**TITLE 126**

**LEGISLATIVE RULE**

**BOARD OF EDUCATION**

**SERIES 44I**

**WEST VIRGINIA COLLEGE- AND CAREER-READINESS STANDARDS FOR THE ARTS (2520.9)**

**§126-44I-1. General.**

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education (WVBE) Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.9 defines the Arts content standards as required by Policy 2510.

1.2. Authority. -- W. Va. Constitution, Article XII, §2; and W. Va. Code §§18-2-5 and 18-2-9.

1.3. Filing Date. -- June 15, 2018.

1.4. Effective Date. -- July 16, 2018.

1.5. Repeal of a Former Rule. -- This legislative rule repeals and replaces W. Va. 126CSR44I, WVBE Policy 2520.9, 21st Century Dance Content Standards and Objectives for West Virginia Schools, filed March 16, 2007, and effective July 1, 2008; repeals W. Va. 126CSR44J, WVBE Policy 2520.10, 21st Century Music Education Content Standards and Objectives for West Virginia Schools, filed March 16, 2007, and effective July 1, 2008; repeals W. Va. 126CSR44K, WVBE Policy 2520.11, 21st Century Theatre Content Standards and Objectives for West Virginia Schools, filed March 16, 2007, and effective July 1, 2008; and repeals W. Va. 126CSR44L, WVBE Policy 2520.12, 21st Century Visual Art Content Standards and Objectives for West Virginia Schools, filed March 16, 2007, and effective July 1, 2008.

**§126-44I-2. Purpose.**

2.1. This rule defines the content standards for the program of study required by Policy 2510 in areas of dance, music, theatre, and visual arts.

**§126-44I-3. Incorporation by Reference.**

3.1. A copy of the West Virginia College- and Career-Readiness Standards (WVCCRS) for the arts is attached and incorporated by reference into this rule. Copies may be obtained from the Office of the Secretary of State or the West Virginia Department of Education.

**§126-44I-4. Summary of the Content Standards.**

4.1. The WVBE has the responsibility for establishing high-quality standards pertaining to all education programs (W. Va. Code §18-2-5). The content standards provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for the arts and an explanation of terms.

**§126-44I-5. Severability.**

5.1. If any provisions of this rule or the application thereof to any person or circumstances are held invalid, such invalidity shall not affect other provisions or applications of this rule

**Introduction**

WVCCRS have been developed with the goal of preparing students for a wide range of high-quality postsecondary opportunities. Specifically, college- and career-readiness refers to the knowledge, skills, and dispositions needed to be successful in higher education and/or training that lead to gainful employment. The WVCCRS establish a set of knowledge and skills that all individuals need to transition into higher education or the workplace, as both realms share many expectations. All students throughout their educational experience, should develop a full understanding of the career opportunities available, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.

WVCCRS for the Arts promote proficiency in performing a range of material or creating two or three dimensional artworks, analyzing and processing feedback, the application of verbal and non-verbal communication, and integrity in responsible collaboration with peers. Students will develop problem solving and critical thinking skills independently and collaboratively as they engage in the common domains of the arts – create, connect, explore, perform, relate, respond, and others germane to specific arts disciplines. College-and career-readiness is supported in the arts as students acquire and further develop abilities to become creators, consumers and advocates of the arts.

Committees of educators from across the state convened to revise the standards. The overarching goal was to build rigorous, relevant and challenging arts education programming that would prepare students for college- and career-readiness. West Virginia educators and representatives from higher education institutions played a key role in shaping the standards to align with research and best practice in the field of arts education. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

**Explanation of Terms**

**Domains** are the broad components that make up a content area; e.g., create, connect, explore, perform, relate, respond are domains found in all arts disciplines.

**Create** - In the arts, to create is to generate, conceptualize, and express artistic ideas and work. It can include a performance, a composition, and/or a two and three dimensional piece of art.

**Connect** - In the arts, to connect is to synthesize and relate knowledge and experiences to make art. It can include relating artistic ideas and works with societal, cultural and historical context to deepen understanding.

**Explore** - In the arts, to explore is to study, analyze, experience, describe and interpret arts disciplines.

**Perform** - In the arts, to perform is to interpret, develop and refine artistic ideas and works for presentation and study. It can include individual and group efforts.

**Relate** - In the arts, to relate is to understand the relationship of a single arts discipline to other arts disciplines, other disciplines outside the arts, and to a variety of cultures and historical periods.

**Respond** - In the arts, to respond is to perceive, interpret, and analyze artistic work giving it meaning. It can include applying criteria to evaluate artistic work.

Others specific to theatre and visual art are: Theatre - scriptwriting, acting, technical theatre, directing, and Visual Art – media, techniques and processes, elements of art and principles of design, subject matter, symbols, and Ideas, art history and diversity, reflection and analysis and multi-disciplinary connections. These content-specific domains are featured in chart form at the beginning of standards in which they appear.

**Standards** are the expectations for what students should know, understand, and be able to do; standards represent educational goals.

**Numbering of Standards**

The numbering for each standard is composed of three or four parts, each part separated by a period:

* the content area code (e.g., MU for Music).
* the grade level or high school content area,
* the course level (when applicable), and
* the standard.

Illustration: MU.K-2.1 refers to General Music, grades K-2, standard 1

MU.B.3.22 refers to Band, level III, standard 22.

**Abbreviations:**

MU – Music

VA – Visual Art

DA - Dance

TH – Theatre

The following four arts disciplines are:

**Visual Art education**

The study of visual art provides students with the skills to appreciate and create and visual art. In visual art, students explore the world of art through subject matter that centers on the student’s own environment, allowing them to express feelings and ideas using a variety of media and tools. Communication skills are developed as students discover how to communicate through art and to discuss their own creations. Technical expertise is honed as they learn to use tools properly for drawing, painting, printing, and sculpture. As they develop their artistic sensibilities, students will build upon their knowledge of the elements and principles of visual art to investigate more complex concepts of artistic design. Civic literacy is developed as subject matter expands from personal to the community, environment, nature and other cultures, and an understanding of connections between the arts and other disciplines is formed.

**General Art I – IV - Grades 9-12**

A sequential comprehensive study of visual art at the high school level, is found in General Art Levels I-II-III-IV. The standards at each level reflect what a student should know and be able to do at that level of study. Although each level is comprehensive within itself, it should serve as a pre-requisite for the next level. Domains addressed at each level are: Media, Techniques and Processes; Elements of Art and Principles of Design; Subject Matter, Symbols, and Ideas; Art History and Diversity; Reflections and Analysis; and Multi-disciplinary Connections. Regardless of grade level (i.e. 9th, 10th, 11th, or 12th), the entry level study for high school visual art should be high school General Art I.

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| **Media, Techniques and Processes** | **Elements of Art and Principles of Design** |
| * Identify media and materials used in creating art; understand processes and techniques in creating art; apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and use materials and tools in a safe and responsible manner. | * Identify selected elements and principles of design as they relate to art and the environment; understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks; apply elements of art and principles of design as they relate to problem-solving skills in the creating of art; and communicate expressive ideas that demonstrate an understanding of structures and functions in art. |
| **Subject Matter, Symbols, and Ideas** | **Art History and Diversity** |
| * Identify symbols and ideas to communicate meaning in art; determine potential content for artworks; and apply problem-solving skills when creating art relative to subject matter, symbols and ideas. | * Identify how visual art has a history and specific relationship to culture; analyze works of art that reflect different styles and time periods; and demonstrate an understanding of how history, culture, and the arts influence each other. |
| **Reflection and Analysis** | **Multi-disciplinary Connections** |
| * Identify multiple purposes for creating works of art; analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures. | * Identify characteristics of visual art and other disciplines; and analyze by comparing and contrasting connections between disciplines. |

**General Art I - Grades 9-12**

All West Virginia teachers are responsible for classroom instruction that integrates content standards and learning skills. In General Art I, students will use the artistic process to produce two- and three-dimensional artworks using a variety of media, techniques, technology, and processes. They will relate art skills and strategies to other disciplines, various cultures, major art movements, and historical periods.

**Media, Techniques and Processes**

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| VA.HS1.1 | Distinguish among a variety of two-dimensional and three-dimensional media, techniques and processes. |
| VA.HS1.2 | Communicate original and personal ideas in a variety of media, techniques, and processes to create two-dimensional and three-dimensional artworks. |
| VA.HS1.3 | Use materials, tools, and technology in a safe and responsible manner; balance experimentation and safety, freedom and responsibility while developing and creating artworks; care for and maintain materials, tools, and equipment; and discuss responsibilities that come with the freedom to create. |

**Elements of Art and Principles of Design**

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| VA.HS1.4 | Identify similarities and differences in two-dimensional and three-dimensional visual art based on the elements of art and principles of design. |
| VA.HS1.5 | Analyze design structures and functions of two-dimensional and three-dimensional artworks. |
| VA.HS1.6 | Create two-dimensional and three-dimensional artworks based on elements of art and principles of design using appropriate media, processes, and techniques to solve specific problems. |
| VA.HS1.7 | Critique art works to demonstrate an understanding of elements of art and principles of design. |

**Subject Matter, Symbols and Ideas**

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| VA.HS1.8 | Research use of content and symbols expressed in art from past and present cultures. |
| VA.HS1.9 | Employ subjects, themes, symbols, and ideas in artworks. |
| VA.HS1.10 | Use creative problem-solving to select and synthesize subjects, symbols and ideas intentionally in a personal artwork |

**Art History and Diversity**

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| VA.HS1.11 | Examine and research different styles and time periods in art history. |
| VA.HS1.12 | Reexamine the relationship of artworks to one another in terms of history and culture. |
| VA.HS1.13 | Shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. |

**Reflection and Analysis**

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| VA.HS1.14 | Investigate and analyze functions and reasons for creating a variety of types of artworks. |
| VA.HS1.15 | Use a critical process to draw comparisons between their artwork and historical or cultural artworks. |

**Multi-disciplinary Connections**

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| VA.HS1.16 | Compare and connect the creative processes used in visual arts to other disciplines. |
| VA.HS1.17 | Research and analyze another subject area to identify similarities and differences to visual art. |

**General Art II - Grades 9-12**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. In General Art II, students will extend artistic skills, critical skills, and concept development through well-defined experiences in creating, reflecting, and discussing artworks. Students will focus on compositional awareness through the proficient use of elements, principles, structures, and functions. Students will explore various aspects of the arts in the context of global cultures and historical parameters as they examine connections between other disciplines, and technologies. Students will practice responsible workplace skills and safety. They will explore career opportunities and will be introduced to the concept of portfolio development.

**Media, Techniques and Processes**

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| VA.HS2.1 | Compare a variety of two-dimensional and three-dimensional media, techniques and processes. |
| VA.HS2.2 | Create a variety of two-dimensional and three-dimensional artworks to communicate ideas and explore expressive qualities. |
| VA.HS2.3 | Use materials, tools and technology in a safe and responsible manner. |

**Elements of Art and Principles of Design**

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| VA.HS2.4 | Express personal judgments about the effectiveness of the use of the elements of art and principles of design in a variety of artworks. |
| VA.HS2.5 | Analyze and compare the use of the elements and principles of design in two-dimensional and three-dimensional artworks. |
| VA.HS2.6 | Create two-dimensional and three-dimensional artworks that use organizational principles and functions to solve specific art problems. |
| VA.HS2.7 | Use a variety of critical methods to evaluate the effectiveness of artworks in terms of organizational structures and functions. |

**Subject Matter, Symbols and Ideas**

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| VA.HS2.8 | Reflect on how artworks differ visually, spatially, intellectually, and functionally, and describe how these differences are a result of historical and cultural context. |
| VA.HS2.9 | Use subjects, themes, symbols, and ideas to communicate intended meaning in artworks. |
| VA.HS2.10 | Apply creative problem-solving and analogical thinking to visual communication skills. |

**Art History and Diversity**

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| VA.HS2.11 | Categorize historical or cultural contexts of artworks through characteristics and purposes. |
| VA.HS2.12 | Differentiate meaning and style of specific art objects within various cultures, times and places. |
| VA.HS2.13 | Demonstrate in their own artwork a relationship to history, aesthetics, and culture. |

**Reflection and Analysis**

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| VA.HS2.14 | Identify the purpose for creating and maintaining a portfolio and develop criteria for a personal portfolio. |
| VA.HS2.15 | Analyze and assesses different genres of artwork emphasizing cultural viewpoints. |
| VA.HS2.16 | Use criteria for evaluating their own work and the work of various periods and different cultures. |

**Multi-disciplinary Connections**

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| VA.HS2.17 | Select and compare artwork using specific historical issues or themes related to other subject areas. |
| VA.HS2.18 | Apply creative problem-solving techniques to produce a multi-disciplinary artwork. |

**General Art III - Grades 9-12**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. In General Art II, students will build on previous standards with a more in-depth approach. Students will analyze and respond to art from various global cultures visually, verbally, and in written form. Students will examine and relate various themes and purposes of art forms to the total educational process. They will study art history, criticism, and aesthetics in relation to individually selected artworks and will develop a personal philosophy of art. Students will develop portfolios which include products and critiques, and other reflective work as they develop a personal style.

**Media, Techniques and Processes**

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| VA.HS3.1 | Select and defend choices pertaining to media, techniques, and processes in the discussion and creation of artworks. |
| VA.HS3.2 | Apply problem solving skills to create two-dimensional and three-dimensional artworks in a variety of media developing a personal style. |
| VA.HS3.3 | Create and prepare two-dimensional and three-dimensional works for inclusion in an exhibition and/or portfolio. |
| VA.HS3.4 | Use materials, tools, and technology in a safe and responsible manner. |

**Elements of Art and Principles of Design**

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| VA.HS3.5 | Explain personal choices in the use of art elements and principles of design in own artworks. |
| VA.HS3.6 | Compare and contrast own work with other artwork in terms of the art elements and principles of design in oral or written form. |
| VA.HS3.7 | Create multiple solutions through preliminary work to solve assigned problems in structures and functions. |
| VA.HS3.8 | Communicate expressive ideas in artworks that demonstrates an understanding of structures and functions for inclusion in a portfolio. |

**Subject Matter, Symbols and Ideas**

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| VA.HS3.9 | Evaluate and summarize symbolism used in the works of various artists. |
| VA.HS3.10 | Develop themes, symbolism and ideas in relation to life experiences and/or perceptions when creating artwork. |
| VA.HS3.11 | Apply problem-solving skills to choose subject matter, symbols and ideas for own artwork. |

**Art History and Diversity**

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| VA.HS3.12 | Define and assess themes in visual art common to various cultures throughout history. |
| VA.HS3.13 | Analyze how themes common to various cultures influence the creation of art. |
| VA.HS3.14 | Create artwork that reflect common themes from various cultures past or present. |

**Reflection and Analysis**

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| VA.HS3.15 | Determine multiple functions of art. |
| VA.HS3.16 | Use frameworks for understanding contemporary and historic meanings in art addressing a variety of eras and cultures (e.g. timeline, graphic organizers). |
| VA.HS3.17 | Participate in self-critique and group critique in the context of a variety of eras and cultures. |

**Multi-disciplinary Connections**

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| VA.HS3.18 | Categorize characteristics of visual art used in other disciplines. |
| VA.HS3.19 | Compare the materials, technologies, media and processes of visual art with those of other disciplines. |

**General Art IV - Grades 9-12**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. In General Art IV, students will develop and clarify their philosophy of art and art making through in-depth explorations with media, techniques and processes. Students will expand and refine a portfolio reflecting a broad base of global and personal knowledge in the arts. Students will participate in planning and installing an exhibition.

**Media, Techniques and Processes**

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| VA.HS4.1 | Appraise and explain personal choices of materials and techniques in portfolio work based on an understanding of the traditions of the media. |
| VA.HS4.2 | Communicate personal ideas effectively in two-dimensional and three-dimensional media. |
| VA.HS4.3 | Use materials, tools, and technology in a safe and responsible manner. |

**Elements of Art and Principles of Design**

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| VA.HS4.4 | Analyze selected elements and principles of design as they relate to art and the environment. |
| VA.HS4.5 | Appraise viewpoints written about famous artworks in terms of elements of art and principles of design applied to two-dimensional and three-dimensional artworks. |
| VA.HS4.6 | Define the use of the elements of art and principles of design using multiple solutions in preliminary work that solve assigned problems for inclusion in a portfolio. |
| VA.HS4.7 | Convey expressive ideas in artwork which demonstrate structures and functions in art. |

**Subject Matter, Symbols and Ideas**

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| VA.HS4.8 | Probe how artists have used subject matter and symbolism in their work. |
| VA.HS4.9 | Evaluate the influences of artists and others on their own work. |
| VA.HS4.10 | Use problem-solving skills to develop specific themes and ideas in the creation of artwork. |

**Art History and Diversity**

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| VA.HS4.11 | Research meaning of artworks across time and various cultures. |
| VA.HS4.12 | Analyze aesthetic viewpoints observed in a variety of artworks throughout history and cultures (e.g. emotionalism, formalism, and imitation). |
| VA.HS4.13 | Use critical models to interpret the meaning of artworks across time and a variety of cultures. |

**Reflection and Analysis**

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| VA.HS4.14 | Compare the work of critics, historians, aestheticians and artists. |
| VA.HS4.15 | Describe their own artworks and be able to compare it to a variety of artists’ works from various eras and cultures. |
| VA.HS4.16 | Review and explain the content of portfolios or exhibits in terms of ideas, attitudes, reflective critiques, and statement of intent. |
| VA.HS4.17 | Write a personal statement about their art for inclusion in their portfolio. |

**Multi-disciplinary Connections**

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| VA.HS4.18 | Compare and contrast the materials, technologies, media and processes of the visual art with those of other disciplines. |

**Studio Art - Levels I – II - Grades 9-12**

Studio Art as elective classes embrace more in-depth study, process and product in creating and producing visual art. Moving from the instructional approach of the classroom to the philosophical independent thought of the studio, the student must come to the class with a solid foundation in advanced visual art skills and a mindset of abstract conceptualizing. Foundation classes such as Art I are strongly recommended and teacher recommendation is encouraged. Expectations encompass: proficient and advanced levels of craftsmanship; knowledge of visual art careers and professions; and an anticipated participation in a field experience. The use and knowledge of current and relative technology; an understanding of traditional, contemporary and related visual art vocabulary plus the safe, responsible use and care of equipment and materials are givens.

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| **Media, Techniques and Processes** | **Elements of Art and Principles of Design** |
| * Explore media and materials used in the creative process; Demonstrate problem-solving skills in creating two-dimensional and three-dimensional works of art; and use materials and tools in a safe and responsible manner. | * Explore the elements of art and principles of design using the creative process as they relate to art and the environment: demonstrate the use of the elements of art and principles of design as they relate to problem-solving skills in the creative process; and communicate expressive ideas that synthesize an understanding of structures and functions in art. |
| **Subject Matter, Symbols, and Ideas** | **Art History and Diversity** |
| * Identify symbols and ideas to communicate meaning in art; determine potential content for artworks; and apply problem-solving skills when creating art relative to subject matter, symbols and ideas. | * Explore how visual art has a history and specific relationship to culture; analyze works of art that reflect different styles and time periods; and demonstrate an understanding of how history, culture, and the arts influence each other. |
| **Reflection and Analysis** | **Multi-disciplinary Connections** |
| * Identify multiple purposes for creating works of art; analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and articulate a variety of individual responses to their artworks and to artworks from various eras and cultures. | * Identify characteristics of visual art and other disciplines; and analyze by comparing and contrasting connections between disciplines. |

**Studio Art - Level I**

All West Virginia teachers are responsible for classroom instruction that integrates content standards,learning skills**,** and technology. . Students enrolled in Studio Art I electives will be provided in-depth study in selected media, techniques, and processes. Students will choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions to plan the making of multiple works of art and design based on a theme. Students will hypothesize ideas and plans for creating art and design that can affect social change.

**Media, Techniques and Processes**

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| VA.SA1.1 | Demonstrate knowledge of the terminology related to the media, processes and techniques. |
| VA.SA1.2 | Demonstrate an understanding of techniques, and processes related to the media. |
| VA.SA1.3 | Use problem-solving skills to explore techniques, and processes in creating two-dimensional and three-dimensional works of art. |
| VA.SA1.4 | Use materials and tools in a safe and responsible manner. |

**Elements and Principles of the Creative Process**

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| VA.SA1.5 | Identify the elements of art and principles of design in artworks of the media. |
| VA.SA1.6 | Analyze the character of the elements of art and principles of design in artworks in the media. |
| VA.SA1.7 | Create artworks that use organizational principles and functions to solve specific problems. |
| VA.SA1.8 | Create artwork demonstrating an understanding of the structures and functions in art. |

**Subject Matter, Symbols and Ideas**

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| VA.SA1.9 | Explore subject matter, themes and motifs related to the studio area from past and present cultures. |
| VA.SA1.10 | Assess the significance of historical subject matter, themes and motifs. |
| VA.SA1.11 | Use problem solving skills to explore subject matter, symbols, and ideas as content for art works |
| VA.SA1.12 | Produce artworks with subject matter, themes and motifs related to the media from past and present cultures. |

**Art History and Diversity**

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| VA.SA1.13 | Identify the meanings, functions, and uses of specific art in the media from a variety of past and present cultures. |
| VA.SA1.14 | Explore themes and motifs from various cultures from past history. |
| VA.SA1.15 | Create artworks influenced by past history and culture in the media. |

**Reflection and Analysis**

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| VA.SA1.16 | Explore the context and purpose for creating specific works in the media. |
| VA.SA1.17 | Compare a variety of artworks from different historical and cultural viewpoints. |
| VA.SA1.18 | Create artwork and participate in critiques of personal and peer group artworks considering cultural and historical influences. |

**Multidisciplinary Connections**

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| VA.SA1.19 | Compare the materials, technologies, media, and processes of the studio area with those of other creative disciplines. |
| VA.SA1.20 | Explore connections between arts disciplines influenced by historical events, and developments in science, and cultural ideas or issues. |

**Studio Art - Level II**

All West Virginia teachers are responsible for classroom instruction that integrates content standards,learning skills**,** and technology. Students enrolled in Studio Art II electives will be provided advanced in-depth study of selected media, techniques, and processes. The advanced level classes require Studio Art I prerequisites. Students will choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions to plan the making of multiple works of art and design based on a theme. Students will hypothesize ideas and plans for creating art and design that can affect social change.

**Media, Techniques and Processes**

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| VA.SA2.1 | Demonstrate knowledge of skills, processes and techniques in the creation of artworks. |
| VA.SA2.2 | Use problem-solving skills in the application of media techniques and processes to communicate ideas and expressive qualities. |
| VA.SA2.3 | Use materials and tools in a safe and responsible manner. |

**Elements and Principles of the Creative Process**

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| VA.SA2.4 | Identify elements of art and principles of design in artwork of the media from a variety of cultures and artists. |
| VA.SA2.5 | Compare the use of the elements and principles of design in artworks  of the media from a variety of cultures and artists. |
| VA.SA2.6 | Use multiple solutions exploring organizational principles and functions to solve specific problems. |
| VA.SA2.7 | Create artwork using structures and functions of art to express ideas or concepts. |

**Subject Matter, Symbols and Ideas**

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| VA.SA2.8 | Research subject matter, themes and motifs related to the studio area from past and present cultures. |
| VA.SA2.9 | Differentiate specific subject matter, themes and motifs in terms of aesthetics. |
| VA.SA2.10 | Apply problem solving skills to explore subject matter, themes and motifs related to the media from past and present cultures. |
| VA.SA2.11 | Create artworks with subject matter, themes and motifs related to the media from contemporary society. |

**Art History and Diversity**

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| VA.SA2.12 | Research the meanings, functions, and uses of specific art in the media from various past and present cultures. |
| VA.SA2.13 | Compare and contrast themes and motifs from various cultures in present time. |
| VA.SA2.14 | Create artworks reflecting contemporary issues and cultural influences. |

**Reflection and Analysis**

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| VA.SA2.15 | Probe the context and motivation for creating specific works in the media. |
| VA.SA2.16 | Evaluate a variety of artworks in the media from different historical and cultural viewpoints. |
| VA.SA2.17 | Create and select through group and self-critiques works for inclusion in an exhibition or portfolio. |

**Multidisciplinary Connections**

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| VA.SA2.18 | Incorporate influences of materials, technologies, media, and processes of another creative discipline into their artwork. |
| VA.SA2.19 | Create artworks demonstrating connections between historical events, developments in science, and cultural issues that are influenced by visual art. |

**Art History, Appreciation and Aesthetics (Grades 9 – 12)**

Students in Grades 9-12 will select/describe, analyze, interpret/translate and evaluate cultural and multi-cultural influences on the arts, including social, political, economic, functional and aesthetic considerations. Students will develop a variety of critical analyses and examine different philosophies and viewpoints. Students’ experiences with art media within its historical context will connect selected artwork to the artist’s process. Products and/or presentations relate cognitive learning to artistic practices. Knowledge of related careers in the fields of art history and aesthetics are covered as well as the application of technology to assist learning.

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| **Media, Techniques and Processes** | **Elements of Art and Principles of Design** |
| * Identify media and materials used in creating art; understand processes and techniques in creating art; apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and use materials and tools in a safe and responsible manner. | * Identify selected elements and principles of design as they relate to art and the environment; understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks; apply elements of art and principles of design as they relate to problem-solving skills in the creating of art; and communicate expressive ideas that demonstrate an understanding of structures and functions in art. |
| **Subject Matter, Symbols, and Ideas** | **Art History and Diversity** |
| * Identify symbols and ideas to communicate meaning in art; determine potential content for artworks; and apply problem-solving skills when creating art relative to subject matter, symbols and ideas. | * Identify how visual art has a history and specific relationship to culture; analyze works of art that reflect different styles and time periods; and demonstrate an understanding of how history, culture, and the arts influence each other. |
| **Reflection and Analysis** | **Multi-disciplinary Connections** |
| * Identify multiple purposes for creating works of art; analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures. | * Identify characteristics of visual art and other disciplines; and analyze by comparing and contrasting connections between disciplines. |

**Media, Techniques and Processes**

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| VA.HAA.1 | Select/describe various styles, techniques, and media in works of art. |
| VA.HAA.2 | Use in a safe and responsible manner, media, techniques and processes in relation to artwork studied. |
| VA.HAA.3 | Examine and classify media and processes of artists throughout history. |

**Elements of Art and Principles of Design**

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| VA.HAA.4 | Describe the elements of art and principles of design used across the cultures and time periods. |
| VA.HAA.5 | Evaluate how the elements of art and principles of design are integrated in two- and three-dimensional art across cultures and time period. |
| VA.HAA.6 | Research information concerning a variety of artists’ applications of the elements of art and principles of design. |
| VA.HAA.7 | Articulate out how the structures and functions of art are communicated in various cultures throughout history. |

**Subject Matter, Symbols and Ideas**

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| --- | --- |
| VA.HAA.8 | Identify and compare a variety of cultural influences on art. (e.g., economic, political, religious). |
| VA.HAA.9 | Recognize symbols, issues, and themes related to artworks of varied time periods. |
| VA.HAA.10 | Compare and contrast aesthetic expression in terms of both form and content. |
| VA.HAA.11 | Explain the process of how artists find subject matter, and ideas in creating art. |

**Art History and Diversity**

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| --- | --- |
| VA.HAA.12 | Analyze the historical influences on contemporary art. |
| VA.HAA.13 | Research styles and/or periods of art and summarize or reconstruct as a product or presentation. |
| VA.HAA.14 | Explain that artistic forms can be indicators of social/religious beliefs. |

**Reflection and Analysis**

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| VA.HAA.15 | Analyze the purposes of criticism in a variety of written or oral forms. |
| VA.HAA.16 | Compare artists, styles, techniques, and their influences within a given time period using a critical process. |
| VA.HAA.17 | Develop criteria for critiques about artists, styles, movements, aesthetics and concepts. |

**Multidisciplinary Connections**

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| --- | --- |
| VA.HAA.18 | Explore art history and its relationships to other disciplines. |