



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 art vocabulary when discussing art and artistic styles.	Please see attached list
		B.V.1.2	Apply the Elements of Art and Principles of Design to create art.	Students know definition of line, shape, color, form, value, space, texture, unity, variety, balance, rhythm/movement, emphasis/contrast, pattern/repetition, proportion/scale
		B.V.1.3	Classify art according to specified styles.	Students can identify the styles of Picasso, Warhol, Monet, Michelangelo, Durer, Van Gogh, Close

	Essential Standard	Clarifying Objectives		Benchmarks
		B.V.1.4	Recognize how Elements of Art and Principles of Design are used in art.	Student will be able to write a reflection addressing the strengths and weaknesses of their work using art vocabulary.
B.V.2	Apply creative and critical thinking skills to artistic expression.	B.V.2.1	Understand the role of planning in solving artistic problems.	Student will keep a sketchbook that shows the role of research and planning in creating art including observational drawings, experimentation with technique, experimentation with media, research on artist and art movements, reflection on work, and personal observation and reflection.
		B.V.2.2	Understand the relationships between sensory awareness and artistic expression.	Distinguish between implied and actual texture. Express mood through color or line.
		B.V.2.3	Create personal, symbolic expression as a means of communication (original, visual language).	Can communicate without relying on the cliché
B.V.3	Create art using a variety of tools, media, and processes, safely and appropriately.	B.V.3.1	Understand the appropriate and safe use of tools, media, and equipment.	Use light boxes, brushes, rulers, drawing boards, scissors
		B.V.3.2	Use a variety of media, including 2-D, 3-D, and digital, to produce art.	Use a variety of media to produce art in drawing, painting, printmaking, drawing, sculpture, mixed media
		B.V.3.3	Exemplify characteristics of different artistic processes.	<p>The student will be able to render from observation using a variety of drawing techniques: contour line drawing, continuous contour line drawing, grid enlargement</p> <p>The student will be able to identify and use five characteristics of informal perspective in their art : change in detail; overlapping; change in color; change in scale; position in picture frame</p> <p>The student will be able to render a three dimensional form using mark making: hatching, cross-hatching, stippling, ruled line, unruled line,</p>

	Essential Standard	Clarifying Objectives	Benchmarks
			gradation, blending

Contextual Relevancy

	Essential Standard	Clarifying Objectives	Benchmarks	
B.CX.1	Understand the global, historical, societal, and cultural contexts of the visual arts.	B.CX.1.1	Use visual arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.	Identify events that prompted High Renaissance, Cubism, Pop Art, Impressionism, New Realism
		B.CX.1.2	Explain how art influences historical perspectives on society.	Exemplify images that document history
		B.CX.1.3	Understand how art is used to document human experience.	Exemplify art that illustrates human experience: Portrait and genre.
		B.CX.1.4	Interpret art in terms of cultural and ethnic context.	Be able to compare and contrast two different works of art of the same genre from two differing cultures.
		B.CX.1.5	Explain the effect of the geographic location and physical environment on the media and subject matter of art.	Be able to identify the region of the world from which the art comes: African, Asian, American, Latin American, Europe Exemplify how subject matter of artists listed in V1.3 are influenced by location.
B.CX.2	Understand the interdisciplinary connections and life applications of the visual arts.	B.CX.2.1	Analyze the contribution of art to the design of consumable goods, products, and services, both historical and contemporary.	The student will understand the role of an identifying logo or trademark
		B.CX.2.2	Recognize the interdisciplinary knowledge used in the creation of art.	Students will be able to recognize and create pattern.

	Essential Standard	Clarifying Objectives		Benchmarks
		B.CX.2.3	Analyze the collaborative process in the creation of art.	Shown a product, students can identify roles of those that create it
		B.CX.2.4	Analyze the role of art in creating digital images, technological products, and design.	Student can identify the use of icons in the creation of digital products.

Critical Response

	Essential Standard	Clarifying Objectives		Benchmarks
B.CR.1	Use critical analysis to generate responses to a variety of prompts.	B.CR.1.1	Understand the art criticism process.	Student can use Description and Analysis in the art criticism process.
		B.CR.1.2	Use teacher-generated criteria to evaluate personal art.	Student can use a rubric in evaluating art

**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		Benchmarks
I.V.1	Use the language of visual arts to communicate effectively.	I.V.1.1	Use art vocabulary to critique art.	See attached list
		I.V.1.2	Understand how design influences artistic expression.	Student will be familiar with the Elements and Principles of Design.
		I.V.1.3	Understand the use of global themes, symbols, and subject matter in art.	Identify basic global themes of portrait, figure, landscape, flora, fauna, architecture, and the environment.

	Essential Standard	Clarifying Objectives		Benchmarks
		I.V.1.4	Analyze images through the process of deconstruction (the components of the image and its meaning).	Apply art vocabulary of Elements and Principles in analyzing compositions.
I.V.2	Apply creative and critical thinking skills to artistic expression.	I.V.2.1	Generate innovative solutions to artistic problems.	Student can apply operational techniques of: magnification, metamorphosis, transference, multiplication, fragmentation, and/or distortion.
		I.V.2.2	Use experiences and observations to create content for art.	Create a work from observational drawing and personal sketches,
		I.V.2.3	Understand the role of emotion, imagination, and creativity in producing content for original art.	Create an emotional and imaginative works in response to prompts.
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 art.	Use x-acto knives, linoleum cutters, bench hooks, hot glue guns safely and properly
		I.V.3.2	Select media appropriate for communicating content.	Use acrylic, tempera, pen & ink, mixed media and colored pencil.
		I.V.3.3	Analyze the relationship between process and product.	Students will be able to identify and produce a blind contour line drawing, contour line drawing, continuous contour line drawing, grid enlargement.

Contextual Relevancy

	Essential Standard	Clarifying Objectives		Benchmarks
I.CX.1	Understand the global, historical, societal, and cultural contexts of the	I.CX.1.1	Use visual arts to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence.	Student will be familiar with the Harlem Renaissance and the role of the WPA in the arts.

	Essential Standard	Clarifying Objectives		Benchmarks
	visual arts.	I.CX.1.2	Understand the role of visual art in documenting history.	Student will be familiar with Renaissance, Harlem Renaissance, Pop Art, Environmental Art
		I.CX.1.3	Classify art by artist, movement, and style.	Knowledge of Norman Rockwell, Romare Bearden, Leonardo da Vinci, Christo and Jean Claude, Roy Lichtenstein, Ansel Adams; Their style, genres, movements.
		I.CX.1.4	Explain the influence of contextual knowledge on aesthetic responses to art.	Understand the historical, societal, and cultural influences on ideas of art and beauty.
		I.CX.1.5	Explain the effect of geographic location and physical environment on design, production, and marketing of art.	Student will be familiar with the works of Christo and Jean Claude.
I.CX.2	Understand the interdisciplinary connections and life applications of the visual arts.	I.CX.2.1	Apply skills and concepts developed in art to daily life.	Understand and use the color harmonies: Monochromatic, Triadic, and Complementary.
		I.CX.2.2	Apply skills and knowledge learned in various disciplines to visual arts.	Understand and correctly use a ruler, T square, and compass.
		I.CX.2.3	Apply collaborative skills to create art.	Peer and teacher validation after preliminary planning of work.
		I.CX.2.4	Analyze how digital design affects communication in art.	Awareness of the proper use of public domain.

Critical Response

	Essential Standard	Clarifying Objectives		Benchmarks
I.CR.1	Use critical analysis to	I.CR.1.1	Critique art based on personal and formal criteria.	Student can use Description, Analysis, Interpretation and Evaluation in the art criticism process.

	Essential Standard	Clarifying Objectives		Benchmarks
	generate responses to a variety of prompts.	I.CR.1.2	Critique personal art using personal or teacher-generated criteria.	Student can evaluate art using a project rubric.

**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 art vocabulary to analyze compositions.	See attached list
		P.V.1.2	Understand the relationship between personal expression and design.	Student will be aware of the use of the elements and principles of art in creating composition from personal observation.
		P.V.1.3	Recognize contemporary styles, themes, and genres in art.	Students will be familiar with the work of Winslow Homer, Thomas Hart Benton, Jacob Lawrence, Alexander Calder, Jackson Pollock, Georgia O'Keefe, and Robert Rauschenberg
		P.V.1.4	Evaluate the use of the Elements of Art and Principles of Design in art.	Student will use
P.V.2	Apply creative and critical thinking skills to artistic expression.	P.V.2.1	Implement planning to arrive at original solutions to artistic problems.	Use research and personal observation to create original solutions to prompts.
		P.V.2.2	Recognize how personal experience influences the perception of the environment.	Students will be able to compare and contrast the portrayal of the American landscape from Winslow Homer, Thomas Hart Benton, and Georgia O'Keefe.
		P.V.2.3	Understand the relationship of creative expression to the development of personal style.	The student will be able to create work in response to a set of prompts that allows for guided personal choices.
P.V.3	Create art using a variety of tools, media, and	P.V.3.1	Compare properties of tools in the creation of art.	Students will become more familiar with the uses of tools, in particular, brushes, pencils, markers, pens, scissors, x-acto knives, and rulers.

	Essential Standard	Clarifying Objectives		Benchmarks
	processes, safely and appropriately.	P.V.3.2	Analyze the relationship between media, processes, and results.	Students will be able to identify art by media and describe a basic process using that media, in particular, acrylic painting, pen and ink, graphite, charcoal, relief printmaking, and collage.
		P.V.3.3	Select appropriate processes and techniques to create art.	Students will be familiar with acrylic painting, watercolor techniques, drawing techniques, linoleum printmaking, and collage.

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 visual arts in United States history as a means of interpreting past eras within an historical context.	Student will be able to identify major art movements of United States: Early American Art, Hudson River School, Art of the West, Early Realist, Photography, Turn of the Century, Ashcan School, Abstraction, Regionalist, Precisionist, Social Realism, Harlem Renaissance, Abstract Expressionism, Pop Art, Op Art, Color Field Painting, New Realism, Installation, Conceptual
		P.CX.1.2	Understand how personal perspective is influenced by temporal context.	Understand that as society changes, societal perspectives change; from the art of Early America to the Hyperrealism of the late 20 th century.

	Essential Standard	Clarifying Objectives	Benchmarks
		P.CX.1.3 Exemplify contemporary art and artists.	Student will be able to identify major artists of United States: Winslow Homer, Jacob Lawrence, Alexander Calder, Thomas Hart Benton, Jackson Pollock, Georgia O’Keefe, Robert Rauschenberg
		P.CX.1.4 Understand how personal aesthetic responses to art are influenced by culture.	Students will compare and contrast portraiture from Early American art to Roy Lichtenstein and Chuck Close
		P.CX.1.5 Understand the relationship of the environment to art, including technology, preservation, and sustainability of resources.	Students will learn how art processes can be or not be environmentally sound. Students will learn the proper use and handling of common art materials.
P.CX.2	Understand the interdisciplinary connections and life applications of the visual arts.	P.CX.2.1 Understand the influence of commercial design on personal aesthetics.	Students will become aware of how graphic design and advertising influence their idea of desirable products in a commercial society.
		P.CX.2.2 Understand how knowledge learned in other disciplines is used to solve artistic problems.	Understand that skills developed in language arts will be critical in developing an artist’s statement.
		P.CX.2.3 Understand the value of collaboration with peers to arrive at effective solutions to artistic problems.	Students will be familiar with the Pixar’s website, especially Artist’s Corner which gives profiles of the different kinds of artists that work at the studio to produce a film. Students will be able to give content specific feedback to peers on solutions to artistic problems.
		P.CX.2.4 Analyze how contextual relevance affects aesthetic responses to digital media.	Students will become aware of the placement of advertising and how it affects their positive reaction to technology.

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 art.	Students will be able to use the four step critique process to analyze a work of art as well as write a personal reaction to the same work.
		P.CR.1.2	Critique personal art based on reflective inquiry.	Students will be able to write an artist’s statement reflecting on the development of their work.

**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 art vocabulary to explain compositional choices.	See attached list
		A.V.1.2	Create art based on personal expression and applied design.	Students will research ideas and use the elements and principles of design to create personal works. They will be required to keep a sketchbook of ideas and have knowledge of the elements and principles and their use in effective composition.
		A.V.1.3	Create art that responds to contemporary themes in art.	Students are aware of contemporary themes in art and current events (locally, regionally, nationally, and globally for social commentary)
		A.V.1.4	Analyze the compositional components of art.	Student will be able to use art vocabulary to critique a composition Student will be able to use the four step critique process Student will be able to use Elements and Principles of Design to analyze art.
A.V.2	Apply creative and critical thinking skills to artistic expression.	A.V.2.1	Create original art in response to artistic problems.	Students will be able to create work in response to prompts that allow for individual choices.
		A.V.2.2	Create art using experiences and observation to represent individual perspectives.	Students will be able to create work based upon personal research of an approved idea or concept.
		A.V.2.3	Generate art based on a creative exploration of a concept.	Students will be able to produce a cohesive concentration of work based upon an approved idea or concept.

	Essential Standard	Clarifying Objectives		Benchmarks
A.V.3	Create art using a variety of tools, media, and processes, safely and appropriately.	A.V.3.1	Produce art by using a variety of tools and media appropriately, safely, and effectively.	Student can demonstrate proper use, care, storage, and disposal of art materials and tools.
		A.V.3.2	Produce art by using a variety of processes appropriately, safely, and effectively.	Student will demonstrate correct application of media.

Contextual Relevancy

	Essential Standard	Clarifying Objectives		Benchmarks
A.CX.1	Understand the global, historical, societal, and cultural contexts of the visual arts.	A.CX.1.1	Interpret visual arts from personal, cultural, and historical contexts.	Students will research and explore various artists, techniques, cultures, and ideas to be documented in a sketchbook or journal.
		A.CX.1.2	Implement a personal philosophy of art.	Students will develop an artist's statement and defend their ideas or concepts using proper art terminology.
		A.CX.1.3	Apply personal artistic style while creating art.	Students will develop a body of work in response to a personal idea or concept.
		A.CX.1.4	Apply a personal aesthetic to the creation of art.	Student can explain the influence of culture and history on their personal art.
		A.CX.1.5	Apply environmental responsibility to the creation of art.	Students will use, apply, and store all art materials safely and properly.

	Essential Standard	Clarifying Objectives		Benchmarks
A.CX.2	Understand the interdisciplinary connections and life applications of the visual arts.	A.CX.2.1	Design a portfolio to reflect personal choices and growth over time as an artist.	Students will document their growth as an artist by creating a portfolio that shows their range or breadth in handling subject matter and media.
		A.CX.2.2	Create art using skills and knowledge learned in other disciplines.	Identify math, science, and literature skills used in art.
		A.CX.2.3	Understand the collaborative relationship between the artist and the community.	Exemplify impact of artist on community.
		A.CX.2.4	Analyze the influence of digital media and technology on creating art.	Apply digital media in planning, production, and presentation of art.

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 art.	Use four step critique method, art vocabulary, knowledge of art movements, and artists to defend personal and collaborative critiques of art
		A.CR.1.2	Critique personal portfolios using personal and teacher-generated criteria.	Use correct methods and terminology when analyzing works of art and writing personal reflections.