

VISUAL ARTS

CONTENT STANDARD 5: Analysis, Interpretation and Evaluation
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Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

PERFORMANCE STANDARDS K-4

Students will:

- a. Identify various purposes for creating works of art.**
- b. Describe visual characteristics of works of art using visual art terminology.**
- c. Recognize that there are different responses to specific works of art.**
- d. Describe their personal responses to specific works of art using visual art terminology.**
- e. Identify possible improvements in the process of creating their own work.**

Grade 2	Grade 4
<p>5.2.1 Students after manipulating drawing tools (i.e., pencils, pens, crayons, found objects, etc.) to create a series of lines that vary in quality (i.e., width, length, movement or direction, etc.) discuss finished lines with peers to interpret ideas, emotions and implied images. Standards 1bc, 2c, 5bcd</p> <p>5.2.2 Students compare and contrast two paintings that use the same theme but focus on different elements (i.e., landscapes by Cezanne versus a Ming Dynasty, Chinese work versus Grand Moses, etc.); identify major elements (i.e., color, line, pattern, etc.) from each painting and discuss how the artist uses elements to communicate feelings, thoughts and ideas. Standards 2a, 4a, 5abc</p> <p>5.2.3 Students after creating a self-portrait utilizing a variety of media (i.e., construction paper, tissue paper, cardboard, found objects, paint, etc.); discuss successful use of elements (i.e., line, shape, form, etc.); and compare and contrast portrait to work created by artists (i.e., van Gogh, Picasso, Rembrandt, etc.). Standards 2a, 5bc</p> <p>5.2.4 Students compare and contrast an artwork by two artists (i.e., Mary Cassatt, Henry Moore, etc.) one painting and one sculpture with the same theme (i.e., family); construct a 3-dimensional piece (i.e., using papier-mache) portraying a theme (i.e., parent/child); and use a critique format to identify improvements (i.e.,</p>	<p>5.4.1 Students compare and contrast works of art made possible by technical innovation (i.e., computer generated art and photography, etc.) with work done in traditional media (i.e., painting, drawing, etc.); and discuss shared principles of composition and unique use of elements in each work. Standards 1ab, 2a, 5ab, 6cd</p> <p>5.4.2 Students compare and contrast two works of art, with similar theme and subject matter, done in different time periods (i.e., Picasso's "Gertrude Stein" versus da Vinci's "Monia Lisa", Deborah Butterfield's "Horses" versus Remington's bronze sculptures, etc.); discuss which elements and principles are used by each artist; and review and discuss the cultural and historical context in which each artwork was created and how that context influenced the artist. Standards 2ab, 4a, 5bc</p> <p>5.4.3 Students discuss the role of fantasy and imagination in art throughout various cultures and time periods, and compare and contrast works that utilize fantasy and imagination as subject matter) i.e., Salvador Dali, Chinese dragons, M.C. Escher, etc.). Standards 3a, 5cd, 6be</p> <p>5.4.4 Students discuss the role of writing in art; examine a variety of writing samples and symbols (i.e., Egyptian hieroglyphics, Gothic letters, Chinese calligraphy and modern typefaces, etc.) and respond to design elements</p>

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<p>structure, craftsmanship, etc.) that need to be made. Standards 5cde</p>	<p>and principles; explore the role of technology in creating type and fonts (i.e., Guttenberg press, computer font programs, etc.); create their own font utilizing technology or traditional media; and describe advantages, possibilities and limitations with each medium. Standards 1ab, 3b, 4a, 5ab, 6bde</p> <p>5.4.5 Students after creating the third in a series of five contour drawings of the same subject matter (i.e., hand, shell, tool, etc.), compare and contrast the first and third drawings to analyze skill development and discuss areas for possible improvement, then continue with series. Standards 5cde</p>

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PERFORMANCE STANDARDS 5-8

Students will:

- a. Compare and contrast purposes for creating works of art.**
- b. Describe and analyze visual characteristics of works of art using visual art terminology.**
- c. Compare a variety of individual responses to, and interpretations of, their own works of art and those from various eras and cultures.**
- d. Describe their own responses to, and interpretations of, specific works of art.**
- e. Reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities, content).**
- f. Describe/analyze their own growth over time in relation to specific criteria.**

Grade 6	Grade 8
<p>5.6.1 Students create a “value hierachy” of 5 art reproductions and justify their choices through objective and subjective criteria; respond to how certain media, style, or subject matter affected their choices; discuss the role of gallery or museum curator in the contemporary art field and how that role has changed through history; discuss how subjective opinions changed regarding art which is critically acclaimed or rejected during different time periods, and how artists reacted to changing standards of criticism and public aesthetics. Standards 4c, 5ad, 6de</p> <p>5.6.2 Students discuss, analyze, interpret and evaluate the progression of a known artist’s work over an extended period of time (i.e., Mondrian’s evolution from realism to abstraction, Jackson Pollock, Monet, etc.). Standards 4b, 5bcd</p> <p>5.6.3 Students create a series of drawings on a specific theme (i.e., portraiture, still-life, etc.) over an extended time period and evaluate their progression through the series based on a specific criteria of process (i.e., development of proportion, direct observation and attention to detail, use of value, etc.). Standards 2ab, 3ab, 5bdef</p>	<p>5.8.1 Students examine teapots, cups and other utilitarian items from various cultures for the combination of form and functions in arts and crafts (i.e., Japanese tea sets, Oppenheim’s “Furlined cup”, and contemporary American crafts); compare the use of pattern, color, material, repetition, line and symbolism in works from different periods, and cultures; and design and construct a functional object such as a teapot that incorporates a specified use of elements and principles to convey a particular theme. Standards 2ab, 4a, 5ade, 6d</p> <p>5.8.2 Students research a specific artwork and write a personal response based on description, analysis, interpretation and evaluation (i.e., artist’s use of elements and principles). Standards 2b, 5bd</p> <p>5.8.3 Students create a “growth” portfolio where they select a piece from earlier in the year and one that demonstrates growth in that same medium; justify why each piece was chosen; and explain evidence of progress (i.e., technical proficiency, attention to detail, more complex structure, etc.). Standards 5ef</p>

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<p>5.6.4 Students compare and contrast different prints of artwork; select pieces they like subjectively and support their choices using vocabulary of the visual arts (i.e., terms of subject matter, elements and principles, etc.). Standards 3b, 5bd</p> <p>5.6.5 Students compare the description, analysis, interpretations and evaluation statements of art critics for a particular piece of art; and identify differences between objective and subjective statements (i.e., opinions, judgements, observations and facts). Standards 5bcd, 6d</p>	<p>5.8.4 Students discuss and explain who decides if an artistic work (i.e., painting, drawing, installation, etc.) is art (i.e., the artist, museum curator, art, critic, viewers); compare two selected criticisms which present differing views of a chosen work of art. Standards 5acd, 6e</p> <p>5.8.5 Students debate the concept of functional art and the point at which the functional piece becomes “art” (i.e., students may discuss works of Dada artists such as Duchamp or works by contemporary artists like Rauschenburg). Standards 3ab, 4a, 5ae</p> <p>5.8.6 Students describe a reproduction of an artwork using art vocabulary; reproduce descriptions by each student; and have class match descriptions to displayed reproductions. Standards 2b, 5bd</p>

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PERFORMANCE STANDARDS 9-12

Students will:

- a. Research and analyze historic meaning and purpose in varied works of art.**
- b. Reflect critically on various interpretations to better understand specific works of art.**
- c. Defend personal interpretations using reasoned argument.**
- d. Apply critical and aesthetic criteria for the purpose of improving their own works of art (i.e., technique, formal and expressive qualities, content).**

Grade 10	Grade 12
<p>5.10.1 Students in the beginning of the course draw a specific still life object; near the end of the course, repeat the same subject as the drawing and compare the two pieces to analyze growth. Standard 5f</p> <p>5.10.2 Students research and collect images of shoes; analyze how design elements and function combine and compare to historical examples (i.e., Dutch shoes, Japanese slippers, American funky 70's platforms, Native American moccasins, etc.); use contour drawings and research to create a drawing and then a three dimensional construction of a shoe incorporating personal symbols, and evaluate similarities and differences to initial sketch and self reflect on their development during this process. Standards 4ab, 5ab</p> <p>5.10.3 Students keep a portfolio of ideas and works in progress from sketches to final project which include self, peer, and teacher assessments. Standards 3a, 5ef</p> <p>5.10.4 Students study an art movement such as Cubism; role play as if he/she was a member of this movement and create an artwork which will be justified and defended as being characteristic of this movement. Standards 4a, 5ad</p> <p>5.10.5 Students using an aesthetic theory as a criteria, debate several solutions including editorials, critical writings, etc., to an aesthetic problem (i.e., Should tax money be used to exhibit a public sculpture at a correctional facility?).</p>	<p>5.12.1 Students organize an annotated portfolio of 8-10 exemplary works (two dimensional and/or three dimensional) which creatively expresses the student's feelings and understandings in a variety of media. Standards 5ef</p> <p>5.12.2 Students write a four part essay on a specific artwork corresponding to the rules of art criticism; and justify conclusions (describe, analyze, interpret, evaluate.). Standards 5abcd</p> <p>5.12.3 Students select a finished work from their portfolio; research art history periods and aesthetic viewpoints which relate to chosen piece, and using visual art terminology and researched information, explain and justify conclusions. Standards 4a, 5abd</p> <p>5.12.4 Students maintain a journal of drawn and written ideas throughout a course of study. Standard 5f</p> <p>5.12.5 Students analyze a work in progress by another student from a different class; apply <i>Post-It</i> notes to various areas of the work to record constructive critical responses to use of elements of art and specific principles of design; and respond to completed work through a short essay assignment. Standard 5b</p> <p>5.12.6 Students organize electronic visual images (digital camera) of a work through its process from initial sketch to final product; and supplement with written text using appropriate terminology to explain process and justify</p>

Grade 10	Grade 12
Standards 5cd, 6d	design transitions. Standards 1a, 2abc, 3a, 5bdef