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# Visual Arts Standards of Learning

for  
Virginia  
Public Schools



Board of Education  
Commonwealth of Virginia

April 2006

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Public Schools

**Adopted in April 2006 by the  
Board of Education**

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# *Foreword*

The Fine Arts Standards of Learning in this publication represent a major development in public education in Virginia. Adopted in April 2006 by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts—and, therefore, are an important part of Virginia’s efforts to provide challenging educational programs in the public schools. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems creatively, make informed judgments, work cooperatively within groups, appreciate different cultures, imagine, and create.

The Fine Arts Standards of Learning were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, fine arts organization representatives, and museum personnel. These persons assisted the Department of Education in developing and reviewing the draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at two sites across the state.

Copies of the Fine Arts Standards of Learning were distributed to public schools throughout Virginia for teachers to use in developing curricula and lesson plans to support the standards. The standards are minimum requirements in the fine arts, setting reasonable targets and expectations for what teachers need to teach and students need to learn. The standards set clear, concise, measurable, and rigorous expectations for young people. Schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students.

A major objective of Virginia’s educational agenda is to provide the citizens of the commonwealth with a program of public education that is among the best in the nation and that meets the needs of all young people in the commonwealth. These Fine Arts Standards of Learning continue the process for achieving that objective.



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# ***Visual Arts Standards of Learning***

## **Introduction**

The Visual Arts Standards of Learning identify the essential content and skills required in the visual arts curriculum for each grade level or course in Virginia's public schools. Standards are identified for kindergarten through grade eight and for four core high school courses. The standards are designed to be cumulative, progressing in complexity by grade level from kindergarten through the sequence of high school courses.

Throughout visual arts education, course content is organized into four specific content strands or topics: Visual Communication and Production, Cultural Context and Art History, Judgment and Criticism, and Aesthetics. It is through the acquisition of the concepts, content, and skills that the goals for visual arts education can be realized. A comprehensive visual arts education program provides students with multiple means of expression as well as with analytical skills to evaluate information that is conveyed by images and symbols.

The standards are not intended to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond these standards and select instructional strategies and assessment methods appropriate for their students. Teachers will consistently model appropriate use of copyrighted and royalty-protected materials.

## **Goals**

The content of the Visual Arts Standards of Learning is intended to support the following goals for students:

- Select and use art media, subject matter, and symbols for expression and communication.
- Demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts.
- Solve visual arts problems with originality, flexibility, fluency, and imagination.
- Develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.
- Use materials, methods, information, and technology in a safe and ethical manner.
- Interpret, reflect upon, and evaluate the characteristics, purposes, and merits of their work and the work of others.
- Identify, analyze, and apply criteria for making visual aesthetic judgments of their work and the work of others.
- Develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.
- Develop understanding and appreciation of the roles, opportunities, and careers in the visual arts and related areas.
- Develop awareness of copyright and royalty requirements when exhibiting, producing, or otherwise using the works of others.

## **Strands**

### **Visual Communication and Production**

Students will develop and communicate ideas by creating works of art. They will develop fluency in visual, oral, and written communication, using art vocabulary and concepts. Through art production, students will express ideas and feelings in two-dimensional and three-dimensional art forms and gain respect for their own work and the work of others. Students also will demonstrate safe and ethical practices in the use of art materials, tools, techniques, and processes.

### **Cultural Context and Art History**

Students will develop understanding of the visual arts in relation to history and cultures by investigating works of art from different times and places. Through the study of works of art and the people who produced them, students will learn to understand the role the visual arts play in communicating historical and cultural beliefs and ideas.

### **Judgment and Criticism**

Students will examine works of art and make informed judgments about them based on established visual arts criteria. Through the understanding of visual arts principles and processes, they will be able to use a variety of strategies to analyze the visual qualities and interpret the meanings of works of art. They will also employ critical evaluation skills in the production of their works of art.

### **Aesthetics**

Students will reflect on and analyze their personal responses to the expressive and communicative qualities of works of art. They will understand that their background, knowledge, and experiences influence their perceptions of works of art. Through the examination of issues related to the visual arts, students will draw conclusions and reflect on the nature, meaning, and value of art, based on their dual roles as both creator and viewer of art. They will learn to recognize the difference between personal opinion and informed judgment when reflecting on, discussing, and responding to visual imagery.

## **Safety**

In implementing the Visual Arts Standards of Learning, teachers must teach and students must understand the rationale for safe practices and guidelines. They must demonstrate appropriate classroom safety techniques and use materials, equipment, tools, and art spaces safely while working individually and in groups. Teachers are responsible for ensuring that students know why some materials and practices are unsafe.

Safety must be given the highest priority in implementing the K–12 instructional program for visual arts. Correct and safe techniques, as well as wise selection of resources, materials, and equipment appropriate to the students' age levels, must be carefully considered with regard to the safety precautions needed for every instructional activity. Safe visual arts classrooms require thorough planning, careful management, and constant monitoring of student activities. Class enrollments should not exceed the designated capacity of the room.

Prior to using them in an instructional activity, teachers must be knowledgeable about the properties, use, storage, and proper disposal of all art materials that may be judged as hazardous. Art materials containing

toxic substances that can cause acute or chronic health effects are prohibited from use with students in pre-kindergarten through grade six, or up to twelve years of age. All hazardous art materials are required to have been tested by the manufacturer and to exhibit the safety labeling “Conforms to ASTM D-4236,” “Conforms to ASTM Practice D-4236,” or “Conforms to the health requirements of ASTM D-4236.”

Toxic materials can enter the body in three different ways: inhalation, ingestion, or through the skin. If toxic material does enter a child’s body, it can result in an allergic reaction, acute illness, chronic illness, cancer, or death. Toxic materials can be more harmful to children than to adults for several reasons. Since children are smaller than adults, any given amount of a toxic material in a child’s body is more concentrated than in an adult’s body. Since children are still growing and developing, their bodies more readily absorb toxic materials, which can result in more damage than in adults. Children are also at higher risk because of their behavior: they may not understand why it is important to be careful when using harmful materials, and, for example, they may put things in their mouths or swallow them without regard for the consequences.

While no comprehensive list exists to cover all situations, the following guidelines from The Center for Safety in the Arts should be reviewed to avoid potential safety problems:

1. Avoid certain art supplies for students in pre-kindergarten through grade six, or up to twelve years of age. The general rules are as follows:
  - No dust or powders;
  - No chemical solvents or solvent-containing products;
  - No aerosol sprays, air brush paints, or other propellants;
  - No acids, alkalis, bleaches, or other corrosive chemicals;
  - No donated or found materials, unless ingredients are known;
  - No old materials, as they may be more toxic and have inadequate labeling; and
  - No lead, metals, or cadmium products, as found in paints, glazes, metal work, and stained glass.When feasible, substitution of nontoxic materials for hazardous materials should be made a priority with students over twelve years of age.
2. High-risk students are at greater than usual risk from toxic materials, and they must be treated with special care and attention when using potentially harmful art supplies. High-risk students include those who have visual or hearing problems, physical disabilities, or asthma; take medication; or are emotionally disturbed.
3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says “nontoxic,” do not assume that it is completely safe. Art materials must contain one of the three ASTM-D 4236 labels listed above for assurance that they are safe products. If containers are changed, be sure to label the new container.
4. Purchase hazardous products in small containers, because the smaller the amount of a product, the less potential there is for exposure to it. Also, larger amounts often are not quickly depleted, and leftover products need to be properly stored. Accidental poisonings may occur when stored products are left unattended. If such an accident should occur, call the local poison control center immediately.

Art educators are responsible for the art materials they order and supply to students and for the safe use of those materials. Numerous safe art materials are available for use in place of materials identified as being toxic. Keep in mind that art materials containing toxic substances, which can cause acute or chronic health effects, are prohibited from use with students up to twelve years of age. Teachers of students

twelve years of age or older should also avoid the use of toxic hazardous art materials. Only art materials manufactured and labeled for use in the production of art projects and activities should be used in the execution of art projects within the classroom.

## **Exhibiting Student Art**

Students at all grade levels should have opportunities to exhibit their artwork throughout the school year in different contexts and venues and for various purposes. Exhibiting their own art is particularly beneficial to students when they participate directly in the exhibition process.

The exhibition process has the following five phases:

- Theme development and selection criteria;
- Exhibition design (physical design, artist statements, signage);
- Exhibition installation;
- Publicity (e.g., announcements, invitations, reviews); and
- Event (assessment and reflection).

Simple displays may focus on just one or two of these phases, but as students gain experience, their exhibitions can become more complex and sophisticated. The exhibition process encompasses many skills, concepts, and abilities that reflect aesthetic, critical, contextual, and technical decisions that directly complement the comprehensive visual arts education curriculum.

# Kindergarten

The standards for kindergarten serve as building blocks for further visual arts instruction. The standards place emphasis on cognitive, affective, sensory, and motor development, using a problem-solving approach. Students will learn that art is a personal expression, has value, teaches about other times and places, and connects in important ways to other areas of learning. Students will understand that their works of art are unique and valuable as self-expressions.

## Visual Communication and Production

- K.1 The student will create works of art that represent personal solutions to art problems.
- K.2 The student will express ideas and feelings through the creation of works of art.
- K.3 The student will identify and use
  1. colors—red, blue, yellow, green, orange, violet, brown, black, and white;
  2. textures—sight and touch;
  3. line and line characteristics—straight/curved, thick/thin, long/short, vertical/horizontal, and diagonal;
  4. shape—circle, square, triangle, rectangle, and oval; and
  5. patterns—natural and man-made.
- K.4 The student will create a work of art that commemorates a personal or historical event.
- K.5 The student will create a work of art that depicts a specific animal or plant.
- K.6 The student will create a self-portrait.
- K.7 The student will identify objects within the environment that occupy space.
- K.8 The student will identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.
- K.9 The student will describe the sequence of steps in the making of a work of art.
- K.10 The student will use motor skills (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping) to create two-dimensional and three-dimensional works of art.

## Cultural Context and Art History

- K.11 The student will identify people who make art as “artists” (e.g., painters, sculptors, printmakers, architects, graphic designers).
- K.12 The student will identify the purposes for creating works of art.
- K.13 The student will discuss the concept that people in all cultures create works of art.

## **Judgment and Criticism**

- K.14 The student will describe and respond to works of art.
- K.15 The student will classify objects in the environment by using art vocabulary (e.g., color, texture, line, shape, pattern).

## **Aesthetics**

- K.16 The student will discuss and explain ideas and expressions in personal works of art.
- K.17 The student will select a preferred work of art from among others and explain why it was chosen.
- K.18 The student will discuss thoughts, experiences, and feelings expressed in works of art.

# Grade One

The standards for grade one continue to emphasize that the visual arts are about ideas. Development continues in cognitive, sensory, affective, and motor domains. The standards continue to emphasize the language of art. Art production focuses on increased communication, self-expression, and the depiction of stories and events. Students will learn that people have different responses to the visual arts.

## Visual Communication and Production

- 1.1 The student will recognize and discuss various solutions to a single art problem.
- 1.2 The student will use the senses of sight, touch, and hearing as inspirations for works of art.
- 1.3 The student will identify and use
  - 1. primary colors—red, blue, and yellow;
  - 2. line and line variations—zigzag, dotted, wavy, and spiral;
  - 3. texture—visual and tactile;
  - 4. shape—geometric and organic; and
  - 5. patterns—alternating and repeating.
- 1.4 The student will create works of art inspired by stories, poems, and themes.
- 1.5 The student will create art from real and imaginary sources of inspiration.
- 1.6 The student will use personal experiences and simulated situations as subject matter in works of art.
- 1.7 The student will demonstrate the ability to recognize size relationships in works of art.
- 1.8 The student will develop eye/hand coordination by drawing and constructing.
- 1.9 The student will observe and depict plants, animals, and people in a landscape work of art.
- 1.10 The student will use motor skills to weave, tear, and otherwise manipulate art materials.

## Cultural Context and Art History

- 1.11 The student will describe and discuss similarities and differences between various careers in the visual arts.
- 1.12 The student will recognize and describe how art is an integral part of one's own culture.
- 1.13 The student will identify and describe works of art that communicate feelings, ideas, and information.
- 1.14 The student will identify American cultural symbols and events depicted in art.

## Judgment and Criticism

- 1.15 The student will discuss why viewers may have different responses to works of art.

- 1.16 The student will view works of art and describe similarities and differences between them.
- 1.17 The student will describe and discuss the visual qualities and content of works of art, using an art vocabulary.

**Aesthetics**

- 1.18 The student will discuss the reasons why works of art have value.
- 1.19 The student will express a point of view regarding what art is and what purpose art serves.
- 1.20 The student will describe and discuss ideas and emotions communicated in works of art.

## **Grade Two**

The standards for grade two focus on the acquisition of a reservoir of ideas for art making. Students will acquire ideas from their own experiences, their school, their communities, the environment, and the art of other cultures. Students will express these ideas, using an increasing variety of art materials, skills, techniques, and processes.

### **Visual Communication and Production**

- 2.1 The student will investigate various solutions to a single visual arts problem.
- 2.2 The student will incorporate unanticipated results of art-making into works of art.
- 2.3 The student will use literary sources to generate ideas for works of art.
- 2.4 The student will identify and use
  - 1. secondary colors—orange, violet, and green;
  - 2. shapes—geometric and organic;
  - 3. three-dimensional forms—cube, cylinder, sphere, pyramid, and cone; and
  - 4. pattern—complex, alternating, and repeating.
- 2.5 The student will use environmental themes and historical events as inspiration for works of art.
- 2.6 The student will create a work of art from observation.
- 2.7 The student will depict objects in proportion within a work of art.
- 2.8 The student will collaborate with others to create a work of art.
- 2.9 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.
- 2.10 The student will create a three-dimensional work of art, using a variety of materials.
- 2.11 The student will create a work of art by manipulating clay.

### **Cultural Context and Art History**

- 2.12 The student will recognize the careers related to the media they have studied.
- 2.13 The student will compare the art, artifacts, and architecture of other cultures with that of their own culture.
- 2.14 The student will identify symbols from various cultures.
- 2.15 The student will identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians (First Americans).

## **Judgment and Criticism**

- 2.16 The student will express opinions with supporting statements regarding works of art.
- 2.17 The student will categorize works of art by subject matter, including portrait, landscape, and still life.
- 2.18 The student will distinguish between natural objects and objects made by man in the environment.
- 2.19 The student will interpret ideas and feelings expressed in personal and others' works of art.

## **Aesthetics**

- 2.20 The student will discuss local public art and its value to the community.
- 2.21 The student will describe the meanings and feelings evoked by works of art.
- 2.22 The student will discuss the ways that the art of a culture reflects its people's attitudes and beliefs.

## Grade Three

The standards for grade three emphasize learning through inquiry. Students will examine aspects of the artistic process: idea generation, problem solving, and self-assessment. Students will investigate the integral role of art and architecture within ancient cultures, and they will combine knowledge of ancient art and architecture, effective artistic processes and skills, and a variety of ideas to produce works of art.

### Visual Communication and Production

- 3.1 The student will identify innovative solutions used by artists to solve visual problems.
- 3.2 The student will use various art processes and techniques to produce works of art that demonstrate craftsmanship.
- 3.3 The student will develop art ideas from a variety of sources, including print, non-print, and technology.
- 3.4 The student will identify and use
  - 1. intermediate colors;
  - 2. warm and cool colors;
  - 3. positive and negative space;
  - 4. balance—symmetry and asymmetry;
  - 5. pattern—extend the sequential structure, using motifs; and
  - 6. contrast.
- 3.5 The student will compare, contrast, and use organic and geometric shapes in works of art.
- 3.6 The student will create a functional object that reflects the contributions of Greco-Roman civilizations, as found in artifacts.
- 3.7 The student will create the illusion of depth on a two-dimensional surface, using overlapping, size variation, and placement in the picture plane.
- 3.8 The student will identify and use foreground, middle ground, and background in two-dimensional works of art.
- 3.9 The student will identify and use architectural forms (e.g., cube, cylinder, sphere, pyramid, cone).
- 3.10 The student will produce a work of art that communicates feelings.
- 3.11 The student will create a work of art in clay, using the coil-building process.

### Cultural Context and Art History

- 3.12 The student will identify and discuss common characteristics in various art careers (e.g., painter, sculptor, illustrator, visual art teacher).
- 3.13 The student will discuss how history, culture, and the visual arts influence each other.

- 3.14 The student will identify distinguishing characteristics of landscape, seascape, and cityscape.
- 3.15 The student will compare and contrast architectural styles of ancient cultures, including Greece and Rome.
- 3.16 The student will identify and examine objects of the early West African empire of Mali.
- 3.17 The student will identify how works of art reflect times, places, and cultures.
- 3.18 The student will explain the role of archaeology in learning about the art of past cultures.

### **Judgment and Criticism**

- 3.19 The student will examine and discuss why works of art have been interpreted in different ways throughout history.
- 3.20 The student will describe the problem-solving process involved in producing personal works of art, using appropriate art vocabulary.
- 3.21 The student will discuss the difference between art and other types of objects, using appropriate art vocabulary.
- 3.22 The student will analyze works of art by subject matter, including portrait, landscape, still life, and narrative.
- 3.23 The student will express informed judgments about works of art.
- 3.24 The student will analyze works of art for the use of
  - 1. rhythm;
  - 2. balance—symmetry and asymmetry; and
  - 3. spatial relationships—overlapping, size, proportion, and placement.

### **Aesthetics**

- 3.25 The student will examine the relationship between form and function in the artifacts of a culture.
- 3.26 The student will identify common attributes in works of art produced by artists within one culture.
- 3.27 The student will determine why art has value.
- 3.28 The student will develop and describe personal reasons for valuing works of art.

## **Grade Four**

The standards for grade four continue to emphasize the elements of art and the principles of design as the basic building blocks for art appreciation and production. Students will explore a range of materials and subject matter. Emphasis is on the importance of historic events and environment in Virginia from colonial times to the present. Students will examine the influence of the past on contemporary culture.

### **Visual Communication and Production**

- 4.1 The student will research and generate ideas for creating works of art, using discussion.
- 4.2 The student will use thumbnail sketches to document thought processes when creating works of art.
- 4.3 The student will create a work of art that uses themes, ideas, and art forms from the past.
- 4.4 The student will identify and use the characteristics of color, including hue, tint, shade, and intensity.
- 4.5 The student will identify and use variety, repetition, and unity in a work of art.
- 4.6 The student will identify and use a variety of lines in a work of art.
- 4.7 The student will describe and use hand-building techniques, including the slab method, to make a ceramic work of art.
- 4.8 The student will identify positive and negative space in works of art.
- 4.9 The student will use contour drawing, perspective drawing, and shading techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface.
- 4.10 The student will create abstract works of art.

### **Cultural Context and Art History**

- 4.11 The students will identify and discuss a variety of art careers (e.g., potter, weaver, glassmaker, jeweler, local community artist).
- 4.12 The student will compare and contrast abstract and realistic works of art.
- 4.13 The student will recognize, compare, and contrast the characteristics of diverse cultures in contemporary works of art.
- 4.14 The student will identify and describe the influences of ancient cultures on Early American architecture.
- 4.15 The student will examine the roles of crafts and artisans in Colonial Virginia.
- 4.16 The student will investigate artists and their work, using research tools and procedures.

## **Judgment and Criticism**

- 4.17 The student will interpret works of art for multiple meanings.
- 4.18 The student will analyze works of art based on visual properties.
- 4.19 The student will compare and contrast abstract, representational, and nonrepresentational works of art.
- 4.20 The student will identify and investigate ways that works of art from popular culture reflect the past and influence the present.
- 4.21 The student will support the selection of a work of art, using appropriate art vocabulary.
- 4.22 The student will compare and contrast works of art by genre.

## **Aesthetics**

- 4.23 The student will discuss how criteria used to value art may vary from one culture to another.
- 4.24 The student will discuss how personal beliefs influence responses to works of art.
- 4.25 The student will formulate questions about works of art.
- 4.26 The student will select a preferred work of art from among others and defend the choice, using appropriate art vocabulary.

## Grade Five

The standards for grade five enable students to use their knowledge and skills to synthesize information, thus allowing them to produce and respond to works of art. Emphasis is on communication of personal values and beliefs in art appreciation and production. Study relates to art produced by cultures from Pre-Columbian times to 1877. Students will gain fluency in using and understanding the elements of art and the principles of design as they relate to artistic expression and communication.

### Visual Communication and Production

- 5.1 The student will synthesize information to produce works of art.
- 5.2 The student will use the primary colors and black and white to mix a variety of hues, tints, and shades to create a work of art.
- 5.3 The student will use the elements of art—line, shape, form, color, value, texture, and space—to express ideas, images, and emotions.
- 5.4 The student will create repeating patterns, using translation (slide), reflection (flip), and rotation (turn).
- 5.5 The student will use the principles of design, including proportion, rhythm, balance, emphasis, variety, contrast, and unity, to express ideas and create images.
- 5.6 The student will develop ideas for works of art by brainstorming, conducting research, and making preliminary sketches.
- 5.7 The student will collaborate with others to produce a work of art that characterizes a historical time period.
- 5.8 The student will defend a position regarding a historical or contemporary issue through the production of a work of art.
- 5.9 The student will demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art.
- 5.10 The student will use linear perspective in a work of art.
- 5.11 The student will emphasize spatial relationships in works of art.
- 5.12 The student will express ideas through artistic choices of media, techniques, and subject matter.
- 5.13 The student will use technology to produce a work of art.
- 5.14 The student will use three-dimensional art media to create a sculpture in the round, high relief, or bas-relief.
- 5.15 The student will describe the changes that occur in clay, including plastic, leatherhard, greenware, bisque, and glazeware, during the ceramic process.

- 5.16 The student will produce fiber art that reflects the qualities of the fiber art of another age, culture, or country.

### **Cultural Context and Art History**

- 5.17 The student will describe and discuss various commercial art careers (e.g., product designer, fashion designer, graphic artist, photographer).
- 5.18 The student will compare contemporary and historical art and architecture.
- 5.19 The student will identify the influences of historic events, subject matter, and media in works of art.
- 5.20 The student will research artists from a variety of cultures and the works of art they have produced.
- 5.21 The student will identify and discuss how American historical events influenced works of art, with emphases on westward expansion and the Civil War.
- 5.22 The student will research, compare, and contrast the art of two cultures, using contemporary technology.

### **Judgment and Criticism**

- 5.23 The student will compare and contrast art from various cultures and periods, including Pre-Columbian, African-American, Colonial American, and European, using appropriate art vocabulary.
- 5.24 The student will discuss an artist's point of view based on evidence from written sources.
- 5.25 The student will compare and contrast natural and constructed environments.
- 5.26 The student will analyze works of art based on visual properties and historical context.
- 5.27 The student will apply specific criteria to assess a finished product.

### **Aesthetics**

- 5.28 The student will discuss the role of art and artists in society.
- 5.29 The student will discuss how criteria used to value art within a culture vary over time.
- 5.30 The student will describe a valued object within present-day culture in terms of aesthetic preferences.
- 5.31 The student will articulate reasons for establishing preferences among works of art, using appropriate art vocabulary.

## **Grade Six**

The standards for grade six emphasize exploration. Using the elements of art and the principles of design as a framework, students will investigate a variety of experiences and concepts. Students will explore various two-dimensional and three-dimensional art media, using a variety of expressive and technical approaches. Students will understand the factors that distinguish artistic styles and that clarify the role of art in American culture. Through critical examination, students will determine how artists convey meaning through the use of forms, media, and symbols. Students will test and develop their own ideas regarding the nature of art and will encounter philosophical and ethical questions. Upon the successful completion of the visual arts standards for grade six, students will possess the skills that will allow them to evaluate the effects of various influences on the discipline of the visual arts.

### **Visual Communication and Production**

- 6.1 The student will solve design problems, using color relationships selected from the color wheel.
- 6.2 The student will use the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images.
- 6.3 The student will use one-point perspective to create the illusion of depth in a two-dimensional drawing.
- 6.4 The student will depict the proportional relationships among the parts of the human body or among other objects.
- 6.5 The student will use visual memory skills to produce a work of art.
- 6.6 The student will use appropriate art media and techniques to create both visual and tactile textures in works of art.
- 6.7 The student will use chiaroscuro to create the illusion of form in a work of art.
- 6.8 The student will produce a kinetic work of art.
- 6.9 The student will utilize fantasy as a means of expression in works of art.
- 6.10 The student will use computer graphics and computer-generated text to create original works of art.

### **Cultural Context and Art History**

- 6.11 The student will describe and discuss various types of collaborative art careers (e.g., architect, motion picture producer, animator, Web page designer, interior designer).
- 6.12 The student will identify the components of an artist's style, including materials, design, technique, and subject matter.
- 6.13 The student will identify major art movements in American culture from 1877 to the present, with emphasis on relating these movements to changes in science and technology.

6.14 The student will identify how artists contribute to society.

### **Judgment and Criticism**

6.15 The student will discuss the ways that art can be persuasive.

6.16 The student will explain how the elements of art, the principles of design, art techniques, and art media influence meaning in works of two-dimensional and three-dimensional art.

6.17 The student will demonstrate inquiry skills and appropriate art vocabulary for

1. describing works of art;
2. responding to works of art;
3. interpreting works of art; and
4. evaluating works of art.

6.18 The student will interpret the ideas and emotions expressed in works of art, using appropriate art vocabulary.

6.19 The student will identify the relationship between art processes and final solutions.

6.20 The student will identify and examine ethical standards in the use of

1. print and digital images;
2. materials protected by copyright; and
3. information technology.

### **Aesthetics**

6.21 The student will respond to works of art and analyze those responses in terms of cultural and visual meaning.

6.22 The student will generate philosophical questions regarding meanings in works of art.

6.23 The student will describe the manner in which the belief systems of a viewer may influence contemplation of works of art.

6.24 The student will explain orally and in writing the means by which visual art evokes sensory and emotional responses.

## Grade Seven

The standards for grade seven continue to emphasize exploration, analysis, and investigation of the creative process. Students will develop technical skills that empower them to communicate ideas visually, with the focus on realistic representations of their environment. Students will acquire knowledge that permits them to identify art styles and the periods to which those styles belong. In addition, students will become aware of a variety of art careers that they may consider. They will develop inquiry skills and vocabulary as they explore the meaning of works of art, using analysis of subject matter, themes, and symbols. Students will develop an increased awareness of the nature of art and of their relationship to it as they explore the meaning and value of works of art.

### Visual Communication and Production

- 7.1 The student will identify and use analogous, complementary, and monochromatic color relationships in works of art.
- 7.2 The student will create the illusion of movement in two-dimensional and three-dimensional works of art.
- 7.3 The student will apply in two-dimensional and three-dimensional works of art the elements of art and the principles of design, including line, shape, form, color, value, texture, space, proportion, rhythm, balance, emphasis, variety, and unity.
- 7.4 The student will use line variations, including directionality, width, and implied line, to create contrasting qualities in a composition.
- 7.5 The student will communicate information and ideas through illustration.
- 7.6 The student will create the illusion of depth in two-dimensional works of art, using a variety of the following devices:
  - 1. Overlapping;
  - 2. Atmospheric perspective;
  - 3. Diminishing size and detail; and
  - 4. Object placement in the picture plane.
- 7.7 The student will create contour line drawings that demonstrate perceptual skill.
- 7.8 The student will use two-point perspective to create the illusion of depth in a two-dimensional drawing.
- 7.9 The student will create two-dimensional and three-dimensional works of art, integrating the elements of art and principles of design.
- 7.10 The student will create three-dimensional works of art, using geometric forms.
- 7.11 The student will create works of art by representing and interpreting ideas from other fields of knowledge.
- 7.12 The student will use mechanical graphic arts instruments and devices to solve commercial design problems.

- 7.13 The student will use computer design programs to create original works of art.
- 7.14 The student will use problem-solving skills to create a work of art that communicates ideas or emotions.

### **Cultural Context and Art History**

- 7.15 The student will compare various art careers and the methods of preparing for them.
- 7.16 The student will identify styles and themes in contemporary and historical works of art.
- 7.17 The student will compare and contrast the characteristics of public art, including monuments.
- 7.18 The student will examine the uses and impact of persuasive techniques in print and electronic media.

### **Judgment and Criticism**

- 7.19 The student will explore and identify subjects, themes, and symbols as they relate to meaning in works of art.
- 7.20 The student will understand the use of personal information, artist intent, cultural influences, and historical context for interpretation of works of art.
- 7.21 The student will identify and apply criteria for judging works of art.
- 7.22 The student will identify and examine ethical and legal considerations in the use of appropriated images and information.
- 7.23 The student will analyze, interpret, and judge works of art based on biographical, historical, or contextual information.
- 7.24 The student will compare and contrast personal experiences with the life experiences depicted in works of art from other cultures.
- 7.25 The student will identify the processes artists use to create works of art, using analysis of rough sketches, drafts, and series.

### **Aesthetics**

- 7.26 The student will analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work of art.
- 7.27 The student will generate questions about the nature of art and possible answers to the questions.
- 7.28 The student will describe ways that social and cultural beliefs can influence responses to works of art.
- 7.29 The student will describe personal responses to the visual qualities of a work of art.
- 7.30 The student will investigate the purposes of art.

## Grade Eight

The standards in grade eight focus on the synthesis and application of previously learned concepts. Using traditional and emerging technologies, students are able to apply more complex technical skills as they manipulate the elements of art and the principles of design, art media, and ideas. Students will acquire art skills that enable them to make conscious choices of media and techniques for expressive purposes. Students will produce works of art that are developed from preliminary ideas and sketches. They will compare and contrast art from different world cultures and investigate how context can influence meaning. Students will debate the purposes of art, formulate reasoned responses to meaningful art questions, develop their own criteria for making art judgments, and develop a personal aesthetic. The acquisition of these skills enables students to develop a world view, placing the discipline of art within a broader context, and relating it to other fields of knowledge.

### Visual Communication and Production

- 8.1 The student will create works of art that emphasize specific formal color relationships.
- 8.2 The student will further expand and develop the use of the elements of art and the principles of design.
- 8.3 The student will use aerial perspective to create the illusion of depth in a two-dimensional drawing.
- 8.4 The student will use multiple-point perspective to create the illusion of depth in a two-dimensional drawing.
- 8.5 The student will use line to create value in a work of art.
- 8.6 The student will create three-dimensional works of art, using a variety of themes and processes.
- 8.7 The student will identify and analyze the uses of typography in graphic arts.
- 8.8 The student will demonstrate skill in combining text and imagery, using computer technology.
- 8.9 The student will create and maintain an art portfolio.
- 8.10 The student will apply ethical procedures in the execution of works of art.
- 8.11 The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions.

### Cultural Context and Art History

- 8.12 The student will identify the roles of artists (e.g., graphic artists, animators, videographers, photographers, advertising artists) in mass media.
- 8.13 The student will identify and analyze art and architecture from various world cultures, periods, or civilizations by styles, symbolism, and technological impact.
- 8.14 The student will describe and place a variety of works in historical and cultural contexts.

- 8.15 The student will compare and contrast works of art according to medium, period, style, and artist.

### **Judgment and Criticism**

- 8.16 The student will analyze the effect the elements of art and the principles of design have on the communication of ideas.
- 8.17 The student will investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art.
- 8.18 The student will communicate how personal experiences influence critical judgments about and interpretations of works of art.
- 8.19 The student will critique in oral and written form, personal work and the work of others, using appropriate art vocabulary.

### **Aesthetics**

- 8.20 The student will discuss and analyze the purposes, values, and meanings of works of art.
- 8.21 The student will formulate and respond to meaningful questions about works of art, based on observations and interpretations.
- 8.22 The student will describe personal sensory responses to the visual qualities of a work of art, using appropriate art vocabulary.

## **Art I: Art Foundations**

The Art I standards emphasize the development of abilities to recognize visual arts content, concepts, and skills to create, discuss, and understand original works of art. The standards represent a thematic approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics through which students will develop understanding and appreciation for the visual arts. Students will maintain a portfolio documenting their accomplishments. Students will select representative work to take to the next level of study. By the time students complete Art IV, the culminating portfolio will demonstrate quality, breadth of experience, technical skill, concentration, and growth over time.

### **Visual Communication and Production**

- AI.1 The student will maintain a sketchbook/journal of ideas and writings to use as a resource and planning tool.
- AI.2 The student will select representative works of art for a portfolio.
- AI.3 The student will produce works of art that demonstrate the experimental application of the elements of art and the principles of design.
- AI.4 The student will recognize and identify technological developments in the visual arts.
- AI.5 The student will demonstrate the use of technology and electronic media as artistic tools.
- AI.6 The student will produce works of art that demonstrate an understanding of two-dimensional and three-dimensional art media, with emphases on drawing, painting, and sculpture.
- AI.7 The student will use a variety of subject matter and symbols to express ideas in works of art.
- AI.8 The student will create works of art that represent originality, personal expression, and craftsmanship.
- AI.9 The student will define and practice ethical procedures when producing works of art.
- AI.10 The student will demonstrate skill in preparing and displaying works of art.

### **Cultural Context and Art History**

- AI.11 The student will describe and discuss various art-related careers (e.g., art historian, art critic, museum educator, curator, art educator).
- AI.12 The student will describe connections among media, elements of art, principles of design, themes, and concepts found in historical and contemporary art.
- AI.13 The student will describe works of art, using appropriate art vocabulary.
- AI.14 The student will identify major art movements and influential artists according to locations, cultures, and historical periods.

- AI.15 The student will identify features of a work of art, including media, subject matter, and formal choices, that influence meaning.
- AI.16 The student will describe the role of mass media in influencing preference, perception, and communication.
- AI.17 The student will describe and analyze the function, purpose, and perceived meanings of specific works of art studied.
- AI.18 The student will identify and examine symbols in works of art and discuss possible reasons for their use.

### **Judgment and Criticism**

- AI.19 The student will employ critical evaluation skills and use appropriate art vocabulary when evaluating and interpreting works of art.
- AI.20 The student will critique works of art with reference to the elements of art and the principles of design.
- AI.21 The student will analyze an original work of art by describing, responding, analyzing, interpreting, and judging or evaluating.
- AI.22 The student will differentiate between personal preference and informed judgment when discussing works of art.
- AI.23 The student will use established criteria to participate in critiques.
- AI.24 The student will describe criteria affecting quality in a work of art, including concept, composition, technical skills, realization of perceived intentions, and the work of art as a whole.
- AI.25 The student will classify works of art as representational, abstract, nonobjective, and/or conceptual.

### **Aesthetics**

- AI.26 The student will discuss how aesthetics are reflected in everyday life.
- AI.27 The student will discuss ways that aesthetic responses to works of art differ from judgments.
- AI.28 The student will demonstrate in writing the ability to support personal criteria for making visual aesthetic judgments.
- AI.29 The student will discuss current problems and issues of the art world.
- AI.30 The student will study and describe the aesthetic properties found in works of art.
- AI.31 The student will speculate on the intentions and choices of those who created a work of art.
- AI.32 The student will discuss art from a variety of aesthetic stances, including formalism, expressionism, contextualism, and imitationalism.

AI.33 The student will formulate a definition for the word *art* and defend that definition in relation to objects in the world.



## **Art II: Intermediate**

The Art II standards are designed to help students extend and refine abilities to investigate and respond to the visual arts. The standards emphasize the importance of content, concepts, and skills involved in the creation of original works of art. The standards introduce a chronological approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics that enhance student understanding of the ways in which art functions within a multicultural society. Students will continue to maintain a portfolio and select representative work to take to the next level of study.

### **Visual Communication and Production**

- AII.1 The student will expand the use of a sketchbook/journal by adding preliminary sketches, finished drawings, critical writings, and class notes.
- AII.2 The student will demonstrate the ability to evaluate and select works of art for an expanded portfolio.
- AII.3 The student will demonstrate effective use of the elements of art and the principles of design in a variety of art media.
- AII.4 The student will use technology to create and manipulate images.
- AII.5 The student will demonstrate proficiency and craftsmanship in the use of an expanded range of art media.
- AII.6 The student will use historical subject matter and symbols as inspiration to produce works of art.
- AII.7 The student will employ the visual problem-solving process in the production of original works of art.
- AII.8 The student will adhere to ethical procedures when producing works of art.
- AII.9 The student will select and prepare two-dimensional and three-dimensional works of art for display.
- AII.10 The student will identify characteristics of works of art that are presented as a series or sequence.

### **Cultural Context and Art History**

- AII.11 The student will identify artists and visual arts resources within the community.
- AII.12 The student will demonstrate an understanding of an art career, using oral or written communication.
- AII.13 The student will identify works of art and artistic developments that relate to historical time periods and locations.

- AII.14 The student will discuss or write about art history, using an expanded art vocabulary.
- AII.15 The student will identify and examine works of art in their historical context and relate them to historical events.
- AII.16 The student will describe distinguishing features in works of art that may be used to differentiate among a variety of historical periods and cultural contexts.
- AII.17 The student will examine and discuss societal conditions that influence works of art.
- AII.18 The student will identify the function and interpret the meaning of a work of art or an artifact in its original context.
- AII.19 The student will describe symbols present in works of art in relation to historical meaning.

### **Judgment and Criticism**

- AII.20 The student will describe, analyze, interpret, and judge works of art, using an expanded art vocabulary.
- AII.21 The student will use an expanded art vocabulary to assess the effectiveness of the communication of ideas in personal works of art.
- AII.22 The student will demonstrate orally and in writing, the ability to interpret and compare historical references found in original works of art.
- AII.23 The student will identify and analyze characteristics of works of art that represent a variety of styles.
- AII.24 The student will participate in class critiques and criticisms based on one or more established models (e.g., Feldman, Broudy, Barrett).
- AII.25 The student will describe how the perception of quality in works of art has changed over time.

### **Aesthetics**

- AII.26 The student will examine, compare, and contrast aesthetic ideals throughout history.
- AII.27 The student will discuss how responses to the natural environment differ from responses to a man-made or a constructed environment.
- AII.28 The student will demonstrate the ability to reflect on and analyze personal responses to works of art and artifacts.
- AII.29 The student will support opinions by reasoned processes, using an expanded art vocabulary.
- AII.30 The student will describe, refine, and organize personal ideas about the aesthetic qualities of a work of art.
- AII.31 The student will research and investigate the intentions of those who created specific works of art.

AII.32 The student will investigate and demonstrate the fact that art can be viewed from a variety of aesthetic stances.



## Art III: Advanced Intermediate

The Art III standards continue the emphasis on development of abilities to organize and analyze visual arts content, concepts, and skills in creating works of art. The focus on art history, critical evaluation, and aesthetics is increased and includes cultural and stylistic issues and creative problem solving. Study at this level affords students the opportunity to develop a personal direction in the production of their works of art or to further their academic study in the visual arts. Selected works of art and other products will be added to the portfolio and carried forward to the next level of study.

### Visual Communication and Production

- AIII.1 The student will maintain a sketchbook/journal that demonstrates research, fluency of ideas, concepts, media, and processes.
- AIII.2 The student will maintain a portfolio that demonstrates the ability to select work objectively, based on technical skill, personal style, direction, and intended purpose by
  - 1. developing an area of concentration; and
  - 2. editing and updating the portfolio to take to Art IV.
- AIII.3 The student will produce works of art that integrate a consistent knowledge of the elements of art and the principles of design.
- AIII.4 The student will use technology to create works of art that integrate electronic and traditional media.
- AIII.5 The student will develop a series or sequence of related works of art.
- AIII.6 The student will develop skill, confidence, and craftsmanship in the use of media, techniques, and processes to achieve desired intentions in works of art.
- AIII.7 The student will use knowledge of art styles, movements, and cultures as inspiration to produce works of art.
- AIII.8 The student will demonstrate initiative, originality, fluency, commitment to tasks, and openness to new ideas in the creation of works of art.
- AIII.9 The student will maintain a high-level of integrity in ethical procedures when producing works of art.
- AIII.10 The student will present and display works of art as part of the artistic process by
  - 1. selecting works of art for display;
  - 2. preparing for display;
  - 3. presenting the exhibition; and
  - 4. participating in a group assessment of the exhibition.

### Cultural Context and Art History

- AIII.11 The student will analyze a selected career opportunity in art, identifying the training, skills, and plan of action necessary for realizing such a professional art goal.

- AIII.12 The student will research and analyze personally influential artists, art styles, and cultures that have contributed to the student's developing portfolio.
- AIII.13 The student will compare and analyze relationships between styles or cultures, using an expanded art vocabulary.
- AIII.14 The student will identify the distinguishing features that place a work of art within a particular style, region, or period.
- AIII.15 The student will analyze and discuss the influences of one culture upon another.
- AIII.16 The student will describe the relationship between form and function as it relates to culture and style.
- AIII.17 The student will categorize works of art by styles and cultures.

### **Judgment and Criticism**

- AIII.18 The student will use an expanded art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.
- AIII.19 The student will write a critique of a work of art, assuming the point of view of one of the following aesthetic stances: formalist, imitationalist, expressionist, or contextualist.
- AIII.20 The student will compare and defend two or more points of view regarding a work of art.
- AIII.21 The student will participate in developing criteria for a class critique.
- AIII.22 The student will analyze the attributes of a work of art in terms of its ability to evoke a viewer response and command sustained attention.

### **Aesthetics**

- AIII.23 The student will analyze the changes in aesthetic sensibilities that result from the influence of one culture upon another.
- AIII.24 The student will research, compare, and contrast the aesthetic ideals of two or more artists.
- AIII.25 The student will demonstrate in writing the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.
- AIII.26 The student will debate the perceived intentions of those creating works of art.
- AIII.27 The student will study, describe, analyze, and interpret the aesthetic qualities of works of art.
- AIII.28 The student will defend multiple points of view regarding works of art.
- AIII.29 The student will describe the effects that works of art have on groups, individuals, and cultures.

## Art IV: Advanced

The Art IV standards are designed to help students reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. Content and concepts associated with art criticism and aesthetics are central to the refinement of art production skills, and the student-directed approach at this level richly enhances personal expressive abilities. Visual communication and production, cultural context and art history, judgment and criticism, and aesthetics remain the foundation areas of the standards, and an advanced level of performance in each is expected. The students will continue to maintain a portfolio, and the culminating portfolio must give evidence of quality, concentration, and breadth of work produced throughout the high school art program.

### Visual Communication and Production

- AIV.1 The student will maintain a self-directed sketchbook/journal demonstrating independent research directly related to studio work.
- AIV.2 The student will demonstrate mastery through a culminating portfolio that exhibits quality, concentration, breadth of experience, technical skill, and development over time in the following areas:
1. Works of art that exhibit an understanding of human proportion, composition, and spatial relationships;
  2. A comprehensive concentration that exhibits in-depth grasp of composition, technical skill, and personal style; and
  3. Examples of two-dimensional and three-dimensional works extensive enough to show a knowledge of space, form, and function throughout the portfolio.
- AIV.3 The student will demonstrate an advanced level of knowledge of the elements of art and the principles of design in works of art.
- AIV.4 The student will select and use appropriate technology and electronic media for personal expressive works of art.
- AIV.5 The student will demonstrate confidence, sensitivity, and advanced skill in applying media, techniques, processes, and craftsmanship to achieve desired intentions in works of art.
- AIV.6 The student will select among a range of subject matter, symbols, meaningful images, and media to communicate personal expression.
- AIV.7 The student will use experimental techniques to reflect a personal, creative, and original problem-solving approach.
- AIV.8 The student will demonstrate personal responsibility and integrity in ethical matters and procedures, including adherence to copyright laws, when producing works of art.
- AIV.9 The student will present and display works of art as part of the artistic process by
1. selecting works of art for display;
  2. preparing for display;
  3. publicizing the exhibition;
  4. presenting the exhibition; and
  5. completing a self-evaluation of the exhibition.

AIV.10 The student will refine a series or sequence of related works.

### **Cultural Context and Art History**

AIV.11 The student will evaluate careers in the visual arts in relation to personal skills, artistic aptitudes, and interests.

AIV.12 The student will select, research, and analyze artists and works of art related to areas of concentration in art that are of personal interest.

AIV.13 The student will use an extensive, high-level art vocabulary to analyze, evaluate, and interpret works of selected artists.

AIV.14 The student will describe where, when, and by whom specific works of art were created.

AIV.15 The student will compare and analyze perceived relationships between the features in works of selected artists and personal works of art.

AIV.16 The student will identify the influences of selected artists on society and culture.

AIV.17 The student will justify personal choices and the influences from art history that are reflected in personal works of art.

AIV.18 The student will discuss how the function and intended meaning of personal work is a reflection of contemporary culture.

AIV.19 The student will develop personal symbols and incorporate them in works of art.

### **Judgment and Criticism**

AIV.20 The student will use an extensive, high-level art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.

AIV.21 The student will compare and contrast two opposing written reviews of the same exhibition and prepare to discuss a personal point of view based on what he or she has read.

AIV.22 The student will write a personal critique of a current art exhibition.

AIV.23 The student will identify, analyze, and apply a variety of criteria for making visual judgments.

AIV.24 The student will demonstrate the ability to conduct an effective critique.

AIV.25 The student will critically view the quality and expressive form of works of art as a source of inspiration and insight and as a potential contribution to personal works of art.

### **Aesthetics**

AIV.26 The student will explain how experiences and values affect aesthetic responses to works of art.

AIV.27 The student will discuss in writing the application of criteria for making visual aesthetic judgments of personal works of art.

- AIV.28 The student will analyze and discuss relationships between works of art in terms of opposing aesthetic views.
- AIV.29 The student will study, analyze, interpret, and relate the aesthetic qualities of the art works of others to personal work.
- AIV.30 The student will justify personal perceptions of an artist's intent, using visual clues and research.
- AIV.31 The student will discuss in writing the impact of contemporary art on the development of a personal style.







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