

| Strand   | Level 1  | Level 2   | Level 3  | Level 4   |
|--|--|---|--|---|
| Strand 1: Foundations/Observation and Perception | <b>The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to do the following:</b> |   |  |   |
|  | <b>1A</b> Consider concepts and ideas from direct observation  | <b>1A</b> Use visual comparisons to illustrate concepts and ideas     | <b>1A</b> Analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively  | <b>1A</b> Consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination  |
|  | <b>1B</b> Identify and understand the elements of art  | <b>1B</b> Identify and apply the elements of art                      | <b>1B</b> Compare and contrast the elements of art, as the fundamentals of art in personal artwork   | <b>1B</b> Compare and contrast the elements of art, as the fundamentals of art in personal artwork  |
|  | <b>1C</b> Identify and understand the principles of design   | <b>1C</b> Identify and apply the principles of design                 | <b>1C</b> Compare and contrast the principles of design in personal artwork  | <b>1C</b> Compare and contrast the principles of design in personal artwork   |
| Strand 2: Creative Expression                    | <b>The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and advanced problem-solving skills. The student is expected to do the following:</b>  |   |  |   |
|  | <b>2B</b> Communicate a variety of applications for design solutions   | <b>2B</b> Apply design skills in creating practical applications      | <b>2B</b> Solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices to make successful design decisions | <b>2B</b> Evaluate and justify design ideas and concepts to create a body of personal artwork   |
|  | <b>2C</b> Use and understanding of copyright and public domain images  | <b>2C</b> Use and understanding of copyright and public domain images | <b>2C</b> Use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination  | <b>2C</b> Use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination |

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|   | <b>2D</b> Create original work to communicate  | <b>2D</b> Create original artwork to communicate   | <b>2D</b> Create original artwork to communicate thoughts, feelings, ideas, or impressions  | <b>2D</b> Create original artwork to communicate thoughts, feelings, ideas, or impressions  |
|   | <b>2E</b> Collaborate to create original works of art  | <b>2E</b> Collaborate to create original works of art  | <b>2E</b> Collaborate to create original works of art   | <b>2E</b> Collaborate to create original works of art   |
|   | <b>2F</b> Demonstrate effective Use of art media and tools   | <b>2F</b> Select from a variety of art media and tools to communicate a specific idea                | <b>2F</b> Select from a variety of art media and tools to express   | <b>2F</b> Selecting from a variety of art materials and tools appropriate to course work  |
| Strand 3: Historical and Cultural Relevance | <b>The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and various cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to do the following:</b> |  |   |   |
|   | <b>3A</b> Compare and Contrast historical and contemporary art styles  | <b>3A</b> Examine selected historical periods or styles of art to identify general themes and trends | <b>3A</b> Research selected historical periods, artists, general themes, trends, and styles of art  | <b>3A</b> Research and report on selected historical periods, artists, general themes, trends, and art styles.  |
|   | <b>3B</b> Describe general characteristics in artwork from various cultures  | <b>3B</b> Analyze specific characteristics in artwork from a variety of cultures                     | <b>3B</b> Distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork                        | <b>3B</b> Analyze and evaluate the influence of contemporary cultures on artwork  |
|   | <b>3C</b> Collaborate on community-based art projects  | <b>3C</b> Collaborate on community-based art projects  | <b>3C</b> Collaborate on community-based art projects   | <b>3C</b> Collaborate on community-based art projects   |
|   | <b>3D</b> Compare and contrast career and vocational opportunities   | <b>3D</b> Examine and research career, entrepreneurial, and vocational opportunities in art          | <b>3D</b> Examine, research, and develop a plan of action for relevant career, entrepreneurial, and avocational art opportunities within a global economy | <b>3D</b> Brief Description, examine, research, and develop a plan of action for relevant career or entrepreneurial art opportunities within a global economy, justifying the choice. |

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| Strand 4: Critical Evaluation and Response | <b>The student responds to and analyzes the artworks of self and others, contributing to developing the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to do the following:</b> |  |  |  |
|  | <b>4C</b> Construct a physical or electronic portfolio  | <b>4C</b> Use responses to artwork critique to make decisions about future directions in personal artwork    | <b>4C</b> Analyze personal artwork to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness | <b>4C</b> Analyze personal artwork to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and the measure of uniqueness |
|  | <b>4D</b> Select and analyze original artwork, portfolios, & exhibitions  | <b>4D</b> Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork | <b>4D</b> Use responses to artwork critiques to make decisions about future directions in personal work  | <b>4D</b> Use responses to artwork critiques to make decisions about future directions in personal work  |
|  |   | <b>4E</b> Select and analyze original artwork, portfolios and exhibitions to form precise conclusions        | <b>4E</b> Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork to provide evidence of learning   | <b>4E</b> Construct a physical or electronic portfolio by evaluating and analyzing original personal artwork to provide evidence of learning   |
|  | <b>4C</b> Construct a physical or electronic portfolio  | <b>4C</b> Use responses to artwork critique to make decisions about future directions in personal artwork    | <b>4C</b> Analyze personal artwork to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness | <b>4C</b> Analyze personal artwork to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and the measure of uniqueness |
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