



This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

K-12 Visual Arts • Unpacked Content

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.ncpublicschools.org/acre/standards/phase2/>.

Note on Numbering: **K-8** - Grade Level

B-Beginning High School Standards **I** - Intermediate High School Standards

P - Proficient High School Standards **A**-Advanced High School Standards

Note on Strands: **V** - Visual Literacy, **CX** – Contextual Relevancy, **CR** – Critical Response

Note: The study of visual arts is cumulative and sequential to include learning from previous levels. 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. A student's entry into a specific high school proficiency level will be based upon his/her student profile or prior experiences in the visual arts. Students who have received a complete K-8 sequence, or following completion of Beginning level standards, will enter the Intermediate level standards.

Visual Literacy

Essential Standard	Kindergarten	1 st Grade	2 nd Grade
V.1: Use the language of visual arts to communicate effectively.	<p>K.V.1.1: Identify various art materials and tools.</p> <p>K.V.1.2: Create original art that expresses ideas about oneself.</p> <p>K.V.1.3: Recognize various symbols and themes in daily life.</p> <p>K.V.1.4: Understand characteristics of the Elements of Art, including lines, shapes, colors, and texture.</p> <p>K.V.1.5: Recognize characteristics of the Principles of Design, including repetition and contrast.</p>	<p>1.V.1.1: Identify tools, media and processes.</p> <p>1.V.1.2: Create original art that expresses ideas, themes, and events.</p> <p>1.V.1.3: Recognize that symbols, subjects, or themes are used in the works of others to communicate.</p> <p>1.V.1.4: Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, and space.</p> <p>1.V.1.5: Understand characteristics of the Principles of Design, including repetition, emphasis, contrast, and balance.</p>	<p>2.V.1.1: Use appropriate art vocabulary when discussing media, processes, or images in art.</p> <p>2.V.1.2: Create original art that expresses ideas about people, neighborhoods, or communities.</p> <p>2.V.1.3: Understand the “story” in works of art.</p> <p>2.V.1.4: Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.</p> <p>2.V.1.5: Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, and proportion.</p>
V.2: Apply creative and critical thinking skills to artistic expression.	<p>K.V. 2.1: Recognize that artists may view or interpret art differently.</p> <p>K.V.2.2: Use sensory exploration of the environment as a source of imagery.</p> <p>K.V.2.3: Create original art that does not rely on copying or tracing.</p>	<p>1.V.2.1: Recognize that artistic problems have multiple solutions.</p> <p>1.V.2.2: Understand how physical location affects what is seen in the immediate environment.</p> <p>1.V.2.3: Create art from imaginary sources of inspiration.</p>	<p>2.V.2.1: Understand that artistic problems have multiple solutions.</p> <p>2.V.2.2: Use personal point of view of the environment as a source of imagery.</p> <p>2.V.2.3: Create art from real and imaginary sources of inspiration.</p>

V.3: Create art using a variety of tools, media, and processes, safely and appropriately.	<p>K.V.3.1: Use a variety of tools safely and appropriately to create art.</p> <p>K.V.3.2: Use a variety of media to create art.</p> <p>K.V.3.3: Use the processes of drawing, painting, weaving, printing, collage, mixed media, sculpture, and ceramics to create art.</p>	<p>1.V.3.1: Use a variety of tools safely and appropriately to create art.</p> <p>1.V.3.2: Execute control of a variety of media.</p> <p>1.V.3.3: Use the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, and ceramics to create art.</p>	<p>2.V.3.1: Use a variety of tools safely and appropriately to create art.</p> <p>2.V.3.2: Recognize characteristics of a variety of media.</p> <p>2.V.3.3: Use the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, and ceramics to create art.</p>
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Note: Clarifying objective numbers do not necessarily articulate across grade levels.

K – 2nd Grade Unpacking Visual Literacy (What does this mean a child will know and be able to do?)

Visual Literacy Strand

Visual literacy relates to the language of art, how it is organized, and how it is used to communicate as a language of its own. Visual literacy relates to all aspects of becoming “art literate,” including an understanding of how the Elements of Art and Principles of Design are used for personal expression and communication through art. Visual literacy also encompasses the application of critical and creative thinking skills to artistic expression and solving artistic problems, as well as using a variety of tools, media, and processes safely and appropriately while creating art.

Essential Standards

There are three Essential Standards (V.1), (V.2), and (V.3) in the Visual Literacy Strand for Visual Arts:

- **V.1:** The first Essential Standard requires students to understand the language of art. Young children are developing fine motor skills and are learning to manipulate various art materials and tools. Since it will be the first time that some children will be correctly using many of the materials and tools, they will need to be given specific instruction. Students will begin to recognize how symbols, subjects, themes, and other commonalities among different pieces of art are used to communicate. As they create art, students recognize the Elements of Art in their own work, such as shape, color, line, and texture, and work towards explaining why they made certain decisions about their work. Their choices of subject matter reflect their own lives, and they realize that art can tell a story.
- **V.2:** The second Essential Standard requires students to use creative and critical thinking skills. Students are often given the same art assignment which may have specific guidelines, but which is open-ended in terms of artistic choices. They learn that there are multiple solutions and are challenged to reach original solutions by drawing upon their senses and their environment. Rather than copying images or symbols, students come up with their own ideas and use their imaginations for subject matter. For example, students may be asked to draw a barnyard with animals. One student may choose chickens, pigs, and goats, while another student chooses cows, geese, and chickens. Even when they choose the same animal, such as chickens, the chickens will not look alike. Students will recognize these differences and understand the concept of multiple solutions to artistic problems.
- **V.3:** The third Essential Standard requires students to use a variety of tools, media, and processes (e.g. drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, and ceramics) safely and appropriately when creating art. Students will use art materials safely and take care of tools and materials, such as putting lids back on paints, washing brushes correctly, and closing lids on markers. They will learn which media to use for art projects, the processes for using the media, and how to manipulate the media. For example, they will understand concepts such as the additive process in sculpture or ceramics, using a running stitch, and folding and curling paper for three-dimensional effects. Students will understand that the subject of a work of art is not limited to one medium, and they may experiment with Styrofoam, texture rubbings, weaving, painting and found objects.

Visual Literacy

Essential Standard	3 rd Grade	4 th Grade	5 th Grade
V.1: Use the language of visual arts to communicate effectively.	<p>3.V.1.1: Use art vocabulary, including specific artistic terms.</p> <p>3.V.1.2: Understand that artists use their art to express personal ideas.</p> <p>3.V.1.3: Identify themes from masters' works.</p> <p>3.V.1.4: Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.</p> <p>3.V.1.5: Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, proportion, harmony, and unity.</p>	<p>4.V.1.1: Use appropriate art vocabulary to compare artists' styles.</p> <p>4.V.1.2: Apply personal choices while creating art.</p> <p>4.V.1.3: Infer meaning from art.</p> <p>4.V.1.4: Understand how the Elements of Art are used to develop a composition.</p> <p>4.V.1.5: Understand how the Principles of Design work in relation to each other.</p>	<p>5.V.1.1: Use appropriate art vocabulary to describe art movements.</p> <p>5.V.1.2: Create art that reflects personal voice and choice.</p> <p>5.V.1.3: Classify works of art in terms of whether they are realistic, abstract, or non-objective.</p> <p>5.V.1.4: Understand the relationship between the Elements of Art and the Principles of Design.</p> <p>5.V.1.5: Apply the Principles of Design in creating compositions.</p>
V.2: Apply creative and critical thinking skills to artistic expression.	<p>3.V.2.1: Create art through a process that includes generating ideas, planning solutions, and producing original art.</p> <p>3.V.2.2: Use personal point of view and experiences as sources for creating art.</p> <p>3.V.2.3: Create art from realistic sources of inspiration.</p>	<p>4.V.2.1: Identify different successful solutions to artistic problems.</p> <p>4.V.2.2: Use ideas and imagery from North Carolina as sources for creating art.</p> <p>4.V.2.3: Create abstract art that expresses ideas.</p>	<p>5.V.2.1: Evaluate solutions to artistic problems, including their effectiveness</p> <p>5.V.2.2: Use ideas and imagery from the global environment as sources for creating art.</p> <p>5.V.2.3: Create realistic, imaginative, abstract, and non-objective art.</p>

<p>V.3: Create art using a variety of tools, media, and processes, safely and appropriately.</p>	<p>3.V.3.1: Understand how a single tool can be manipulated in multiple ways, safely and appropriately.</p> <p>3.V.3.2: Use a variety of media with refined skills.</p> <p>3.V.3.3: Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.</p>	<p>4.V.3.1: Apply a variety of methods of manipulating a single tool, safely and appropriately.</p> <p>4.V.3.2: Compare characteristics of a variety of media.</p> <p>4.V.3.3: Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.</p>	<p>5.V.3.1: Evaluate how to manipulate tools safely and appropriately to reach desired outcomes.</p> <p>5.V.3.2: Use appropriate media for the creation of original art.</p> <p>5.V.3.3: Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.</p>
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Note: Clarifying objective numbers do not necessarily articulate across grade levels.

3rd – 5th Grade Unpacking Visual Literacy (What does this mean a child will know and be able to do?)

Visual Literacy Strand

Visual literacy relates to the language of art, how it is organized, and how it is used to communicate as a language of its own. Visual literacy relates to all aspects of becoming “art literate,” including an understanding of how the Elements of Art and Principles of Design are used for personal expression and communication through art. Visual literacy also encompasses the application of critical and creative thinking skills to artistic expression and solving artistic problems, as well as using a variety of tools, media, and processes safely and appropriately while creating art.

Essential Standards

There are three Essential Standards (V.1), (V.2), and (V.3) in the Visual Literacy Strand for Visual Arts:

- **V.1:** The first Essential Standard requires students to use the language of visual arts to communicate effectively. In grades 3-5, students will use specific terminology to discuss their works of art, as well as works of art throughout history and different art movements. They use such terms as cubism, photo-realism, foreground, and proportion. Students begin to express their own ideas in art using experiences that only they have had, reflecting their own personal perspectives of the world in which they live. For example, they illustrate a geographical region and determine how it would be represented, whether it is during a specific season or a specific time of day. They understand different voices in art, and they also understand differences in works of the masters and determine the differences between realistic and non-objective art. Students’ knowledge of the elements and principles expands, and they can accurately depict different types of lines and correlate groups of colors with the moods of works of art. They demonstrate the ability to compose a picture effectively incorporating the Principles of Design.
- **V.2:** The second Essential Standard requires students to use creative and critical thinking skills. Students in grades 3-5 understand that art problems have multiple solutions, and they understand that some solutions are better than others in their effectiveness. As their inspiration for ideas, they use their personal point of view and experiences. They also look towards the larger environment for ideas, including ideas from around the world or from books or on television. Students create abstract art that expresses ideas.
- **V.3:** The third Essential Standard requires students to use a variety of tools, media, and processes (e.g. drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology) safely and appropriately when creating art. Students manipulate tools more easily now, and they explore several techniques when using tools and media. For example, students use a pencil to create a wider range of values by varying the pressure on the pencil, or they create different looks with a brush by using the techniques of drybrush, pointillism, and wet on wet. Students understand how the correct use of tools and media will produce desired results, and that specific techniques are used in select situations.

Visual Literacy

Essential Standard	6 th Grade	7 th Grade	8 th Grade
V.1: Use the language of visual arts to communicate effectively.	<p>6.V.1.1: Use appropriate vocabulary to describe art, including Elements of Art, Principles of Design, types of media, various processes, and style.</p> <p>6.V.1.2: Understand how the Elements of Art can aid in the planning and creation of personal art.</p> <p>6.V.1.3: Identify artists' styles.</p> <p>6.V.1.4: Recognize how artists use the Elements of Art and Principles of Design in creating art.</p>	<p>7.V.1.1: Use art vocabulary to analyze art.</p> <p>7.V.1.2: Understand how the Principles of Design aid in the planning and creating of personal art.</p> <p>7.V.1.3: Identify themes in art.</p> <p>7.V.1.4: Understand the relationship between the Elements of Art and the Principles of Design.</p>	<p>8.V.1.1: Use art vocabulary to evaluate art.</p> <p>8.V.1.2: Apply the Elements of Art and Principles of Design in the planning and creation of personal art.</p> <p>8.V.1.3: Identify how the Elements of Art and Principles of Design differentiate movements, contemporary styles, and themes in art.</p> <p>8.V.1.4: Analyze the relationship between the Elements of Art and the Principles of Design in art.</p>
V.2: Apply creative and critical thinking skills to artistic expression.	<p>6.V.2.1: Generate solutions to artistic problems.</p> <p>6.V.2.2: Use observation skills of the immediate environment to create original imagery.</p> <p>6.V.2.3: Understand that original imagery is a means of self-expression used to communicate ideas and feelings.</p>	<p>7.V.2.1: Evaluate solutions to artistic problems.</p> <p>7.V.2.2: Use observation skills of the environment and personal experiences to create original imagery.</p> <p>7.V.2.3: Create original art emphasizing selected elements and principles to express ideas or feelings.</p>	<p>8.V.2.1: Create art that uses the best solutions to identified problems.</p> <p>8.V.2.2: Apply observation skills and personal experiences to create original art.</p> <p>8.V.2.3: Create original art that conveys one or more ideas or feelings.</p>

V.3: Create art using a variety of tools, media, and processes, safely and appropriately.	<p>6.V.3.1: Use tools and media appropriately to maintain a safe and orderly work space.</p> <p>6.V.3.2: Create art using a variety of 2-D and 3-D media, including digital.</p> <p>6.V.3.3: Create art in different media using various techniques and processes</p>	<p>7.V.3.1: Apply safety knowledge to maintain a safe and orderly personal work space.</p> <p>7.V.3.2: Compare media in order to choose the best option to create art.</p> <p>7.V.3.3: Compare techniques and processes to create art.</p>	<p>8.V.3.1: Apply knowledge of safety and media to maintain and take care of the work space and art.</p> <p>8.V.3.2: Use a variety of media to create art.</p> <p>8.V.3.3: Evaluate techniques and processes to select appropriate methods to create art.</p>
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Note: Clarifying objective numbers do not necessarily articulate across grade levels.

6th -8th Grade Unpacking Visual Literacy (What does this mean a child will know and be able to do?)

Visual Literacy Strand

Visual literacy relates to the language of art, how it is organized, and how it is used to communicate as a language of its own. Visual literacy relates to all aspects of becoming “art literate,” including an understanding of how the Elements of Art and Principles of Design are used for personal expression and communication through art. Visual literacy also encompasses the application of critical and creative thinking skills to artistic expression and solving artistic problems, as well as using a variety of tools, media, and processes safely and appropriately while creating art.

Essential Standards

There are three Essential Standards (V.1), (V.2), and (V.3) in the Visual Literacy Strand for Visual Arts:

- **V.1:** The first Essential Standard requires students in grades 6-8 to better understand the Elements of Art and the Principles of Design. They use correct terminology when talking about art, including correct names for processes such as wash, blending, relief printing, glazing, etc. Students use the elements and principles to plan their art. For example, when asked to compose a work that demonstrates variety and unity, they select the most appropriate shapes, lines, and colors. Students see how different artworks from different styles and movements successfully incorporate the Elements of Art and Principles of Design, which helps them to infer an artwork’s meaning.
- **V.2:** The second Essential Standard requires students to generate and evaluate their solutions to artistic problems. When given an artistic problem, students in grades 6-8 understand that some solutions are better than others. For example, students may be given the problem of creating a vibrant cityscape full of excitement using only cool colors. Students might choose to create excitement using diagonal lines or by using repetition of shapes. Students understand the value of creating art from original ideas as a way to express one’s feelings and how to use observation skills and personal experiences to generate ideas. For example, students may create a self-portrait that expresses aspects of their identity through the use of color and shape. Students understand that by carefully manipulating the elements and principles, they can convey different ideas or feelings. For example, when students create a self-portrait, they select an emotion to go with the self-portrait, such as anger or fear.
- **V.3:** The third Essential Standard requires students in grades 6-8 to use new and more complex tools, media, and techniques, and they envision new ideas based on these media and techniques. Their artwork involves using a variety of two-dimensional and three-dimensional media, so they attain a larger vocabulary of terminology. Students not only learn to clean and take care of their tools, but they also store them properly and handle them with care as they transport their tools and media from one place to another. Students become more selective about which medium is best to use for specific projects. For example, they may evaluate three different printing processes to select an appropriate method for creating an abstract animal. When asked to justify their reasons for selecting a specific medium or process, they do so using the appropriate terminology and reasoning.

Visual Literacy

Essential Standard	Beginning	Intermediate	Proficient	Advanced
V.1: Use the language of visual arts to communicate effectively.	<p>B.V.1.1: Use art vocabulary when discussing art and artistic styles.</p> <p>B.V.1.2: Apply the Elements of Art and Principles of Design to create art.</p> <p>B.V.1.3: Classify art according to specified styles.</p> <p>B.V.1.4: Recognize how Elements of Art and Principles of Design are used in art.</p>	<p>I.V.1.1: Use art vocabulary to critique art.</p> <p>I.V.1.2: Understand how design influences artistic expression.</p> <p>I.V.1.3: Understand the use of global themes, symbols, and subject matter in art.</p> <p>I.V.1.4: Analyze images through the process of deconstruction (the components of the image and its meaning).</p>	<p>P.V.1.1: Use art vocabulary to analyze compositions.</p> <p>P.V.1.2: Understand the relationship between personal expression and design.</p> <p>P.V.1.3: Recognize contemporary styles, themes, and genres in art.</p> <p>P.V.1.4: Evaluate the use of the Elements of Art and Principles of Design in art.</p>	<p>A.V.1.1: Use art vocabulary to explain compositional choices.</p> <p>A.V.1.2: Create art based on personal expression and applied design.</p> <p>A.V.1.3: Create art that responds to contemporary themes in art.</p> <p>A.V.1.4: Analyze the compositional components of art.</p>
V.2: Apply creative and critical thinking skills to artistic expression.	<p>B.V.2.1: Understand the role of planning in solving artistic problems.</p> <p>B.V.2.2: Understand the relationships between sensory awareness and artistic expression.</p> <p>B.V.2.3: Create personal, symbolic expression as a means of communication (original, visual language).</p>	<p>I.V.2.1: Generate innovative solutions to artistic problems.</p> <p>I.V.2.2: Use experiences and observations to create content for art.</p> <p>I.V.2.3: Understand the role of emotion, imagination, and creativity in producing content for original art.</p>	<p>P.V.2.1: Implement planning to arrive at original solutions to artistic problems.</p> <p>P.V.2.2: Recognize how personal experience influences the perception of the environment.</p> <p>P.V.2.3: Understand the relationship of creative expression to the development of personal style.</p>	<p>A.V.2.1: Create original art in response to artistic problems.</p> <p>A.V.2.2: Create art using experiences and observation to represent individual perspectives.</p> <p>A.V.2.3: Generate art based on a creative exploration of a concept.</p>

<p>V.3: Create art using a variety of tools, media, and processes, safely and appropriately.</p>	<p>B.V.3.1: Understand the appropriate and safe use of tools, media, and equipment.</p> <p>B.V.3.2: Use a variety of media, including 2-D, 3-D, and digital, to produce art.</p> <p>B.V.3.3: Exemplify characteristics of different artistic processes.</p>	<p>I.V.3.1: Understand the function of tools in creating art.</p> <p>I.V.3.2: Select media appropriate for communicating content.</p> <p>I.V.3.3: Analyze the relationship between process and product.</p>	<p>P.V.3.1: Compare properties of tools in the creation of art.</p> <p>P.V.3.2: Analyze the relationship between media, processes, and results.</p> <p>P.V.3.3: Select appropriate processes and techniques to create art.</p>	<p>A.V.3.1: Produce art by using a variety of tools and media appropriately, safely, and effectively.</p> <p>A.V.3.2: Produce art by using a variety of processes appropriately, safely, and effectively.</p>
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Note: Clarifying objective numbers do not necessarily articulate across grade levels.

High School Unpacking Visual Literacy (What does this mean a child will know and be able to do?)

Visual Literacy Strand

Visual literacy relates to the language of art, how it is organized, and how it is used to communicate as a language of its own. Visual literacy relates to all aspects of becoming “art literate,” including an understanding of how the Elements of Art and Principles of Design are used for personal expression and communication through art. Visual literacy also encompasses the application of critical and creative thinking skills to artistic expression and solving artistic problems, as well as using a variety of tools, media, and processes safely and appropriately while creating art.

Essential Standards

There are three Essential Standards (V.1), (V.2), and (V.3) in the Visual Literacy Strand for Visual Arts:

- **V.1:** The first Essential Standard requires high school students to use the Elements of Art and the Principles of Design to determine the style of a work of art. For example, by applying their understanding color theory, texture, shape, and form, students can differentiate between Impressionistic art with its emphasis on movement and light, and Post-Impressionistic art. Students use their understanding of the relationship of the elements and principles to specific styles of art to develop their own styles. Students use art vocabulary to analyze and evaluate the composition of works of art and their relationships to the elements and principles. Students create artistic compositions based on a successful application of the elements and principles. Students recognize and respond to contemporary art and recognize themes that exist within different works. Using the elements and principles, they may compare works of art that demonstrate a more structured formal design with works of art that seem more intuitive in nature.
- **V.2:** The second Essential Standard requires students to understand that art is not created without prior planning. They understand there is a process in the creation of art and that although emotion, imagination, and creativity contribute to the creation of art, innovative problem solving is a guiding factor in the artistic creation. Students develop their personal artistic style while adhering to basic design principles. Students understand that personal experiences influence the way artists perceive their environmental. For example, students may compare paintings created by survivors of storms or natural disasters or compare the creations of graffiti artists in larger cities.
- **V.3:** The third Essential Standard requires students to use a larger variety of tools, media, and processes, including recycled materials. They look at works of art and compare processes. For example, they compare stone sculptures to discover process marks and determine what tool was used to create them. They may experiment with decorative stitches instead of solely utilitarian stitches. They may experiment with the differences between hand built pottery and thrown pottery. When given an art problem, students select the most appropriate art process, media, and tools for finding a solution.

Contextual Relevancy

Essential Standard	Kindergarten	1 st Grade	2 nd Grade
CX.1: Understand the global, historical, societal, and cultural contexts of the visual arts.	<p>K.CX.1.1: Use visual arts to illustrate how people express themselves differently.</p> <p>K.CX.1.2: Recognize that art can depict something from the past (long ago) or present (today).</p> <p>K.CX.1.3: Recognize key components in works of art from different artists, styles, or movements.</p> <p>K.CX.1.4: Recognize key components of art from different cultures.</p> <p>K.CX.1.5: Recognize that an artist's tools and media come from natural and human-made resources.</p>	<p>1.CX.1.1: Recognize how visual arts are used in customs and traditions of various cultures.</p> <p>1.CX.1.2: Identify images in art as depicting something old (historic) or new (contemporary).</p> <p>1.CX.1.3: Classify art into categories, such as landscapes, cityscapes, seascapes, portraits, and still life.</p> <p>1.CX.1.4: Understand how art represents different cultures.</p> <p>1.CX.1.5: Understand that art is a reflection of the artist's ideas, environment, and/or resources.</p>	<p>2.CX.1.1: Exemplify visual arts representing the heritage, customs, and traditions of various cultures.</p> <p>2.CX.1.2: Recognize that works of art represent specific time periods.</p> <p>2.CX.1.3: Understand various movements in art and the artists that represent them.</p> <p>2.CX.1.4: Compare art from various cultures.</p> <p>2.CX.1.5: Understand that artists use natural resources in creating art.</p>

<p>CX.2: Understand the interdisciplinary connections and life applications of the visual arts.</p>	<p>K.CX.2.1: Identify examples of functional objects of art in the immediate environment, including home and school.</p> <p>K.CX.2.2: Identify relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.</p> <p>K.CX.2.3: Understand that artists sometimes share materials and ideas (collaboration).</p>	<p>1.CX.2.1: Identify the role of functional art in various communities around the world.</p> <p>1.CX.2.2: Identify connections between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.</p> <p>1.CX.2.3: Differentiate between sharing ideas and copying.</p>	<p>2.CX.2.1: Recognize the impact of regional differences on the production of art.</p> <p>2.CX.2.2: Understand relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.</p> <p>2.CX.2.3: Recognize that some artists work in teams to create art.</p>
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Note: Clarifying objective numbers do not necessarily articulate across grade levels.

K – 2nd Grade Unpacking Contextual Relevancy (What does this mean a child will know and be able to do?)**Contextual Relevancy Strand**

Contextual relevancy refers to applying knowledge of the visual arts in relation to history, culture, heritage, and other disciplines. Students understand the influence art has on society and that art may represent various societal themes and issues. They recognize the differences in art from different regions and the effect that geography and culture has on art within a particular region. Students understand how art has evolved throughout history and in different parts of the world, including the United States. Students understand connections with skills and concepts learned in art, which can be applied in other disciplines. Students connect visual arts with human experiences and understand that personal responses to art are based on personal, cultural, and historical contexts.

Essential Standards

There are two Essential Standards (CX.1) and (CX.2) in the Contextual Relevancy Strand for Visual Arts:

- **CX.1:** In the first Essential Standard requires students to understand the global, historical, societal, and cultural contexts of the visual arts. Students in grades K-2 make connections between the visual arts and the heritage, customs, and traditions from different cultures and time periods throughout history. They identify works of art as being from long ago or from the present day. Students understand how the traditions of a culture are depicted in that culture's art, explaining why the art of one culture looks different from the art of another culture, including what components make each culture's art unique. Students are able to identify a work of art as being from a specific time period, art movement, or artist because of its use of the Elements of Art and Principles of Design. They connect artists to the movements in which they worked and are able to provide examples of visual arts representing various cultures.
- **CX.2:** The second Essential Standard requires students to understand interdisciplinary connections and life applications of the visual arts. Students understand that items such as chairs, lamps, automobiles, and telephones are functional art and that they are created with the same innovative thinking as nonfunctional art. They design their own pieces of functional art, and they understand that functional art sometimes results from materials found regionally. They see the interconnections between the visual arts and other content areas. For example, they may explain how line, shape, and pattern can be created in art using mathematical concepts. They use scientific processes to understand color theory, and they may demonstrate a connection to literature by illustrating familiar stories. Students learn the importance of sharing art materials and ideas without copying ideas from others, sometimes by collaborating on a group project, contributing their individual ideas.

Contextual Relevancy

Essential Standard	3 rd Grade	4 th Grade	5 th Grade
CX.1: Understand the global, historical, societal, and cultural contexts of the visual arts.	<p>3.CX.1.1: Exemplify how visual arts are used by various groups for artistic expression within the local community.</p> <p>3.CX.1.2: Understand how art documents the history of the local community.</p> <p>3.CX.1.3: Classify artists, styles, and movements.</p> <p>3.CX.1.4: Compare purposes of art in different cultures, time periods, and societies.</p> <p>3.CX.1.5: Use local, natural, or recycled resources to create art.</p>	<p>4.CX.1.1: Understand how the visual arts have affected, and are reflected in, the culture, traditions, and history of North Carolina.</p> <p>4.CX.1.2: Recognize key contributions of North Carolina artists in art history.</p> <p>4.CX.1.3: Classify NC artists in terms of styles, genre, and/or movements.</p> <p>4.CX.1.4: Explain how place and time influence ideas, issues, and themes found in art.</p> <p>4.CX.1.5: Analyze the effect of the geographic location and physical environment on the media and subject matter of NC art and artists.</p>	<p>5.CX.1.1: Understand how the visual arts have affected, and are reflected in, the culture, traditions, and history of the United States</p> <p>5.CX.1.2: Recognize key contributions of North American artists in history.</p> <p>5.CX.1.3: Classify North American artists in terms of styles, genre, and/or movements</p> <p>5.CX.1.4: Explain how traditions and values influence ideas, issues, and themes found in art.</p> <p>5.CX.1.5: Analyze the effect of the geographic location and physical environment on the media and subject matter of North American art and artists.</p>

<p>CX.2: Understand the interdisciplinary connections and life applications of the visual arts.</p>	<p>3.CX.2.1: Understand how artists fit or function within a society.</p> <p>3.CX.2.2: Understand how to use information learned in other disciplines, such as math, science, language arts, social studies, and other arts in visual arts.</p> <p>3.CX.2.3: Use appropriate collaborative skills to create a work of art</p> <p>3.CX.2.4: Understand how visual arts has changed and remained the same, with changes in digital media.</p>	<p>4.CX.2.1: Exemplify visual arts industries in North Carolina.</p> <p>4.CX.2.2: Apply skills and concepts learned in other disciplines, such as math, science, language arts, social studies, and other arts, in the visual arts.</p> <p>4.CX.2.3: Understand individual roles, while applying collaborative skills in creating art.</p> <p>4.CX.2.4: Explain the effect of technology on the way products look and how they are created.</p>	<p>5.CX.2.1: Analyze the relationship between arts and daily life in product design, print, and digital media.</p> <p>5.CX.2.2: Exemplify how information and skills learned in art can be applied in other disciplines.</p> <p>5.CX.2.3: Understand the balance of individual roles and collaborative skills to create art.</p> <p>5.CX.2.4: Interpret visual images from media sources and the immediate environment.</p>
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Note: Clarifying objective numbers do not necessarily articulate across grade levels.

3rd – 5th Grade Unpacking Contextual Relevancy (What does this mean a child will know and be able to do?)**Contextual Relevancy Strand**

Contextual relevancy refers to applying knowledge of the visual arts in relation to history, culture, heritage, and other disciplines. Students understand the influence art has on society and that art may represent various societal themes and issues. They recognize the differences in art from different regions and the effect that geography and culture has on art within a particular region. Students understand how art has evolved throughout history and in different parts of the world, including the United States. Students understand connections with skills and concepts learned in art, which can be applied in other disciplines. Students connect visual arts with human experiences and understand that personal responses to art are based on personal, cultural, and historical contexts.

Essential Standards

There are two Essential Standards (CX.1) and (CX.2) in the Contextual Relevancy Strand for Visual Arts:

- **CX.1:** Students in grades 3-5 make connections to the community and to culture, history, traditions, and movements in North Carolina, the United States, and all of North America. Students understand purposes of art in various cultures, time periods, and societies and are able to classify art in terms of styles, genre, and/or movements. They may explain why specific colors and symbols are associated with specific institutions, such as schools and corporations. They explain that specific types of art are associated with a region because of resources and how art changed as better communication and travel evolved. Students may explain how the styles of such artists as Thomas Hart Benton, Georgia O'Keefe, and Andrew Wyeth are reflections of their regional environment. As they explore North Carolina history, they explain the influence North Carolina artists have had, and continue to have, on history. Students collect materials from nature to create art. Students classify North American artists and analyze the effect of geographic location and physical environment on media and subject matter of art and artists.
- **CX.2:** Students in grades 3-5 make connections to the importance of art and artists to life in North Carolina and society as a whole. They may create functional art for the purposes of advertisement, social awareness, and illustration. For example, students may design a label for a candy bar or the package for a new product, such as a soft drink. Students may create art that might be used in a science illustration or to illustrate an important event in history. Students work on collaborative projects, demonstrating that each person in a collaborative project has a specific role in the greater whole. Students understand the importance of digital media in creating products, for example, comparing how product logos were created generations ago and how they are created today.

Contextual Relevancy			
Essential Standard	6th Grade	7th Grade	8th Grade
CX.1: Understand the global, historical, societal, and cultural contexts of the visual arts.	<p>6.CX.1.1: Understand the visual arts in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).</p> <p>6.CX.1.2: Analyze art from various historical periods in terms of style, subject matter, and movements.</p> <p>6.CX.1.3: Analyze the effect of geographic location and physical environment on the media and subject matter of art with an emphasis on South American and European art.</p>	<p>7.CX.1.1: Understand the visual arts in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present.</p> <p>7.CX.1.2: Analyze art from various historical periods in terms of style, subject matter, and movements.</p> <p>7.CX.1.3: Analyze the effect of geographic location and physical environment on the media and subject matter of African, Asian, and Australian art.</p>	<p>8.CX.1.1: Understand the role of visual arts in North Carolina and the United States in relation to history and geography.</p> <p>8.CX.1.2: Analyze art from various historical periods in terms of style, subject matter, and movements.</p> <p>8.CX.1.3: Analyze the effect of geographic location and physical environment on the media and subject matter of art from NC and the United States.</p>

<p>CX.2: Understand the interdisciplinary connections and life applications of the visual arts.</p>	<p>6.CX.2.1: Exemplify how skills and concepts developed in art are part of, and can be applied to, daily life.</p> <p>6.CX.2.2: Understand the connections between art and other disciplines.</p> <p>6.CX.2.3: Understand how collaborative planning is used to create art.</p> <p>6.CX.2.4: Understand the role of art in creating digital images, technological products, and design.</p>	<p>7.CX.2.1: Analyze careers in art and a variety of other careers in terms of the art skills needed to be successful.</p> <p>7.CX.2.2: Select skills and information needed from other disciplines to solve artistic problems.</p> <p>7.CX.2.3: Implement collaborative planning and art skills to solve problems.</p> <p>7.CX.2.4: Interpret visual images from media sources and the immediate environment through the context of art.</p>	<p>8.CX.2.1: Compare personal interests and abilities to those needed to succeed in a variety of art careers.</p> <p>8.CX.2.2: Analyze skills and information needed from visual arts to solve problems in art and other disciplines.</p> <p>8.CX.2.3: Use collaboration to arrive at effective solutions to identified problems.</p> <p>8.CX.2.4: Exemplify the use of visual images from media sources and technological products to communicate in artistic contexts.</p>
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Note: Clarifying objective numbers do not necessarily articulate across grade levels.

6th – 8th Grade Unpacking Contextual Relevancy (What does this mean a child will know and be able to do?)**Contextual Relevancy Strand**

Contextual relevancy refers to applying knowledge of the visual arts in relation to history, culture, heritage, and other disciplines. Students understand the influence art has on society and that art may represent various societal themes and issues. They recognize the differences in art from different regions and the effect that geography and culture has on art within a particular region. Students understand how art has evolved throughout history and in different parts of the world, including the United States. Students understand connections with skills and concepts learned in art, which can be applied in other disciplines. Students connect visual arts with human experiences and understand that personal responses to art are based on personal, cultural, and historical contexts.

Essential Standards

There are two Essential Standards (CX.1) and (CX.2) in the Contextual Relevancy Strand for Visual Arts:

- **CX.1:** The first Essential Standard requires that students in grades 6-8 understand the development of the visual arts throughout history, including its role in North Carolina and the United States. Students look at works of art and analyze them in several ways, including style, subject matter, movements, and geographical influence. For example, students may look at pottery created in different regions of the United States and compare them based on geological factors such as the availability of clays. Students also analyze the effects of geographic location and physical environment on the media and subject matter of African, Asian, and Australian art.
- **CX.2:** The second Essential Standard requires students in grades 6-8 to make connections to art as a vocation or an avocation. The skills that students learn in art are useful for them when applied to daily life. For example, students may design a poster to advertise the school's drama production, incorporating their knowledge of balance, line, space, unity, etc. to create the design. Students research a variety of careers in terms of the art skills needed to be successful and compare their interests and abilities to those needed to succeed in an art-specific career. Students understand that real life projects often involve collaborations among many areas of expertise, including the creation of digital images, technological products, and design. For example, students may analyze a webpage in terms of its aesthetics. Even though web pages require people with technical expertise, they also require people with knowledge of the Elements of Art and Principles of Design. Layout and the use of images are important considerations in order for web pages to be effective.

Contextual Relevancy

Essential Standard	Beginning	Intermediate	Proficient	Advanced
CX.1: Understand the global, historical, societal, and cultural contexts of the visual arts.	<p>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.</p> <p>B.CX.1.2: Explain how art influences historical perspectives on society.</p> <p>B.CX.1.3: Understand how art is used to document human experience.</p> <p>B.CX.1.4: Interpret art in terms of cultural and ethnic context.</p> <p>B.CX.1.5: Explain the effect of the geographic location and physical environment on the media and subject matter of art.</p>	<p>I.CX.1.1: Use visual arts to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence.</p> <p>I.CX.1.2: Understand the role of visual art in documenting history.</p> <p>I.CX.1.3: Classify art by artist, movement, and style.</p> <p>I.CX.1.4: Explain the influence of contextual knowledge on aesthetic responses to art.</p> <p>I.CX.1.5: Explain the effect of geographic location and physical environment on design, production, and marketing of art.</p>	<p>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.</p> <p>P.CX.1.2: Understand how personal perspective is influenced by temporal context.</p> <p>P.CX.1.3: Exemplify contemporary art and artists.</p> <p>P.CX.1.4: Understand how personal aesthetic responses to art are influenced by culture.</p> <p>P.CX.1.5: Understand the relationship of the environment to art, including technology, preservation, and sustainability of resources.</p>	<p>A.CX.1.1: Interpret visual arts from personal, cultural, and historical contexts.</p> <p>A.CX.1.2: Implement a personal philosophy of art.</p> <p>A.CX.1.3: Apply personal artistic style while creating art.</p> <p>A.CX.1.4: Apply a personal aesthetic to the creation of art.</p> <p>A.CX.1.5: Apply environmental responsibility to the creation of art.</p>

<p>CX.2: Understand the interdisciplinary connections and life applications of the visual arts.</p>	<p>B.CX.2.1: Analyze the contribution of art to the design of consumable goods, products, and services, both historical and contemporary.</p> <p>B.CX.2.2: Recognize the interdisciplinary knowledge used in the creation of art.</p> <p>B.CX.2.3: Analyze the collaborative process in the creation of art.</p> <p>B.CX.2.4: Analyze the role of art in creating digital images, technological products, and design.</p>	<p>I.CX.2.1: Apply skills and concepts developed in art to daily life.</p> <p>I.CX.2.2: Apply skills and knowledge learned in various disciplines to visual arts.</p> <p>I.CX.2.3: Apply collaborative skills to create art.</p> <p>I.CX.2.4: Analyze how digital design affects communication in art.</p>	<p>P.CX.2.1: Understand the influence of commercial design on personal aesthetics.</p> <p>P.CX.2.2: Understand how knowledge learned in other disciplines is used to solve artistic problems.</p> <p>P.CX.2.3: Understand the value of collaboration with peers to arrive at effective solutions to artistic problems.</p> <p>P.CX.2.4: Analyze how contextual relevance affects aesthetic responses to digital media.</p>	<p>A.CX.2.1: Design a portfolio to reflect personal choices and growth over time as an artist.</p> <p>A.CX.2.2: Create art using skills and knowledge learned in other disciplines.</p> <p>A.CX.2.3: Understand the collaborative relationship between the artist and the community.</p> <p>A.CX.2.4: Analyze the influence of digital media and technology on creating art.</p>
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Note: Clarifying objective numbers do not necessarily articulate across grade levels.

High School Unpacking Contextual Relevancy (What does this mean a child will know and be able to do?)**Contextual Relevancy Strand**

Contextual relevancy refers to applying knowledge of the visual arts in relation to history, culture, heritage, and other disciplines. Students understand the influence art has on society and that art may represent various societal themes and issues. They recognize the differences in art from different regions and the effect that geography and culture has on art within a particular region. Students understand how art has evolved throughout history and in different parts of the world, including the United States. Students understand connections with skills and concepts learned in art, which can be applied in other disciplines. Students connect visual arts with human experiences and understand that personal responses to art are based on personal, cultural, and historical contexts.

Essential Standards

There are two Essential Standards (CX.1) and (CX.2) in the Contextual Relevancy Strand for Visual Arts:

- **CX.1:** The first Essential Standard requires high school students to make connections between events in world history and the art ideas, movements, and cultural values that came about as a result of those events. They understand concepts of civics and economics, for example, by investigating the impact of art auctions on the art market. Students may distinguish objective visual records (such as Edward Hopper's *Nighthawks*) from art that is created based on political or personal biases (such as Francisco Goya's *The Third of May 1808*) and understand that artists have the power to influence history based on their interpretations of historical events through the creation of art. For example, students may compare Native American drawings documenting conflict with the U.S. Army to Anglo-American paintings documenting the same conflict. They identify a specific artist's philosophies based on that artist's interpretation of subject matter within a specific historical period. Students understand an artist's style is sometimes based on geographic location. For example, students may develop a map of North Carolina to show the relationship between works of art and available resources. Students develop their own unique style when creating art.
- **CX.2:** The second Essential Standard requires high school students to understand that the relationship between the visual arts and the design of goods, products, and services is symbiotic. For example, students may explain why consumer response affects design of such products as clamshell packaging, women's purses, and aluminum soda cans, and explain how the design of products affects consumer response. Students understand the significance of being able to identify products and services with unique symbols or logos. For example, students may create their own identity in the form of a personal logo. By the advanced level, students use information, media, and technology skills to create digital portfolios that record their development as artists. Students recognize and apply skills they learn in art to other content areas. For example, they may make connections of linear perspective to mathematics or of chemistry to the classification of paint pigments. Students work collaboratively to create works of art without compromising artistic integrity and without artistic plagiarism. Students analyze how conventional design principles are incorporated in technology. For example, they may compare designs in web pages, personal pages from social media, and professional profiles.

Critical Response

Essential Standard	Kindergarten	1 st Grade	2 nd Grade
CR.1: Use critical analysis to generate responses to a variety of prompts.	<p>K.CR.1.1: Identify the lines, colors, and shapes in works of art.</p> <p>K.CR.1.2: Explain personal art in terms of media and process.</p>	<p>1.CR.1.1: Use appropriate art terminology to express personal opinions about art.</p> <p>1.CR.1.2: Explain how and why personal works of art are made, focusing on media and process.</p>	<p>2.CR.1.1: Use art terminology to describe art in terms of subject and physical characteristics.</p> <p>2.CR.1.2: Evaluate personal work, while in progress and at completion.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

K – 2nd Grade Unpacking Critical Response (What does this mean a child will know and be able to do?)**Critical Response Strand**

Critical Response refers to the use of critical analysis to react, either in writing, verbally, through art, or through other modalities or combinations of modalities to art. Critical response requires the use of skills such as observing, describing, analyzing, interpreting, critiquing, judging, and evaluating personal art and the art of others. Students' responses may be personal and/or use an objective process.

As they discover the Elements of Art and Principles of Design, they understand how art can be aesthetically pleasing. Students use appropriate art terminology to describe their feelings about art, and they evaluate their own art in terms of its weaknesses and merits. They are critical of their work and of the media and processes they are using. Students use teacher-established criteria, or they develop criteria to judge specific works of art, whether it is their own art or art created by others. Students use self-critiquing to improve the quality of their art. Students make judgments about art and defend their judgments based on knowledge and reflective inquiry.

Essential Standards

There is one Essential Standard (CR.1) in the Critical Response Strand for Visual Arts:

- **CR.1:** This Essential Standard requires students to use critical analysis to respond to a variety of prompts. Students in grades K-2 talk about art using appropriate vocabulary. They discuss works of art using their knowledge of the Elements of Art, such as line, color, and shape, and they use terms such as background, foreground, and space. They describe how works of art are made in terms of media and processes used. Students evaluate their own art throughout the creation process and explain how and why personal works of art are made.

Critical Response

Essential Standard	3 rd Grade	4 th Grade	5 th Grade
CR.1: Use critical analysis to generate responses to a variety of prompts.	3.CR.1.1: Analyze art in terms of the Elements of Art and Principles of Design. 3.CR.1.2: Evaluate the compositional and expressive qualities of personal works of art	4.CR.1.1: Use visual clues to interpret the content of art. 4.CR.1.2: Critique personal art based on teacher-established criteria.	5.CR.1.1: Judge art through the application of art concepts and vocabulary. 5.CR.1.2: Critique personal art based on established criteria and expressive qualities.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

3rd – 5th Grade Unpacking Critical Response (What does this mean a child will know and be able to do?)**Critical Response Strand**

Critical Response refers to the use of critical analysis to react, either in writing, verbally, through art, or through other modalities or combinations of modalities to art. Critical response requires the use of skills, such as observing, describing, analyzing, interpreting, critiquing, judging, and evaluating personal art and the art of others. Students' responses may be personal and/or use an objective process.

As they discover the Elements of Art and Principles of Design, they understand how art can be aesthetically pleasing. Students use appropriate art terminology to describe their feelings about art, and they evaluate their own art in terms of its weaknesses and merits. They are critical of their work and of the media and processes they are using. Students use teacher-established criteria, or they develop criteria to judge specific works of art, whether it is their own art or art created by others. Students use self-critiquing to improve the quality of their art. Students make judgments about art and defend their judgments based on knowledge and reflective inquiry.

Essential Standard

There is one Essential Standard (CR.1) in the Critical Response Strand for Visual Arts:

- **CR.1:** This Essential Standard requires students to use critical analysis to respond to a variety of prompts. Students in grades 3-5 evaluate their art and the art of others using terminology from the Elements of Art and Principles of Design using criteria established by the teacher or criteria they create themselves. For example, students may generate a list of items that would suggest what might be changed in order to improve a specific piece of their own art, or they may use a teacher-developed rubric to judge their personal art. They look at the application of concepts in art and make informed statements about their judgments.

Critical Response

Essential Standard	6 th Grade	7 th Grade	8 th Grade
CR.1: Use critical analysis to generate responses to a variety of prompts.	<p>6.CR.1.1: Generate responses to art using personal preferences, prior knowledge, and relationship to self.</p> <p>6.CR.1.2: Use formative, self-evaluation strategies and results to improve the quality of art.</p>	<p>7.CR.1.1: Generate responses to art using both personal and formal criteria.</p> <p>7.CR.1.2: Implement formative and summative evaluations of personal art.</p>	<p>8.CR.1.1: Use convincing and logical arguments to respond to art.</p> <p>8.CR.1.2: Critique personal art based on identified criteria.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

6th – 8th Grade Unpacking Critical Response (What does this mean a child will know and be able to do?)**Critical Response Strand**

Critical Response refers to the use of critical analysis to react, either in writing, verbally, through art, or through other modalities or combinations of modalities to art. Critical response requires the use of skills such, as observing, describing, analyzing, interpreting, critiquing, judging, and evaluating personal art and the art of others. Students' responses may be personal and/or use an objective process.

As they discover the Elements of Art and Principles of Design, they understand how art can be aesthetically pleasing. Students use appropriate art terminology to describe their feelings about art, and they evaluate their own art in terms of its weaknesses and merits. They are critical of their work and of the media and processes they are using. Students use teacher-established criteria, or they develop criteria to judge specific works of art, whether it is their own art or art created by others. Students use self-critiquing to improve the quality of their art. Students make judgments about art and defend their judgments based on knowledge and reflective inquiry.

Essential Standard

There is one Essential Standard (CR.1) in the Critical Response Strand for Visual Arts:

- **CR.1:** This Essential Standard requires students in grades 6-8 to use various resources to evaluate works of art, including personal preferences and prior knowledge, incorporating personal and formal criteria. Students use formative assessment in their own art throughout the art making process to improve the quality of their work. For example, students may have ongoing discussions with the teacher to propose suggestions for implementing changes to improve their art; or students may select a piece of their art and write self-critiques. Students also use summative evaluations and critique their art based on identified criteria.

Critical Response

Essential Standard	Beginning	Intermediate	Proficient	Advanced
CR.1: Use critical analysis to generate responses to a variety of prompts.	<p>B.CR.1.1: Understand the art criticism process.</p> <p>B.CR.1.2: Use teacher-generated criteria to evaluate personal art.</p>	<p>I.CR.1.1: Critique art based on personal and formal criteria.</p> <p>I.CR.1.2: Critique personal art using personal or teacher-generated criteria.</p>	<p>P.CR.1.1: Differentiate between personal aesthetic response and objective critical response to art.</p> <p>P.CR.1.2: Critique personal art based on reflective inquiry.</p>	<p>A.CR.1.1: Construct convincing and logical arguments, individually and collaboratively, to defend analyses of art.</p> <p>A.CR.1.2: Critique personal portfolios using personal and teacher-generated criteria.</p>

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

High School Unpacking Critical Response (What does this mean a child will know and be able to do?)**Critical Response Strand**

Critical Response refers to the use of critical analysis to react, either in writing, verbally, through art, or through other modalities or combinations of modalities to art. Critical response requires the use of skills, such as observing, describing, analyzing, interpreting, critiquing, judging, and evaluating personal art and the art of others. Students' responses may be personal and/or use an objective process.

As they discover the Elements of Art and Principles of Design, they understand how art can be aesthetically pleasing. Students use appropriate art terminology to describe their feelings about art, and they evaluate their own art in terms of its weaknesses and merits. They are critical of their work and of the media and processes they are using. Students use teacher-established criteria, or they develop criteria to judge specific works of art, whether it is their own art or art created by others. Students use self-critiquing to improve the quality of their art. Students make judgments about art and defend their judgments based on knowledge and reflective inquiry.

Essential Standards

There is one Essential Standard (CR.1) in the Critical Response Strand for Visual Arts:

- **CR.1:** This Essential Standard requires high school students to use the art criticism process to evaluate works of art and make judgments using logical arguments that they can successfully defend. Critiques or reflections will be based on objectivity, but with personal perspectives. Students judge the content of their portfolios using criteria that they generate, as well as criteria generated by the teacher.