

Visual Arts Course Of Study

(Adopted August 2017)

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DIOCESE OF TOLEDO PHILOSOPHY OF EDUCATION

“The duty of human perfection, like the whole universe, has been renewed, recast, supernaturalized, in the Kingdom of God. It is a truly Christian duty to grow... and to make one’s talents bear fruit...It is a part of the essentially Catholic vision to look upon the world as maturing--not only in each individual or in each nation, but in the whole human race.”

(Teilhard de Chardin, The Divine Milieu)

The schools of the Catholic Diocese of Toledo assist parents in preparing their youngsters to assume their Christian vocation. The schools enable youngsters to perfect and grow in the knowledge, skills, values and attitudes to which they are called by Jesus Christ. This vocation begins and grows as each member hears the message of the Gospel, seeks to achieve a personal relationship with Jesus Christ and shares in a commitment of love and service of God and others in order to transform self and society.

Catholic education in the Toledo Diocesan schools is intended to make students become people of faith who can experience--inside and outside the school setting--learning and living in the light of this faith commitment. Students are instructed in human knowledge and skills in order to best relate human culture to God’s plan for His evolving creation. Religious education, i.e., instruction in truths and development of values, is of primary concern. This religious education serves as the basis by which students can integrate their experiences of learning and living at each stage of their development.

This integration thrives in a thoroughly Christian atmosphere where faculties and staffs share and demonstrate in their professional and private lives this same commitment to personal perfection and growth in Jesus Christ.

Toledo Diocesan schools enable students to extend their personal faith commitment through prayer and by serving others. Together with faculty and staff, students participate in liturgical activities that foster community. Students explore ways to meet the challenges of tensions and conflicts that occur in community, especially in peacemaking and the achievement of justice. Gospel values impel students to a special concern for all who suffer any disadvantage. Students are enabled to commit themselves to the public interest by developing the skills and talents needed to contribute to the life of the nation.

This experience of integrating learning and living a commitment of faith is a reason for hope. It is the duty of the schools of the Diocese of Toledo to continually explore and rekindle hope for the future in the light of the present reality of the universe. Engaging our members—and the community-at-large--in a search for growth and perfection is our never-ending obligation. Our ultimate goal is union with Jesus Christ, “the way, the truth and the life.

ART PROGRAM PHILOSOPHY

People are created in the likeness of God. They need to create. Art, especially, promotes the expression of this desire. Art education plays an important role in forming a curriculum to serve every individual in total development.

Instruction in art is integral to a comprehensive educational program. It is neither trivial nor an expendable activity. It must be fundamental not accidental. Art education is crucial to quality learning and teaching.

Art education stimulates, develops, and refines the higher-order and critical thinking skills of problem solving, analysis, synthesis, evaluation and decision-making. It improves communication and develops the ability to interpret and understand complex symbols in the same manner as language or mathematics.

Art education plays a central role in fostering creativity, developing imagination, enabling students to envision alternative possibilities. Art creates a capacity for experiencing the sense of the “moment,” shaking up the consciousness and inspiring innovation.

Because art education develops a diverse range of cognitive abilities, it promotes student achievement across disciplines by fostering the development of spatial, mathematical, logical and physical abilities.

Through art, cultures express their values and beliefs. Art is fundamental to communicating and helping people understand themselves and others.

Art education encourages creativity, individuality, and lifelong learning through a wide range of media dimensions and technologies.

The implementation of the Art Course of Studies will enhance excellence in education by nurturing the intellectual, physical, social and emotional development of all students.

PROGRAM GOALS

- A. To foster expression through creating works using the elements and principles of art and design.
- B. To enable students to develop confidence in their ability to produce and appreciate works of art.
- C. To introduce exploration of the visual arts through a wide range of media, dimensions and technologies.
- D. To foster respect and sensitive response to works of art.
- E. To respond to works of art using art vocabulary.
- F. To enable students to recognize art as a form of visual communication.
- G. To become aware of how social groups and cultures, both past and present, express their values through visual art forms.
- H. To develop an appreciation for the how the visual arts are intertwined with the history of the Catholic Church.

Visual Art Standards

Grades 3-5

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| ENDURING UNDERSTANDINGS | <p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.</p> |
| PROGRESS POINTS | <p>The student will at the appropriate developmental level:</p> <ul style="list-style-type: none">A. Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities.B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.D. Express personal responses to artistic works giving reasons for their interpretations and preferences.E. Provide and use feedback to improve and refine their artworks. |

| LEARNING PROCESSES | PERCEIVING/KNOWING (PE) | PRODUCING/PERFORMING (PR) | RESPONDING/REFLECTING (RE) |
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| Content Statements 3 | 1PE Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras. 2PE Identify the relationships between and among selected elements and principles of art and design. 3PE Use historical and cultural artworks to answer questions about daily life. 4PE Recognize selected artists who contributed to the cultural heritages of the people of the United States. 5PE Provide examples of how we encounter art and artists in everyday life. 6PE Recognize and identify choices that give meaning to a personal work of art. 7RE <i>Recognize the importance of works of art in the Catholic church.</i> | 1PR Demonstrate skill and expression in the use of art techniques and processes. 2PR Use appropriate visual art vocabulary during artmaking processes. 3PR Find and solve problems of personal relevance and interest when developing artmaking ideas. 4PR Create artworks that demonstrate awareness of two- and three-dimensional space. 5PR Show increasing attention to the nuances of elements and principles of design when creating personal works of art. 6PR Collaborate with others to create a work of art that addresses an interdisciplinary theme. | 1RE Examine and describe how art and design principles are used by artists to create visual effects. 2RE Select an object and explain reasons why they think it is a work of art. 3RE Compare and contrast their opinions of a work of art with those of their peers. 4RE Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions. 5RE Use feedback and self-assessment to improve the quality of personal artworks. |
| Content Statements 4 | 1PE Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines. 2PE Notice and describe different visual effects resulting from artmaking techniques. 3PE Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods. 4PE Identify and describe how artists from various cultural and ethnic groups have impacted Ohio's history. 5PE Link ideas in and design of works of art to the emotions and moods expressed in them. 6PE Identify and name the sources for artmaking ideas (e.g., self, environment and other people). 8RE <i>Recognize the importance of works of art in the Catholic church.</i> | 1PR Identify, select and vary art materials, tools and processes to achieve desired results in their artwork. 2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning. 3PR Generate ideas and employ a variety of strategies to solve visual problems. 4PR Demonstrate motivation, independence and persistence during studio practices to complete artworks. 5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art. 6PR Demonstrate technical skill through the integration of common processes and topics from other subject areas. 7PR <i>Engage in art making that reflects religious and/or liturgical references.</i> | 1RE Identify qualities that contribute to the design and meaning of their artworks and the works of others. 2RE Develop and share their ideas, beliefs and values about art. 3RE Recognize and describe the relationship of artworks to their social and cultural contexts. 4RE Generate criteria for discussing and assessing works of art. 5RE Refer to criteria and use art vocabulary when discussing and judging the quality of artworks. 6RE Give and use constructive feedback to produce artworks that achieve learning goals. |
| LEARNING PROCESSES | PERCEIVING/KNOWING (PE) | PRODUCING/PERFORMING (PR) | RESPONDING/REFLECTING (RE) |

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| <p>Content Statements</p> <p>5</p> | <p>1PE Understand that the context of an art object has an effect on how that object is perceived.</p> <p>2PE Identify and communicate how historical and cultural contexts influence ideas that inform artists.</p> <p>3PE Investigate the role of cultural objects in our everyday environment.</p> <p>4PE Compare and contrast how form and style are influenced by social, environmental and political views in artworks.</p> <p>5PE Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works.</p> <p>6PE Select and access contemporary digital tools media arts to investigate ideas and inform artmaking.</p> <p>8RE Recognize the importance of works of art in the Catholic church.</p> | <p>1PR Integrate observational and technical skills to strengthen artmaking.</p> <p>2PR Use digital tools to explore ideas, create and refine works of art during the artmaking process.</p> <p>3PR Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.</p> <p>4PR Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.</p> <p>5PR During collaborative artmaking experiences, demonstrate respect and support for peer ideas and creativity.</p> <p>7PR Engage in artmaking that reflects religious and/or liturgical references.</p> | <p>1RE Apply reasoning skills to analyze and interpret the meaning in artworks.</p> <p>2RE Describe how personal experiences can influence artistic preferences.</p> <p>3RE Explain the reasons and value of documenting and preserving works of art and art objects in some cultures.</p> <p>4RE Communicate how personal artistic decisions are influenced by social, environmental and political views.</p> <p>5RE Express what was learned and the challenges that remain when assessing their artworks.</p> <p>6RE Use criteria to assess works of art individually and collaboratively.</p> |
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Visual Art Standards

Grades 6-8

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| ENDURING UNDERSTANDINGS | <p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.</p> <p>Critical & Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.</p> |
| PROGRESS POINTS | <p>The student will at the appropriate developmental level:</p> <ul style="list-style-type: none">A. Recognize that examining the artistic works of others leads to understanding about cultural traditions, history, politics and their world.B. Describe, interpret and evaluate artworks empathizing with and challenging the opinions of others.C. Select, manipulate and refine arts concepts and processes to produce artworks that visually communicate their experiences, ideas and viewpoints.D. Develop and use criteria for making judgments about artworks and visual imagery and use descriptive language when talking and writing about works of art.E. Connect the content of visual artworks to interdisciplinary concepts, issues and themes. |

| LEARNING PROCESSES | PERCEIVING/KNOWING (PE) | PRODUCING/PERFORMING (PR) | RESPONDING/REFLECTING (RE) |
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| Content Statements 6 | <p>1PE Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.</p> <p>2PE Discover and articulate how the media forms of the day use art and images to communicate messages and meaning.</p> <p>3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.</p> <p>4PE Connect selected ideas, concepts and processes used in visual art with those used in other academic disciplines.</p> <p>5PE Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.</p> <p>6RE Recognize the importance of works of art in the Catholic church.</p> | <p>1PR Demonstrate technical skill and craftsmanship in the use of materials, tools and technology to solve an artistic problem.</p> <p>2PR Experiment with a variety of techniques and working methods when creating an original work of art.</p> <p>3PR Generate ideas and engage in thoughtful planning when solving a visual art problem.</p> <p>4PR Transform perceptions and processes into two- and three-dimensional artworks.</p> <p>5PR Engage in visual problems of personal or social relevance showing focus and persistence to complete the task.</p> <p>6PR Integrate elements of art and design to solve interdisciplinary problem.</p> <p>7PR Engage in artmaking that reflects religious and/or liturgical references.</p> | <p>1RE Explain what makes an object a work of art using a range of criteria.</p> <p>2RE Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary.</p> <p>3RE Explore and discuss how aspects of culture influence ritual and social artwork.</p> <p>4RE Defend artistic decisions using appropriate visual art vocabulary.</p> <p>5RE Assess personal progress to improve craftsmanship and refine and complete works of art.</p> <p>6RE Develop and use criteria for self-assessment and to select and organize artworks for a portfolio.</p> |
| 7 | <p>1PE Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter.</p> <p>2PE Identify professions that use artistic skills and problem-solving.</p> <p>3PE Identify sources of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.</p> <p>4PE Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.</p> <p>5PE Examine designed objects and identify the processes and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning.</p> <p>6PE Connect various art forms to their social, cultural or political purposes and include regional examples.</p> <p>7RE Recognize the importance of works of art in the Catholic church.</p> | <p>1PR Improve craftsmanship and refine ideas in response to feedback.</p> <p>2PR Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.</p> <p>3PR Represent depth and volume in their two-dimensional works of art.</p> <p>4PR Apply art and design principles in the construction of three-dimensional artworks.</p> <p>5PR Create a work of art in collaboration with others to address a social or cultural issue.</p> <p>6PR Demonstrate understanding of visual literacy, illustration and graphic communication.</p> <p>7PR Engage in artmaking that reflects religious and/or liturgical references.</p> | <p>1RE Speculate about an artist's intentions and message in a work using relevant references to the work.</p> <p>2RE Compare and contrast diverse viewpoints about works of art.</p> <p>3RE Interpret selected artworks and synthesize their interpretations with the interpretations of others.</p> <p>4RE Classify and categorize examples of artworks from various eras and cultures.</p> <p>5RE Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people's lives.</p> <p>6RE Develop and use criteria to guide reflection and assessment of selected personal artworks.</p> <p>7RE Assess one's own work and working process and the work of others in relation to criteria and standards.</p> |

| LEARNING PROCESSES | PERCEIVING/KNOWING (PE) | PRODUCING/PERFORMING (PR) | RESPONDING/REFLECTING (RE) |
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| Content Statements 8 | 1PE Identify how an artist's choice of media relates to the ideas and images in the work. 2PE Develop awareness and articulate various functions of art. 3PE Connect science and technology with the development of art in various cultures. 4PE Understand how social, cultural and political factors affect what contemporary artists and designers create. 5PE Discover how culture, age, gender and background influence audience perception of art. 6PE Identify professions that use artistic and problem-solving skills. 7RE <i>Recognize the importance of works of art in the Catholic church.</i> | 1PR Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art. 2PR Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks. 3PR Use critical thinking and visual literacy to communicate a specific idea. 4PR Present personal artworks that show competence in the use of art elements to create meanings and effects. 5PR Collaborate to create a thematic work that combines visual art with other arts disciplines. 6PR <i>Engage in artmaking that reflects religious and/or liturgical references.</i> | 1RE Examine various qualities in artworks to understand how an artist's choice of media relates to the images and ideas in the work. 2RE Explain and defend their artistic decisions using visual art vocabulary. 3RE Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior. 4RE Recognize how public discussion can affect beliefs about the nature and value of art. 5RE Identify professions that use art and design, and explore the relationship between art, technology and industry. 6RE Develop and apply criteria to assess personal works for content and craftsmanship. |

Visual Art Standards

Grades 9-12

ENDURING UNDERSTANDINGS

Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.

Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

PROGRESS POINTS

The student will:

- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
- F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.
- G. Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
- H. Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.

| LEARNING PROCESSES | PERCEIVING/KNOWING (PE) | PRODUCING/PERFORMING (PR) | RESPONDING/REFLECTING (RE) |
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| <p>Achievement Level</p> <p>Content Statements</p> <p>HS Beginning</p> | <p>1PE Examine and articulate the effects of context on visual imagery.</p> <p>2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.</p> <p>3PE Identify the relationship between community or cultural values and trends in visual art.</p> <p>4PE Identify the factors that influence the work of individual artists.</p> <p>5PE Describe the role of technology as a visual art medium.</p> <p>6PE Describe the decisions made in the design of everyday objects.</p> <p>7RE <i>Explain the importance of works of art in the Catholic church</i></p> | <p>1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.</p> <p>3PR Explore multiple solutions to visual art problems through preparatory work.</p> <p>4PR Establish the appropriate levels of craftsmanship when completing artworks.</p> <p>5PR Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.</p> <p>6PR Identify and apply visual literacy as a means to create images that are personally expressive.</p> <p>7PR <i>Engage in artmaking that reflects religious and/or liturgical references.</i></p> | <p>1RE Explore various methods of art criticism in responding to artworks.</p> <p>2RE Identify assessment practices to manage, monitor and document their learning.</p> <p>3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.</p> <p>4RE Investigate the role of innovative technologies in the creation and composition of new media imagery.</p> <p>5RE Identify and explain one or more theories of aesthetics and visual culture.</p> <p>6RE Identify various venues for viewing works of art.</p> <p>7RE Recognize and articulate the importance of lifelong involvement and advocacy in the arts.</p> |

| LEARNING PROCESSES | PERCEIVING/KNOWING (PE) | PRODUCING/PERFORMING (PR) | RESPONDING/REFLECTING (RE) |
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| <p>Achievement Level</p> <p>Content Statements</p> <p>HS Intermediate</p> | <p>1PE Examine the context details of visual imagery and explain the social and cultural influences on the images.</p> <p>2PE Describe sources visual artists use to generate ideas for artworks.</p> <p>3PE Explore the relationship between community or cultural values and trends in visual art.</p> <p>4PE Analyze the work of individual artists and explain how they are influenced by cultural factors.</p> <p>5PE Explore the application of technology to the production of visual artworks.</p> <p>6PE Connect processes and decisions made in the design of everyday objects, environments, and communications</p> <p>7RE <i>Explain the importance of works of art in the Catholic church.</i></p> | <p>1PR Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.</p> <p>2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.</p> <p>3PR Generate a variety of solutions to visual arts problems through preparatory work.</p> <p>4PR Establish and apply appropriate levels of craftsmanship to complete artworks.</p> <p>5PR Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.</p> <p>6PR Incorporate visual literacy as a means to create images that advance individual expression and communication.</p> <p>7PR <i>Engage in artmaking that reflects religious and/or liturgical references.</i></p> | <p>1RE Apply methods of art criticism when discussing selected works of art.</p> <p>2RE Apply assessment practices to revise and improve their artworks and to document their learning.</p> <p>3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.</p> <p>4RE Explain the role of innovative technologies in the creation and composition of new media imagery.</p> <p>5RE Compare and contrast various theories of aesthetics and visual culture.</p> <p>6RE Identify the challenges various venues present to the creation of works of art.</p> <p>7RE Explore and discuss opportunities for lifelong involvement and advocacy in the arts.</p> |

| LEARNING PROCESSES | PERCEIVING/KNOWING (PE) | PRODUCING/PERFORMING (PR) | RESPONDING/REFLECTING (RE) |
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| Achievement Level Content Statements HS Accelerated | 1PE Analyze interdisciplinary connections that influence social and cultural contexts of visual imagery. 2PE Analyze and explain the factors that influence artworks. 3PE Compare and contrast the styles in artworks by artists of different cultures and historical trends. 4PE Explain how individual artists impact cultural developments. 5PE Investigate the influence of technology on visual art and its effects on their own works. 6PE Identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications. 7RE <i>Explain the importance of works of art in the Catholic church.</i> | 1PR Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination. 2PR Make informed choices in the selection of materials and techniques that relate to solving a visual problem. 3PR Solve visual art problems that demonstrate skill, imagination and observation. 4PR Prepare artworks for display that demonstrate high levels of craftsmanship. 5PR Explore and expand on personal art applications through the use of available digital tools, innovative technologies and media arts. 6PR Expand visual literacy as a means to create images that advance individual expression and communication. 7PR <i>Engage in artmaking that reflects religious and/or liturgical references.</i> | 1RE Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts. 2RE Practice self-assessment to understand their progress and prioritize steps for improvement. 3RE Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology. 4RE Respond to critical questions about the meaning and influence of new media imagery in our culture. 5RE Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture. 6RE Explain how a response to a work of art is affected by the context in which it is viewed. 7RE Investigate and plan strategies for lifelong involvement and advocacy in the arts. |

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| <p>Achievement Level</p> <p>Content Statements</p> <p>HS</p> <p>Advanced</p> | <p>1PE Interpret social and cultural contexts to develop personal meaning in visual imagery.</p> <p>2PE Interpret and evaluate the way a theme or meaning in an artwork expresses the social, political or cultural context.</p> <p>3PE Compare and contrast universal themes and sociopolitical issues in artworks from different cultures and historical periods.</p> <p>4PE Demonstrate the ability to form and defend judgments regarding the relationships between artists and culture.</p> <p>5PE Envision and explain how technology can impact visual art and literacy.</p> <p>6PE Apply self-direction, independence and a purposed approach when defining and solving a visual design problem.</p> <p>7RE <i>Explain the importance of works of art in the Catholic church.</i></p> | <p>1PR Demonstrate advanced technical skills and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>2PR Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</p> <p>3PR Contribute to a portfolio of works that demonstrates technical skill, a range of media and various original solutions to visual art problems.</p> <p>4PR Select, organize and prepare artworks for exhibition.</p> <p>5PR Create original artworks that demonstrate the ability to select, use and vary available digital tools and innovative technologies.</p> <p>6PR Visually express complex concepts and meaning in their artworks.</p> <p>7PR <i>Engage in art making that reflects religious and/or liturgical references.</i></p> | <p>1RE Apply art criticism methods and inquiry skills as viewer, critic and consumer of visual images produced by new media and media arts.</p> <p>2RE Apply assessment practices to select, organize and present personal artworks that document their understanding of visual art and literacy concepts.</p> <p>3RE Apply inquiry and analytic processes when viewing, judging and consuming visual content and images produced by new media and media arts.</p> <p>4RE Analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional elements.</p> <p>5RE Defend personal philosophies of art based on a connection to aesthetic theories and visual culture.</p> <p>6RE Engage in discourse and express a point of view about issues related to the public display of works of art.</p> <p>7RE Form and demonstrate personal strategies for lifelong involvement and advocacy in the arts.</p> |
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