



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	
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. (after vocab list)
		B.V.1.2	Apply the Elements of Art and Principles of Design to create art. Students will create a composition that applies the elements and principles of design
		B.V.1.3	Classify art according to specified styles. (Skip for now)
		B.V.1.4	Recognize how Elements of Art and Principles of Design are used in art. Students will critique a photographic work of art and recognize and identify elements and principles of art.
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. Students can describe the role of planning in solving artistic problems, (rule of thirds, FFM, thumbnails, brainstorming, research, viewfinders)
		B.V.2.2	Understand the relationships between sensory awareness and artistic expression. Students will explain their sensory awareness and how it relates to artistic expression.
		B.V.2.3	Create personal, symbolic expression as a means of communication (original, visual language).

	Essential Standard	Clarifying Objectives	
			Students will create photographic introspective self-portrait composition.
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. Students will demonstrate appropriate and safe use of media and tools, (darkroom chemicals, parts of the enlarger, safe film processing, safe print processing, camera equipment care.) (safe and appropriate use of hardware, software, media storage, printer equipment, digital camera and scanner.)
		B.V.3.2	Use a variety of media, including 2-D, 3-D, and digital, to produce art. Photo – use analogue photographic material to produce art (Create a traditional silver gelatin print) Digital media current professional photographic software, hardware in digital media to produce art (Create a digital photograph using the current version of Photoshop) Digital photo – current professional photographic software, hardware in digital media to produce art
		B.V.3.3	Exemplify characteristics of different artistic processes. (Analogue,- traditional silver gelatin print, photogram, pinhole photographs,) (Digital photographic input, scanner art input, photographic montage with layer masking in Photoshop, retouching portraits with retouching tools in Photoshop, layer adjustments and color corrections utilizing Photoshop)

Contextual Relevancy

	Essential Standard	Clarifying Objectives	
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. (pull from list of photographers and history)

	Essential Standard	Clarifying Objectives	
		B.CX.1.2	<p>Explain how art influences historical perspectives on society. (pull form same list) Explain the use of Propaganda, documentary photography, altered photographs- (Jackson, national parks, lewis hine Jacob riis- child labor laws) robinson, rejlander, uelsmann-</p>
		B.CX.1.3	<p>Understand how art is used to document human experience. Students will interpret a photographic work of art and recognize how it was used to document human experience.</p>
		B.CX.1.4	<p>Interpret art in terms of cultural and ethnic context. Students will interpret a photographic work of art and recognize how it was used to document cultural and ethnic context.</p>
		B.CX.1.5	<p>Explain the effect of the geographic location and physical environment on the media and subject matter of art. Students will interpret a photographic work of art and recognize how it was used to document geographic location and physical environment. (Quality of lighting, perspective, environmental conditions)(Physical geographic effect of the subject matter but non impact on the media used) (Digital media transcends geographic location)</p>
B.CX.2	Understand the interdisciplinary connections and life applications of the visual arts.	B.CX.2.1	<p>Analyze the contribution of art to the design of consumable goods, products, and services, both historical and contemporary. Identify the contribution of photographic images to product design, media, and advertising.(photographic product image, online sales, websites imagery, Identify changes in photographic technology that have broadened the scope of advertising media (magazines, newspaper, social media, websites)</p>
		B.CX.2.2	<p>Recognize the interdisciplinary knowledge used in the creation of art. (traditional photography, Science chemistry, silver chloride, developer (base) stop bath acid, fixer dissolves the unexposed silver chlorides., physics light travels in straight paths, the inverse square law, math calculating F-stops) (digital photography, Science-recognize the use of color light, color spectrum, resolution, input technology scanners vs digital camera input, digital image sensors, color filters, pixels, UV lighting vs Tungsten lighting, white balance. Kelvin temperature of light. Light travels in straight paths,</p>

	Essential Standard	Clarifying Objectives	
			Math- mathematical composition, factoring SPI (samples per inch)(Pixels per inch)(dots per inch)
		B.CX.2.3	Analyze the collaborative process in the creation of art. Student will differentiate the roles of creative process in a studio lighting shoot.
		B.CX.2.4	Analyze the role of art in creating digital images, technological products, and design. Students will analyze the role of art in adding the aesthetic qualities inherent in creating product design.

Critical Response

	Essential Standard	Clarifying Objectives	
B.CR.1	Use critical analysis to generate responses to a variety of prompts.	B.CR.1.1	Understand the art criticism process. Students describe, analyze, judge, interpret personal photographic works and works of their peers.
		B.CR.1.2	Use teacher-generated criteria to evaluate personal art. Students will use a teacher generated rubric to evaluate their personal photographic compositions.

DRAFT

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	
I.V.1	Use the language of visual arts to communicate effectively.	I.V.1.1	Use art vocabulary to critique art. (After vocab list)
		I.V.1.2	Understand how design influences artistic expression. Students will create a composition/ portfolio that applies the elements and principles of design
		I.V.1.3	Understand the use of global themes, symbols, and subject matter in art. (Skip for now)
		I.V.1.4	Analyze images through the process of deconstruction (the components of the image and its meaning). Students will critique a photographic work of art and recognize and identify the components of the image and its meaning.
I.V.2	Apply creative and critical thinking skills to artistic expression.	I.V.2.1	Generate innovative solutions to artistic problems. Students implement the role of planning in solving artistic problems, (rule of thirds, FFM, thumbnails, brainstorming, research, viewfinders)
		I.V.2.2	Use experiences and observations to create content for art. Students will execute their sensory awareness to create content.
		I.V.2.3	Understand the role of emotion, imagination, and creativity in producing content for original art. Students will create a photographic essay of introspective self-portrait composition.

	Essential Standard	Clarifying Objectives	
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. Students will continue to demonstrate appropriate and safe use of media and tools, (darkroom chemicals, alternative processes, parts of the enlarger, safe film processing, safe print processing, camera equipment care.) (safe and appropriate use of hardware, software, media storage, printer equipment, digital camera and scanner.)
		I.V.3.2	Select media appropriate for communicating content. Photo – use analogue photographic material and alternative processes and toning to produce art (Create a traditional silver gelatin print) Digital media current professional photographic software, hardware in digital media to produce art (Create a digital photograph using the current version of Photoshop) Digital photo – current professional photographic software, hardware in digital media to produce art
		I.V.3.3	Analyze the relationship between process and product. (Analogue,- traditional silver gelatin prints, cameraless images, alternative processes, silver gelatin print toning) (Digital photographic input, scanner art input, photographic montage with layer masking in Photoshop, retouching portraits with retouching tools in Photoshop, layer adjustments and color corrections utilizing Photoshop, stop action animation, digital slr video component)

Contextual Relevancy

	Essential Standard	Clarifying Objectives	
I.CX.1	Understand the global, historical, societal, and cultural contexts of the visual arts.	I.CX.1.1	Use visual arts to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence. (pull from list of photographers and history) fictitious biz, marketing campaign, website design,
		I.CX.1.2	Understand the role of visual art in documenting history. LIST
		I.CX.1.3	Classify art by artist, movement, and style. LIST- Students will interpret a photographic work of art and recognize how it was used to document human

	Essential Standard	Clarifying Objectives	
			experience.
		I.CX.1.4	Explain the influence of contextual knowledge on aesthetic responses to art. Students will interpret a photographic work of art and recognize how the contextual knowledge applies to the aesthetic.
		I.CX.1.5	Explain the effect of geographic location and physical environment on design, production, and marketing of art. Students will interpret a photographic work of art and recognize how it was used to document geographic location and physical environment. (Quality of lighting, perspective, environmental conditions)(Physical geographic effect of the subject matter but non impact on the media used) (Digital media transcends geographic location)
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. Execute the creation of a fictitious photographic business utilizing photographic images to product design, media, and advertising.(photographic productimage, online sales, websites imagery, Identify changes in photographic technology that have broadened the scope of advertising media (magazines, newspaper,to social media, websites)
		I.CX.2.2	Apply skills and knowledge learned in various disciplines to visual arts. (traditional photography, Science chemistry, silver chloride, developer (base) stop bath acid, fixer dissolves the unexposed silver chlorides., physics light travels in straight paths, the inverse square law, math calculating F-stops) alternative processes, toning. (digital photography, Artist statements, critiques Science-recognize the use of color light, color spectrum, resolution, input technology scanners vs digital camera input, digital image sensors, color filters, pixels, UV lighting vs Tungsten lighting, white balance. Kelvin temperature of light. Light travels in straight paths Math- mathematical composition, factoring SPI (samples per inch)(Pixels per inch)(dots per inch) Artist statements, critiques
		I.CX.2.3	Apply collaborative skills to create art. Student will differentiate the roles of creative process in a studio lighting shoot, editing, image production and critique.
		I.CX.2.4	Analyze how digital design affects communication in art. Students will use a teacher generated rubric to evaluate digital design and photographic communication.

Critical Response

	Essential Standard	Clarifying Objectives	
I.CR.1	Use critical analysis to generate responses to a variety of prompts.	I.CR.1.1	Critique art based on personal and formal criteria. Students describe, analyze, judge, interpret personal photographic works and works of their peers.
		I.CR.1.2	Critique personal art using personal or teacher-generated criteria. Students will use a teacher generated rubric to evaluate their personal photographic compositions.

**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
--	--------------------	-----------------------

	Essential Standard	Clarifying Objectives	
P.V.1	Use the language of visual arts to communicate effectively.	P.V.1.1	Use art vocabulary to analyze compositions. Vocab list
		P.V.1.2	Understand the relationship between personal expression and design. Students will create a portfolio that applies the elements and principles of design and personal expression.
		P.V.1.3	Recognize contemporary styles, themes, and genres in art. (Skip for now)
		P.V.1.4	Evaluate the use of the Elements of Art and Principles of Design in art.). Students will judge a photographic work of art and recognize and identify the components of the image and its meaning
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. Students will create a portfolio containing 12 breadth and 12 concentration works.
		P.V.2.2	Recognize how personal experience influences the perception of the environment. Students will subsume how personal experience influences perception on the environment.
		P.V.2.3	Understand the relationship of creative expression to the development of personal style. Students will create a photographic portfolio to develop personal style.
P.V.3	Create art using a variety of tools, media, and processes, safely and appropriately.	P.V.3.1	Compare properties of tools in the creation of art. Students will continue to demonstrate appropriate and safe use of media and tools, (darkroom chemicals, alternative processes, parts of the enlarger, safe film processing, safe print processing, camera equipment care.) (safe and appropriate use of hardware, software, media storage, printer equipment, digital camera and scanner.)
		P.V.3.2	Analyze the relationship between media, processes, and results. Photo – use analogue photographic material and alternative processes and toning to produce art (Create a traditional silver gelatin print) Digital media current professional photographic software, hardware in digital media to produce art (Create a digital photograph using the current version of Photoshop) Digital photo – current professional photographic software, hardware in digital media to produce art
		P.V.3.3	Select appropriate processes and techniques to create art. (Analogue,- traditional silver gelatin prints, camera less images, alternative processes, silver gelatin print toning) (Digital photographic input, scanner art input, photographic montage with layer masking in Photoshop,

	Essential Standard	Clarifying Objectives	
			retouching portraits with retouching tools in Photoshop, layer adjustments and color corrections utilizing Photoshop, stop action animation, digital slr video component)

Contextual Relevancy

	Essential Standard	Clarifying Objectives	
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. LIST
		P.CX.1.2	Understand how personal perspective is influenced by temporal context. LIST
		P.CX.1.3	Exemplify contemporary art and artists. LIST
		P.CX.1.4	Understand how personal aesthetic responses to art are influenced by culture. Students will interpret a photographic work of art and recognize how the contextual knowledge applies to the aesthetic and culture.
		P.CX.1.5	Understand the relationship of the environment to art, including technology, preservation, and sustainability of resources. Students will compare and analyze how sustainability and archival practices are prevalent in both analogue and digital photography.
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. Execute the creation of a fictitious photographic business utilizing photographic images to product design, media, and advertising.(photographic productmage, online sales, websites imagery, as a BRAND and personal voice. Identify current practice photographic technology that have broadened the scope of advertising media (social media, networking websites, SEO, google adwods, keyword searches)
		P.CX.2.2	Understand how knowledge learned in other disciplines is used to solve artistic problems. (traditional photography, Science chemistry, silver chloride, developer (base) stop

	Essential Standard	Clarifying Objectives	
			<p>bath acid, fixer dissolves the unexposed silver chlorides., physics light travels in straight paths, the inverse square law, math calculating F-stops) alternative processes, toning. (digital photography, Artist statements, critiques Science-recognize the use of color light, color spectrum, resolution, input technology scanners vs digital camera input, digital image sensors, color filters, pixels, UV lighting vs Tungsten lighting, white balance. Kelvin temperature of light. Light travels in straight paths Math- mathematical composition, factoring SPI (samples per inch)(Pixels per inch)(dots per inch) Artist statements, critiques</p>
		P.CX.2.3	Understand the value of collaboration with peers to arrive at effective solutions to artistic problems. Student will differentiate the roles of creative process in a studio lighting shoot, editing, image production and critique.
		P.CX.2.4	Analyze how contextual relevance affects aesthetic responses to digital media. Students will implement the critical method and interpret how contextual relevance affects aesthetic response.

Critical Response

	Essential Standard	Clarifying Objectives	
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 describe, analyze, judge, interpret personal photographic works and works of their peers.
		P.CR.1.2	Critique personal art based on reflective inquiry. Students will evaluate their personal photographic compositions. Artist statements

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	
A.V.1	Use the language of visual arts to communicate effectively.	A.V.1.1	Use art vocabulary to explain compositional choices. List
		A.V.1.2	Create art based on personal expression and applied design. Students will create a portfolio that applies the elements and principles of design and personal expression.
		A.V.1.3	Create art that responds to contemporary themes in art. Skip for now
		A.V.1.4	Analyze the compositional components of art. Students will judge a photographic work of art and recognize and identify the compositional components of the image and its meaning
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 create a portfolio containing 12 breadth and 12 concentration works.
		A.V.2.2	Create art using experiences and observation to represent individual perspectives. Students will create a portfolio containing 12 breadth and 12 concentration works..
		A.V.2.3	Generate art based on a creative exploration of a concept. Students will create a portfolio containing 12 breadth and 12 concentration works.
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. Students will create a portfolio containing 12 breadth and 12 concentration works.
		A.V.3.2	Produce art by using a variety of processes appropriately, safely, and effectively. Students will create a portfolio containing 12 breadth and 12 concentration works.

Contextual Relevancy

	Essential Standard	Clarifying Objectives	
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 create a portfolio containing 12 breadth and 12 concentration works and written commentary interpreting their use of personal, cultural, and historical context.
		A.CX.1.2	Implement a personal philosophy of art. Students will create a portfolio containing 12 breadth and 12 concentration works and written commentary that applies their personal philosophy of art.
		A.CX.1.3	Apply personal artistic style while creating art. Students will create a portfolio containing 12 breadth and 12 concentration works and written commentary that applies personal artistic style.
		A.CX.1.4	Apply a personal aesthetic to the creation of art. Students will create a portfolio containing 12 breadth and 12 concentration works and written commentary that applies their personal aesthetic.
		A.CX.1.5	Apply environmental responsibility to the creation of art. Students will create a portfolio containing 12 breadth and 12 concentration works and written commentary that applies environmental responsibility
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 create a portfolio containing 12 breadth and 12 concentration works and written commentary that reflect personal choices and growth.
		A.CX.2.2	Create art using skills and knowledge learned in other disciplines. Students will create a portfolio containing 12 breadth and 12 concentration works and written commentary skills and knowledge.
		A.CX.2.3	Understand the collaborative relationship between the artist and the community. Students will create a portfolio containing 12 breadth and 12 concentration works and written commentary
		A.CX.2.4	Analyze the influence of digital media and technology on creating art. Students will create a portfolio containing 12 breadth and 12 concentration works and written commentary

	Essential Standard	Clarifying Objectives	

Critical Response

	Essential Standard	Clarifying Objectives	
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. Students will evaluate their personal photographic compositions in their portfolios through written commentary, Artist statements.
		A.CR.1.2	Critique personal portfolios using personal and teacher-generated criteria. Students will evaluate their personal photographic compositions in their portfolios through written commentary, Artist statements. Refer to scholastics rubric.

DRAFT