arts to communicate effectively.	B.V.1.1	Use craft and design vocabulary when discussing craft and design.	<i>Students will use Design specific vocabulary and vocabulary specified to area of Crafts study being viewed/used.</i> Elements of Art (line, shape, form, color, value and texture and space) and Principles of Design (repetition, balance, contrast, harmony, unity movement, proportion, emphasis)
		B.V.1.2	Apply the Elements of Art and Principles of Design to create contemporary craft and design.	

	Essential Standard	Clarifying Objectives		Benchmarks
				<i>space) and Principles of Design (repetition, balance, contrast, harmony, unity movement, proportion, emphasis) to create contemporary craft.</i>
		B.V.1.3	Classify craft and design according to specified styles.	<i>Students will view Crafts work of specified styles and be able to sort work by defined criteria.</i>
		B.V.1.4	Recognize how Elements of Art and Principles of Design are used in craft and design.	<i>When viewing and critiquing examples of Craft and Design, students can recognize and identify how Design Elements (line shape, form, color, value, texture, space) and Design Principles (repetition, balance, contrast, harmony, unity movement, proportion, emphasis) are used.</i>
		B.V. 1.5	Understand the role of design in surface decoration of crafts	<i>When viewing and critiquing examples of Craft and Design, students can recognize and identify how Design Elements (line shape, form, color, value, texture, space) and Design Principles (repetition, balance, contrast, harmony, unity movement, proportion, emphasis) are used to develop surface design or pattern to enhance visual appearance and interest on craft objects.</i>
<b>B.V.2</b>	<b>Apply creative and critical thinking skills to artistic expression.</b>	B.V.2.1	Understand the role of design in planning solutions to artistic problems.	<p><i>Students can describe the role of planning and development of multiple solutions in solving artistic problems</i></p> <p><i>Students utilize sketching to generate ideas and plan multiple solutions to artistic problems. (ex thumbnails, brainstorming, research, viewfinders)</i></p>

	Essential Standard	Clarifying Objectives		Benchmarks
		B.V.2.2	Understand the relationships between sensory awareness and artistic expression.	<p><i>Students will explain their awareness of sensory qualities (design elements) and how it relates to artistic expression, compared to utilitarian aspect of a Crafts related work.</i></p> <p><i>Students can identify and differentiate between physical characteristics (wearability of items, surface of ceramics, and stability of sculptural forms) and visual characteristics (elements of design) of Contemporary Design and their role in artistic Crafts expression.</i></p>
		B.V.2.3	Create personal, symbolic expression as a means of communication (original, visual language).	<p><i>Students produce original contemporary crafts based on personally developed sketches and ideas, working with thoughtful respect of copyright laws and artistic plagiarism.</i></p> <p><i>Students will produce work based on planning and multiple solutions developed to solve artistic problems presented by teacher, and will do so using thumbnail sketches, brainstorming, research, and viewfinder imagery.</i></p>
		B.V. 2.4	Understand the role of design in the structure of craft.	<p><i>Students will produce work based on thoughtful use of design elements and principles to create form and to develop surface decoration.</i></p>
<b>B.V.3</b>	<b>Create art using a variety of tools, media, and processes, safely and appropriately.</b>	B.V.3.1	Understand the appropriate and safe use of tools, media, and equipment.	<p><i>Understand and demonstrate appropriate and safe use of tools, media, and equipment specific to areas of materials and or processes studied.</i></p> <p><i>Demonstrate understanding of, and safe use of,</i></p>

	Essential Standard	Clarifying Objectives		Benchmarks
				<i>basic tools of Xacto knives, scissors, rulers, adhesives, paper cutters, paints and glazes, drills, and tools specific to selected area of study</i>
		B.V.3.2	Use a variety of media, including 2-D, 3-D, and digital, to produce contemporary craft and design.	<i>Students will gain experience in creation of Contemporary Crafts in a variety of materials (Clay, Fibers, Textiles, Paper, Metals)</i>  <i>Explore properties of and select Crafts specific media appropriate for desired outcome (utilitarian, visual, and/or emotional).</i>
		B.V.3.3	Exemplify characteristics of different artistic processes. process	<i>Identify processes to Crafts-specific area of study - Clay, Fibers/Textiles, Metal and Paper.</i>

### Contextual Relevancy

	Essential Standard	Clarifying Objectives		Benchmarks
<b>B.CX.1</b>	<b>Understand the global, historical, societal, and cultural contexts of the visual arts.</b>	B.CX.1.1	Use craft and designs to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.	<i>Students will be exposed to and understand the historical use of crafts related objects throughout the world and over time, and specific to area of Crafts study (Creation based on personal needs, Arts &amp; Crafts movement – England; Development of Art Nouveau – France; Industrial Revolution)</i>

	Essential Standard	Clarifying Objectives		Benchmarks
		B.CX.1.2	Explain how craft and design influences historical perspectives on society.	<p><i>Recognize historical crafts were utilitarian objects that were made out of need, reflecting aesthetic values of cultures, made from availability of materials based on location</i></p> <p><i>Understand modern craft designs and processes are a reflection of historical object design, impacted by contemporary culture with added emphasis on identifiable artist style and desired outcome.</i></p>
		B.CX.1.3	Understand how craft and design is used to document human experience.	<p><i>Identify craft forms that give record to an artist's culture (ex. medieval tapestries, European stained glass, Italian mosaics, Greek vases, Japanese silk)</i></p>
		B.CX.1.4	Interpret craft and design in terms of cultural and ethnic context.	<p><i>Distinguish differences of symbols, colors, imagery of specific world cultures by viewing hand-made craft items.</i></p> <p><i>Identify universal themes/motifs used in Craft design:</i></p> <p><i>Human Figures</i></p> <p><i>Animal Designs</i></p> <p><i>Geometric Designs</i></p> <p><i>Nature inspired</i></p> <p><i>These are the only ones I could find in the Art History book ... I think they are enough ... ?</i></p>

	Essential Standard	Clarifying Objectives		Benchmarks
		B.CX.1.5	Explain the effect of the geographic location and physical environment on the media and subject matter of craft and design.	<p><i>Explain how Craft items from different cultures are influenced by geographic location and availability of materials in the physical environment, and how those aspects influence cultural aesthetics (design choices and symbolic imagery).</i></p> <p><i>Examples: Do we really need to identify here? Or leave for lesson ideas later ... ?</i>  <i>China ( ), Egypt ( ), Central America ( ), Greece ( ), Africa ( )</i></p>
<b>B.CX.2</b>	<b>Understand the interdisciplinary connections and life applications of the visual arts.</b>	B.CX.2.1	Analyze the contribution of craft to the design of consumable goods, products, and services, both historical and contemporary.	<p><i>Identify form and function as the foundation of traditional craft and design, and as the basis of contemporary product design.</i></p> <p><i>Understand contemporary crafts reflect the evolution of form and function with emphasis on personal aesthetics.</i></p>
		B.CX.2.2	Recognize the interdisciplinary knowledge used in the creation of contemporary craft and design.	<p><i>Identify concepts in Science, Math, History, English, and Technology used in the research, planning, experimentation and critique in the production of Craft and Design.</i></p>
		B.CX.2.3	Analyze the collaborative process in the creation of craft and design.	<p><i>Identify and discuss the role of Community in the support and development of crafts over time.</i></p>

	Essential Standard	Clarifying Objectives		Benchmarks
				<i>(artists working in pairs, collaboration in a hot glass studio, community of artists showing together, education, quilters working together)</i>
		B.CX.2.4	Analyze the role of technology in contemporary craft and design	<i>Gain knowledge of using digital technology and related software to generate ideas, plan, and produce Fine Crafts.</i>

**Critical Response**

	Essential Standard	Clarifying Objectives		Benchmarks
<b>B.CR.1</b>	<b>Use critical analysis to generate responses to a variety of prompts.</b>	B.CR.1.1	Understand the art criticism process.	<i>Recognize components of four-step critique process (describe, analyze, interpret, judge)</i>
		B.CR.1.2	Use teacher-generated criteria to evaluate personal contemporary craft and design.	<i>Use of teacher-generated rubrics to self-assess personally created craft items.</i>

**North Carolina Essential Standards Draft 3.0  
 Intermediate Visual Arts**

Note on Numbering:

**I** - Intermediate High School Standards

Note on Strands:

**V** - Visual Literacy, **CX** – Contextual Relevancy, **CR** – Critical Response

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

**Intermediate High School Visual Arts** standards are designed for those students who have had a complete K-8 progression in Visual Arts education or who have achieved beginning level high school standards for Visual Arts.

**Visual Literacy**

	Essential Standard	Clarifying Objectives		Benchmark
<b>I.V.1</b>	<b>Use the language of visual arts to communicate effectively.</b>	I.V.1.1	Use craft and design vocabulary to critique craft and design.	<i>Students will use Design-specific vocabulary and Crafts-specific vocabulary for area of study or being viewed and used. Elements of Art (line, shape, form, color, value and texture and space) and Principles of Design (repetition, balance, contrast, harmony, unity movement, proportion, emphasis)</i>

	Essential Standard	Clarifying Objectives		Benchmark
		I.V.1.2	Understand how design influences artistic expression.	<i>Students will identify and discuss use of Design Elements and Principles in personally created Crafts work.</i>
		I.V.1.3	Understand the use of global themes, symbols, and subject matter in craft and design.	<i>Students will view Crafts work and classify/identify them according to common themes, use of symbols, and/or subject matter.</i>
		I.V.1.4	Analyze images and objects through the process of deconstruction (the components of the image and its meaning).	<i>Students will view Crafts and recognize and identify use of elements and principles of design in the work and discuss their impact on visual impact and interpretation.</i>
<b>I.V.2</b>	<b>Apply creative and critical thinking skills to artistic expression.</b>	I.V.2.1	Generate innovative solutions to artistic problems.	<i>Students will view Crafts and recognize and identify use of elements and principles of design in the work and discuss their impact on visual impact and interpretation.</i>
		I.V.2.2	Use experiences and observations to create content for contemporary craft and design.	<i>Students will create an original design based on imagery from surroundings and print.</i>  <i>Students will use personally acquired digital images of nature or perceived design ideas found in personal environments to develop ideas for Craft project work.</i>
		I.V.2.3	Understand the role of emotion, imagination, and creativity in producing content for original contemporary craft and design.	<i>Students produce original contemporary crafts based on personally developed sketches and ideas, working with thoughtful respect of copyright laws and artistic plagiarism, and do so incorporating personal choice and expression</i>  <i>Students will utilize creative imagery development techniques created by teacher that allow for personal choice, imagination, and emotional</i>

	Essential Standard	Clarifying Objectives		Benchmark
				<i>response to create works of Craft. (viewfinder design, multiple step design development)</i>
I.V.3	Create art using a variety of tools, media, and processes, safely and appropriately.	I.V.3.1	Understand the function of tools in creating craft and design.	<i>Demonstrate understanding of the function and safe use of tools in creating crafts</i>  <i>Select tools appropriate for chosen process and materials.</i>  <i>(Reference vocab and tools lists)</i>
		I.V.3.2	Select media appropriate for desired outcome.	<i>Explore properties of Clay, Metal, Fibers and Textiles, and Paper.</i>  <i>Select Crafts specific media appropriate for desired outcome (utilitarian, visual, and/or emotional).</i>
		I.V.3.3	Analyze the relationship between process and product.	<i>Experiment with and distinguish relevant aspects of Crafts specific processes and their impact (cause/effect) for the purpose of planning and creating a Craft product.</i>

**Contextual Relevancy**

	Essential Standard	Clarifying Objectives	Benchmark
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	Essential Standard	Clarifying Objectives		Benchmark
<b>I.CX.1</b>	<b>Understand the global, historical, societal, and cultural contexts of the visual arts.</b>	I.CX.1.1	Use craft and designs to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence.	<i>Understand impact of industrialization; influence of technology and mass production of commercial items; role of cottage industries, apprenticeships, and craft schools over time; influence of trade routes on distribution and cross-cultural economic impact.</i>
		I.CX.1.2	Understand the role of craft and design in documenting history.	<i>Through viewing Craft items from history, student will gain a better understanding of the societies from that time</i>  <i>Examples: Clay from China, early Greece; Pottery of early Americas; Italian Byzantine Mosaics; Textiles - China early Silk; Central/South Americas;</i> <i>Baskets from Africa and Americas;</i> <i>Metals – early Bronze sculptures from India and Japan; Egyptian gold jewelry, Tut’s mask; early Green gold masks and cups</i>
		I.CX.1.3	Classify craft and design by artist, movement, and style.	<i>Identify Artists and their work created during the following: Industrial Revolution, Arts and Crafts Movement, Art Nouveau, Bauhaus, Art Deco, and Contemporary</i>
		I.CX.1.4	Explain the influence of contextual knowledge on aesthetic responses to craft and design.	<i>Distinguish differences of symbols, colors, and imagery of specific world cultures and recognize associated contextual meaning by viewing hand-crafted items.</i>

	Essential Standard	Clarifying Objectives		Benchmark
				<p><i>Examples:</i>            Clay – Greek vases; Minoan pottery; Native American pottery            Fibers – Beaded African work; Silk screens;            Textiles – Indrika stamped images (Africa); Japanese Silk Kimonos;            Paper – Illuminated Text;            Metals – Egyptian jewelry; Art Nouveau jewelry and iron work; Tribal jewelry forms</p>
		I.CX.1.5	Explain the effect of geographic location and physical environment on design, production, and marketing of craft and design.	<p>Clarify how demographics impact designs, available materials and production of crafts, and the significance of cross-cultural goods on the artistic and economic markets, past and present.</p> <p><i>Examples:</i>            Silk Trade Routes; Beads for barter; Evolution of papermaking across continents and cultures due to trade and technology; types of paper due to plants on hand; Charleston baskets of local sea grass; southwest silver and turquoise; Art Nouveau artists and 1900 World’s Fair; Fair Share Trade – 10,000 villages;</p>
I.CX.2	Understand the interdisciplinary connections and life applications of the visual arts.	I.CX.2.1	Apply skills and concepts developed in craft and design to daily life.	<p><i>Identify and apply the following skills and concepts—creativity, process thinking, brainstorming, multiple solutions, patience, quality craftsmanship, and persistence.</i></p>
		I.CX.2.2	Apply skills and knowledge learned in various disciplines to craft and designs.	<p><i>Math/measuring, gridding of images, graphing for weaving; Science/understanding of clay and</i></p>

	Essential Standard	Clarifying Objectives		Benchmark
				<p><i>glazing processes; Science – experimentation; English – critique process for work of self and others, both written and oral; English – reading and writing for comprehension; Technology – research and accessing visual images for historical context and artist research.</i></p>
		I.CX.2.3	Apply collaborative skills to create contemporary craft and design.	<p><i>Work as a team within the classroom and community to research, brainstorm, plan, critique and produce contemporary craft</i></p>
		I.CX.2.4	Analyze how digital design is applied in contemporary craft and design.	<p><i>Organize methods of implementing technology in the creation of Contemporary Crafts Items.</i></p> <p><i>Examples: Industrial Revolution negatively impacted Craft by creating multiples that lacked personal creation or personal design – repetitious and uniform</i></p> <p><i>New technology for application of imagery on textiles with image transfers, and on clay with decals</i></p> <p><i>Textiles – computer driven Knitting machines</i></p> <p><i>Clay – Digital kilns for firing</i></p> <p><i>Metals – metal clays</i></p>

**Critical Response**

	Essential Standard	Clarifying Objectives		Benchmarks
I.CR.1	Use critical analysis to generate responses to a variety of prompts.	I.CR.1.1	Critique craft and design based on personal and formal criteria.	<i>Recognize components of four-step critique process (describe, analyze, interpret, judge)</i>
		I.CR.1.2	Critique personal contemporary craft and design using personal or teacher-generated criteria.	<i>Use teacher-generated rubrics to critique personal art.</i>

**North Carolina Essential Standards Draft 3.0  
 Proficient Visual Arts**

Note on Numbering:

**P** - Proficient High School Standards

**V** - Visual Literacy, **CX** – Contextual Relevancy, **CR** – Critical Response

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what

students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

**Proficient High School Visual Arts** standards are designed for those students who have achieved intermediate level Visual Arts standards at the high school level.

### Visual Literacy

	Essential Standard	Clarifying Objectives		Benchmarks
P.V.1	Use the language of visual arts to communicate effectively.	P.V.1.1	Use craft and design vocabulary to analyze craft.	<i>Use Craft specific and Design related vocabulary to discuss Craft related art. Elements of Art (line, shape, form, color, value and texture and space) and Principles of Design (repetition, balance, contrast, harmony, unity movement, proportion, emphasis)</i>
		P.V.1.2	Understand the relationship between personal expression and design.	Demonstrate the relationship between personal expression and design in personally designed and produced Craft items. <i>Students will create a body of work applying the elements and principles of design and personal expression in a selected area of Crafts study – Paper, Fibers/Textiles, Clay, Metals or mixed media of several</i>
		P.V.1.3	Recognize contemporary styles, themes, and genres in contemporary craft and design.	<i>Students will create a body of work based on personal interest and will identify traditional and contemporary discoveries and influences on personal work in a selected area of Crafts study – Paper, Fibers/Textiles, Clay, Metals or mixed media of several</i>
		P.V.1.4	Evaluate the use of the Elements of Art and Principles of Design in craft and design.	<i>Identify and define criteria specific to area of study</i>

	Essential Standard	Clarifying Objectives		Benchmarks
				<p><i>and/or exploration to create a body of work.</i></p> <p><i>Self-assess individual work and total body based on personally defined criteria and those of teacher-defined rubric.</i></p>
<b>P.V.2</b>	<b>Apply creative and critical thinking skills to artistic expression.</b>	P.V.2.1	Implement planning to arrive at original solutions to artistic problems.	<i>Implement planning to arrive at original solutions to self-defined artistic problems for a mini-concentration of no less than three (3) pieces.</i>
		P.V.2.2	Recognize how personal experience influences the perception of the environment.	<i>Students will implement use of a viewfinder to create an original design based on imagery from surroundings and print. Students will use personally acquired digital images of nature or perceived design ideas found in personal environments to develop ideas for Craft project work.</i>
		P.V.2.3	Understand the relationship of creative expression to the development of personal style.	<i>Demonstrate understanding of the relationship of creative expression to the development of personal style, and do so with the creation of teacher-defined work and student-defined mini-concentration in an area of interest.</i>
<b>P.V.3</b>	<b>Create art using a variety of tools, media, and processes, safely and appropriately.</b>	P.V.3.1	Compare properties of tools in the creation of contemporary craft and design.	<i>Student will discuss and/or document thoughtful approach to selection of media-specific tools for desired outcome and demonstrate safe and appropriate use and care of those selected.</i>
		P.V.3.2	Analyze the relationship between media, processes, and results.	<i>Analyze the relationship between Craft media, processes, and results, and do so by identifying, experimenting, and documenting pros and cons of each for desired outcome.</i>

	Essential Standard	Clarifying Objectives		Benchmarks
		P.V.3.3	Select appropriate processes and techniques to create contemporary craft and design.	<i>Student will discuss and/or document cause and effect of various processes for media of choice and desired outcome.</i>

### Contextual Relevancy

	Essential Standard	Clarifying Objectives		Benchmarks
P.CX.1	Understand the global, historical, societal, and cultural contexts of the visual arts.	P.CX.1.1	Understand the role of craft and design in United States history as a means of interpreting past eras within an historical context.	<i>Trace the American Crafts Movement and Identify major events in American History that influenced the evolution of Fine Crafts as we know it today. (Industrial Revolution, Works Progress Administration, American Craft Council)???</i>
		P.CX.1.2	Understand how personal perspective is influenced by temporal context.	<i>Identify events in American history that influence personal creative ideas and work, and the work of artists since the 1700s.</i> <ul style="list-style-type: none"> <li>• <i>American Crafts Movement</i></li> <li>• <i>WPA</i></li> <li>• <i>The 60s</i></li> <li>• <i>American Craft Council/Shows</i></li> <li>• <i>Penland, Berea, Arrowmont, John C. Campbell (schools)</i></li> <li>• <i>Response to natural disaster ?</i></li> </ul>

	Essential Standard	Clarifying Objectives		Benchmarks
		P.CX.1.3	Exemplify contemporary craft artist	<i>Research work of artists in area of interest, identify characteristics of viewed work that are of personal interest, and adapt characteristics of interest to personal work for teacher-defined project or development of mini-concentration of no less than three (3) pieces.</i>
		P.CX.1.4	Understand how personal aesthetic responses to craft and design are influenced by culture.	<i>View and interpret Craft art and recognize how provided or known contextual knowledge is influenced by personal aesthetics and culture.</i>
		P.CX.1.5	Understand the relationship of the environment to craft and design, including technology, preservation, and sustainability of resources.	<i>Students will compare and analyze sustainability and archival practices that are prevalent and utilized in creating and preserving Fine Crafts.</i>
<b>P.CX.2</b>	<b>Understand the interdisciplinary connections and life applications of the visual arts.</b>	P.CX.2.1	Understand the influence of commercial design on personal aesthetics.	<i>Identify cliché images that are prevalent in commercial materials and their influence on personal work; acknowledge implications of plagiarism and inappropriate use of copyrighted imagery for personal work.</i>  <i>Identify influence of commercial design on others and the pros/cons on mass-produced work and perception of what is “quality”.</i>
		P.CX.2.2	Understand how knowledge learned in other disciplines is used to solve artistic problems.	<i>Identify influence from areas of science, math, English, history, language, and technology on an area of Crafts interest – Paper, Clay, Fiber/Textiles, and Metal.</i>
		P.CX.2.3	Understand the value of collaboration with peers to arrive at effective solutions to artistic	<i>Students will collaborate in brainstorming solutions to ideas for development of a personal</i>

	Essential Standard	Clarifying Objectives		Benchmarks
			problems.	<i>body of work and critiquing work in progress.</i>
		P.CX.2.4	Analyze how contextual relevance affects aesthetic responses to use of technology in craft and design.	<i>Students will research work of a selected/featured craftsman. Using the four-step critique process, student will explain how contextual relevance affects aesthetic response and interpretation.</i>

### Critical Response

	Essential Standard	Clarifying Objectives		Benchmarks
P.CR.1	Use critical analysis to generate responses to a variety of prompts.	P.CR.1.1	Differentiate between personal aesthetic response and objective critical response to craft and design.	<i>Critique work based on objective interpretation of design and purpose (utilitarian or artist defined) versus personal aesthetic response.</i>
		P.CR.1.2	Critique personal contemporary craft and design based on reflective inquiry.	<i>Student will evaluate personal growth, learning, and accomplishment by reflecting on pre-defined goals and/or use of learning logs. Students will create artist statements about produced bodies of work and/or mini-concentration.</i>

**North Carolina Essential Standards Draft 3.0  
 Advanced Visual Arts**

Note on Numbering:

A-Advanced High School Standards

V - Visual Literacy, CX – Contextual Relevancy, CR – Critical Response

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

**Advanced High School Visual Arts** standards are designed for those students who have achieved proficient level Visual Arts standards at the high school level.

**Visual Literacy**

	Essential Standard	Clarifying Objectives		Benchmarks
A.V.1	Use the language of visual arts to communicate effectively.	A.V.1.1	Use craft and design vocabulary to explain compositional choices.	<i>Student will discuss work verbally and in writing using design specific and craft specific vocabulary, identifying intent, and design choices made to communicate ideas in work.</i>
		A.V.1.2	Create contemporary craft and design based on personal expression and applied design.	<i>Students will create a portfolio of Crafts based work, or teacher assigned work, demonstrating</i>

	Essential Standard	Clarifying Objectives		Benchmarks
				<i>personal choices in construction and applied design.</i>
		A.V.1.3	Create contemporary craft and design that responds to contemporary themes in contemporary craft and design.	<i>Students will create a portfolio of Crafts based work, or teacher assigned work, demonstrating contemporary themes as researched during development of work.</i>
		A.V.1.4	Analyze the compositional components of craft and design.	<i>Students will create a portfolio of personal or teacher assigned Crafts based work, and will discuss orally or in writing the compositional approach used in the work to achieve the desired goal.</i>
<b>A.V.2</b>	<b>Apply creative and critical thinking skills to artistic expression.</b>	A.V.2.1	Create original contemporary craft and design in response to artistic problems.	<i>Students will create a portfolio containing breadth and concentration works that address teacher-defined and/or personally defined area of Crafts study.</i>
		A.V.2.2	Create contemporary craft and design using experiences and observation to represent individual perspectives.	<i>Students will create a portfolio containing breadth and concentration of Crafts specific works that illustrate relationship to environmental influences and/or personal interpretations or viewpoints.</i>
		A.V.2.3	Generate contemporary craft and design based on a creative exploration of a concept.	<i>Students will create a portfolio of works, a select number of which will be a concentration of works developed on a student defined Crafts concept or area of exploration.</i>
<b>A.V.3</b>	<b>Create art using a variety of tools, media, and processes, safely and appropriately.</b>	A.V.3.1	Produce contemporary craft and design by using a variety of tools and media appropriately, safely, and effectively.	<i>Students will create a portfolio containing breadth and concentration works that are executed with a variety of Crafts specific tools and media used in a safe, appropriate manner.</i>
		A.V.3.2	Produce contemporary craft and design by using a variety of processes appropriately, safely, and effectively.	<i>Students will create a portfolio containing breadth and concentration Crafts specific works that address demonstrate successful and safe</i>

	Essential Standard	Clarifying Objectives		Benchmarks
				<i>exploration of varied processes.</i>

### Contextual Relevancy

	Essential Standard	Clarifying Objectives		Benchmarks
<b>A.CX.1</b>	<b>Understand the global, historical, societal, and cultural contexts of the visual arts.</b>	A.CX.1.1	Interpret craft and designs from personal, cultural, and historical contexts.	<i>Students will create a portfolio containing breadth and concentration Crafts specific works and written commentary identifying use of personal, cultural, and historical context.</i>
		A.CX.1.2	Implement a personal philosophy of contemporary craft and design.	<i>Students will create a portfolio containing breadth and concentration Crafts related works, and provide a written artist statement identifying application and integration of their personal philosophy in the body of work.</i>
		A.CX.1.3	Apply personal artistic style while creating contemporary craft and design.	<i>Students will create a portfolio containing breadth and concentration Crafts related works, which visually convey a personal voice or style.</i>
		A.CX.1.4	Apply a personal aesthetic to the creation of contemporary craft and design.	<i>Students will create a portfolio containing breadth and concentration Crafts related works, which reflect implementation of a personal aesthetic that is visually understood or provided by written</i>

	Essential Standard	Clarifying Objectives		Benchmarks
				<i>commentary.</i>
A.CX.2	<b>Understand the interdisciplinary connections and life applications of the visual arts.</b>	A.CX.1.5	Apply environmental responsibility to the creation of contemporary craft and design.	<i>Students will create a portfolio containing breadth and concentration Crafts related works, which reflect environmentally responsible use of materials and processes and/or utilize environmentally repurposed materials or objects.</i>
		A.CX.2.1	Design a portfolio to reflect personal choices and growth over time as an artist.	<i>Students will create a portfolio containing breadth and concentration Crafts related works, based on personal choice and that demonstrate growth of student over time as an artist.</i>  <i>Students will document personal work using digital technology to photograph and record work for archival purposes, development of resume for job application or admissions to programs of advanced studies, and for submission of work for publication and/or competition.</i>
		A.CX.2.2	Create contemporary craft and design using skills and knowledge learned in other disciplines.	<i>Students will create a portfolio containing breadth and concentration Crafts related works, and that reflect use of skills and knowledge learned in other disciplines or settings beyond the classroom.</i>
		A.CX.2.3	Understand the collaborative relationship between the artist and the community.	<i>Students will submit personally created Crafts related work to school and community exhibits and competitions. Students will collaborate on presentation of collective work exhibit.</i>
		A.CX.2.4	Analyze the influence of digital media and technology on creating contemporary craft and design.	<i>Students will create a portfolio containing breadth and concentration Crafts related works, which reflect implementation of digital media and</i>

	Essential Standard	Clarifying Objectives		Benchmarks
				<i>technology used in the creation or manipulation of developed work as available.</i>

### Critical Response

	Essential Standard	Clarifying Objectives		Benchmarks
A.CR.1	Use critical analysis to generate responses to a variety of prompts.	A.CR.1.1	Construct convincing and logical arguments, individually and collaboratively, to defend analyses of craft and design.	<i>Students will evaluate and defend choices and development of personal Crafts works verbally and in writing. Students will prepare a written Philosophy of Art.</i>
		A.CR.1.2	Critique personal portfolios using personal and teacher-generated criteria.	<p><i>Students will assess personal portfolios or bodies of work verbally and in writing, and do so using teacher-defined criteria, Scholastics rubrics, and/or College Board AP scoring rubrics.</i></p> <p><i>Students will assess work for creation of a portfolio of personal work to be used for admission to advanced study programs, competitive/exhibition purposes, and for employment application and interviews.</i></p> <p><i>Students will document personal work using digital technology to photograph and record work for archival purposes, development of resume for job application or admissions to programs of advanced studies, and for submission of work for publication and/or competition.</i></p>

	Essential Standard	Clarifying Objectives		Benchmarks

DRAFT 3.0