

KINDERGARTEN			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<p>1PE Describe the meaning in the marks they make on paper.</p> <p>2PE Name and point out subject matter and details observed in works of art.</p> <p>3PE Describe different ways that an artwork expresses an emotion or mood.</p> <p>4PE Distinguish between common visual art forms (e.g., painting, drawing, sculpture).</p> <p>5PE Identify and name materials used in visual art.</p> <p>6PE Recognize and point out basic elements of art in their own artworks and that of others.</p> <p>7PE Explore their environments and experiences for artmaking ideas.</p>	Creating (CR)	<p>K.1CR Explore environments and experiences to generate original art-making ideas.</p> <p>K.2CR Engage in self-directed play with various materials.</p> <p>K.3CR Discover how the elements of art can be used in art making.</p>
Producing Performing (PR)	<p>1PR Explore and experiment with a range of art materials and tools to create and communicate personal meaning.</p> <p>2PR Generate ideas and images for artwork based on observation, memory, imagination and experience.</p> <p>3PR Discover, select and combine art and design elements to communicate subject matter in various visual forms.</p> <p>4PR Reduce objects into basic shapes and lines in relation to the whole image.</p> <p>5PR Engage in artmaking that explores and combines various forms of symbolic representation including words, symbols, images, music and movement.</p> <p>6PR Create artwork that explores a central theme across disciplines.</p>	Producing (PR)	<p>K.1PR Demonstrate willingness to try new processes.</p> <p>K.2PR Explore a variety of materials and tools to create works of art.</p> <p>K.3PR Communicate an idea using the elements of art.</p>
Responding Reflecting (RE)	<p>1RE Describe their artworks and efforts and share their artmaking processes.</p> <p>2RE Show confidence and pride in their artistic accomplishments.</p> <p>3RE Connect their personal experiences to what they see in works of art.</p> <p>4RE Communicate the ideas and stories they see in works of art.</p> <p>5RE Describe what they see and feel in selected works of art.</p> <p>6RE Recognize and point out the similarities and differences between artistic styles.</p> <p>7RE Recognize that people have different opinions and responses to works of art.</p> <p>8RE Consider and talk about why people make and enjoy works of art.</p>	Responding (RE)	<p>K.1RE Use visual art vocabulary to distinguish between art forms.</p> <p>K.2RE Describe processes used to make art.</p> <p>K.3RE Observe and describe works of art.</p>
		Connecting (CO)	<p>K.1CO Connect ideas, stories and personal experiences to works of art.</p> <p>K.2CO Consider and discuss why people create and enjoy works of art.</p> <p>K.3CO Share personal responses to works of art and acknowledge the opinions of others.</p>

Grade 1			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<p>1PE Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.</p> <p>2PE Explore and describe how a selected art object was made.</p> <p>3PE Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.</p> <p>4PE Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.</p> <p>5PE Identify and discuss what an artist does and find examples of works by artists in their schools and communities.</p> <p>6PE Generate artmaking ideas from their daily experiences and the environment.</p>	Creating (CR)	<p>1.1CR Differentiate between personal ideas and the ideas of others when developing art-making concepts.</p> <p>1.2CR Explore materials to devise imagery and symbols.</p> <p>1.3CR Experiment with various elements of art to communicate meaning.</p>
Producing Performing (PR)	<p>1PR Demonstrate beginning skill and craftsmanship in the use of art materials and tools.</p> <p>2PR Invent imagery and symbols to express thoughts and feelings.</p> <p>3PR Explore and use a range of subject matter to create original works of art.</p> <p>4PR Create an artwork based on observation of familiar objects and scenes.</p> <p>5PR Use selected art and design elements and principles to explore ideas, feelings and relationships.</p> <p>6PR Engage in artmaking to produce a work that combines music, movement or dramatic play with visual art.</p>	Producing (PR)	<p>1.1PR Develop independence during art making.</p> <p>1.2PR Engage with materials and tools to develop art-making skills.</p> <p>1.3PR Convey ideas and emotions using the elements of art.</p>
Responding Reflecting (RE)	<p>1RE Recognize and point out the strengths in their artworks and how the work could be improved.</p> <p>2RE Revise works of art to a level of personal satisfaction.</p> <p>3RE Share their artmaking processes with peers.</p> <p>4RE Explain how personal interests and experiences are reflected in the subject matter of artworks.</p> <p>5RE Discuss the meanings of visual symbols, images and icons observed in artworks.</p> <p>6RE Select an art object and describe its personal, functional or decorative purpose.</p> <p>7RE Describe how elements and principles communicate meaning in works of art.</p> <p>8RE Express and share their own responses to works of art and consider the responses of others.</p>	Responding (RE)	<p>1.1RE Describe the meaning of symbols and images in works of art.</p> <p>1.2RE Recognize and identify strengths in personal artwork.</p> <p>1.3RE Explore and describe how works of art are produced.</p>
		Connecting (CO)	<p>1.1CO Use historical and cultural works of art to answer questions about daily life.</p> <p>1.2CO Identify examples of art and artists in students' everyday lives.</p> <p>1.3CO Communicate personal emotions and read emotional content in works of art.</p>

Grade 2			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	1.1CR – Differentiate between personal ideas and the ideas of others when developing art making concepts. 1.2CR – Explore materials to invent imagery and symbols. 1.3CR – Experiment with various elements of art to communicate meaning.	Creating (CR)	2.1CR Generate art-making ideas from multiple sources. 2.2CR Combine materials to explore personal artistic ideas. 2.3CR Investigate ways to organize elements of art to express meaning.
Producing Performing (PR)	1.1PR – Develop independence during artmaking. 1.2PR – Engage with materials and tools to develop artmaking skills. 1.3PR – Convey ideas and emotions using the elements of art.	Producing (PR)	2.1PR Show perseverance and motivation in the creative process. 2.2PR Apply increasing skill in the appropriate use of materials and tools. 2.3PR Produce works that intentionally incorporate the elements of art.
Responding Reflecting (RE)	1.1RE – Describe the meaning of symbols and images in works of art. 1.2RE – Recognize and point out strengths in personal artwork. 1.3RE – Explore and describe how works of art are produced.	Responding (RE)	2.1RE Compare works of art using descriptive language. 2.2RE Use self-assessment strategies with current artworks to inform future art making. 2.3RE Share personal interpretations of works of art.
		Connecting (CO)	2.1CO Recognize and discuss the different ways in which art communicates ideas and serves many purposes. 2.2CO Analyze how art, exhibited inside and outside of schools, contributes to communities. 2.3CO Respect and support peer ideas and creativity.

Grade 3			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<p>1PE Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.</p> <p>2PE Identify the relationships between and among selected elements and principles of art and design.</p> <p>3PE Use historical and cultural artworks to answer questions about daily life.</p> <p>4PE Recognize selected artists who contributed to the cultural heritages of the people of the United States.</p> <p>5PE Provide examples of how we encounter art and artists in everyday life.</p> <p>6PE Recognize and identify choices that give meaning to a personal work of art.</p>	Creating (CR)	<p>3.1CR Identify and choose between multiple sources in preparation for art making.</p> <p>3.2CR Investigate artistic challenges using various materials and tools.</p> <p>3.3CR Experiment with the elements of art to explore connections with the principles of design.</p>
Producing Performing (PR)	<p>1PR Demonstrate skill and expression in the use of art techniques and processes.</p> <p>2PR Use appropriate visual art vocabulary during artmaking processes.</p> <p>3PR Find and solve problems of personal relevance and interest when developing artmaking ideas.</p> <p>4PR Create artworks that demonstrate awareness of two- and three-dimensional space.</p> <p>5PR Show increasing attention to the nuances of elements and principles of design when creating personal works of art.</p> <p>6PR Collaborate with others to create a work of art that addresses an interdisciplinary theme.</p>	Producing (PR)	<p>3.1PR Demonstrate flexible thinking in revising personal works of art.</p> <p>3.2PR Demonstrate expressive and purposeful use of materials and tools.</p> <p>3.3PR Use principles of design to arrange the elements of art.</p>
Responding Reflecting (RE)	<p>1RE Examine and describe how art and design principles are used by artists to create visual effects.</p> <p>2RE Select an object and explain reasons why they think it is a work of art.</p> <p>3RE Compare and contrast their opinions of a work of art with those of their peers.</p> <p>4RE Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.</p> <p>5RE Use feedback and self-assessment to improve the quality of personal artworks.</p>	Responding (RE)	<p>3.1RE Compare and contrast personal interpretations of works of art with those of peers.</p> <p>3.2RE Use feedback and self-assessment to improve the techniques utilized in personal artworks.</p> <p>3.3RE Generate and defend established criteria for determining what is a work of art.</p>
		Connecting (CO)	<p>3.1CO Understand the context of a work of art has an effect on how it is perceived.</p> <p>3.2CO Explain the reasons and value of documenting and preserving works of art.</p> <p>3.3CO Consider the opinions of others when working toward a common goal in art.</p>

Grade 4			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<p>1PE Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.</p> <p>2PE Notice and describe different visual effects resulting from artmaking techniques.</p> <p>3PE Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.</p> <p>4PE Identify and describe how artists from various cultural and ethnic groups have impacted Ohio's history.</p> <p>5PE Link ideas in and design of works of art to the emotions and moods expressed in them.</p> <p>6PE Identify and name the sources for artmaking ideas (e.g., self, environment and other people).</p>	Creating (CR)	<p>4.1CR Find and solve problems of personal relevance and interest when developing art-making ideas.</p> <p>4.2CR Select materials and processes to solve artistic problems.</p> <p>4.3CR Consider the elements of art and principles of design to create visually effective compositions.</p>
Producing Performing (PR)	<p>1PR Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.</p> <p>2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.</p> <p>3PR Generate ideas and employ a variety of strategies to solve visual problems.</p> <p>4PR Demonstrate motivation, independence and persistence during studio practices to complete artworks.</p> <p>5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art.</p> <p>6PR Demonstrate technical skill through the integration of common processes and topics from other subject areas.</p>	Producing (PR)	<p>4.1PR Engage and persist in artistic risk taking.</p> <p>4.2PR Select and vary materials, tools and processes to achieve innovative outcomes.</p> <p>4.3PR Utilize innovative ways to apply the elements of art and principles of design.</p>
Responding Reflecting (RE)	<p>1RE Identify qualities that contribute to the design and meaning of their artworks and the works of others.</p> <p>2RE Develop and share their ideas, beliefs and values about art.</p> <p>3RE Recognize and describe the relationship of artworks to their social and cultural contexts.</p> <p>4RE Generate criteria for discussing and assessing works of art.</p> <p>5RE Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.</p> <p>6RE Give and use constructive feedback to produce artworks that achieve learning goals.</p>	Responding (RE)	<p>4.1RE Identify qualities that contribute to the design and meanings of works of art.</p> <p>4.2RE Provide and receive constructive feedback for personal skill development.</p> <p>4.3RE Analyze art forms, techniques and artistic styles from a variety of cultures and historical periods.</p>
		Connecting (CO)	<p>4.1CO Explore artists and works of art that impact the history and culture of Ohio.</p> <p>4.2CO Explore universal themes expressed across arts disciplines.</p> <p>4.3CO Demonstrate empathetic reactions in response to works of art.</p>

Grade 5			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<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>	Creating (CR)	<p>5.1CR Experiment with various ideas to solve problems that address contemporary issues.</p> <p>5.1CR Utilize technology to investigate ideas and inform art making.</p> <p>5.1CR Select and use the elements of art and principles of design to investigate interdisciplinary concepts.</p>
Producing Performing (PR)	<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>	Producing (PR)	<p>5.1PR Incorporate constructive feedback throughout the art-making process.</p> <p>5.2PR Develop technical skills to strengthen art making.</p> <p>5.3PR Communicate an interdisciplinary concept using the elements of art and principles of design.</p>
Responding Reflecting (RE)	<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>	Responding (RE)	<p>5.1RE Use established criteria to assess works of art individually and collaboratively.</p> <p>5.2RE Develop personal criteria to assess work and set goals for growth.</p> <p>5.3RE Evaluate the relationship between works of art and human experiences.</p>
		Connecting (CO)	<p>5.1CO Investigate works of art and the social and cultural contexts that shaped their creation.</p> <p>5.2CO Recognize that art is a tool for advocacy and change.</p> <p>5.3CO Create works of art that evoke emotional responses for a desired outcome.</p>

Grade 6			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<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>	Creating (CR)	<p>6.1CR Reference multiple sources for visual expression.</p> <p>6.2CR Independently brainstorm and experiment with ideas.</p> <p>6.3CR Synthesize the elements of art and principles of design to plan works of art.</p> <p>6.4CR Recognize ethical uses of visual resources.</p>
Producing Performing (PR)	<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>	Producing (PR)	<p>6.1PR Compare and contrast various levels of artisanship.</p> <p>6.2PR Identify technical skills that impact art making.</p> <p>6.3PR Purposefully incorporate the elements of art and principles of design to construct works of art.</p> <p>6.4PR Collect personal works of art for a portfolio.</p>
Responding Reflecting (RE)	<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>	Responding (RE)	<p>6.1RE Apply relevant vocabulary to define and describe works of art.</p> <p>6.2RE Identify self-assessment criteria to inform goals within the art-making process.</p> <p>6.3RE Describe how elements of art and principles of design are used in art criticism.</p> <p>6.4RE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.</p>
		Connecting (CO)	<p>6.1CO Identify how art is used to inform or influence beliefs, values or behaviors of a community.</p> <p>6.2CO Identify the importance of lifelong involvement and advocacy in visual arts.</p> <p>6.3CO Use observations, life experiences and imagination for personal and creative expression.</p> <p>6.4CO Define a variety of aesthetic stances.</p>

Grade 7			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<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>	Creating (CR)	<p>7.1CR Explore influences on style and choice of subject matter.</p> <p>7.2CR Investigate organizational strategies to develop original ideas.</p> <p>7.3CR Practice visual fluency through the application of elements of art and principles of design.</p> <p>7.4CR Analyze and apply ethics when interacting with visual resources.</p>
Producing Performing (PR)	<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>	Producing (PR)	<p>7.1PR Demonstrate persistence and craftsmanship during the art-making process.</p> <p>7.2PR Explore materials to design and create works of art.</p> <p>7.3PR Demonstrate artistic style through the use of the elements of art and principles of design.</p> <p>7.4PR Select artwork for exhibition based on established criteria.</p>
Responding Reflecting (RE)	<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>	Responding (RE)	<p>7.1RE Select relevant vocabulary to define and describe works of art.</p> <p>7.2RE Design self-assessment techniques to inform goals within the art-making process.</p> <p>7.3RE Interpret art by analyzing the characteristics of its context and media.</p> <p>7.4RE Connect various art forms to their social, cultural or historical purposes.</p>
		Connecting (CO)	<p>7.1CO Analyze how art reflects changing cultures over time.</p> <p>7.2CO Investigate cultural institutions that support lifelong engagement with visual arts.</p> <p>7.3CO Explore how personal experiences influence style and choice of subject matter.</p> <p>7.4CO Begin to develop a personal aesthetic belief.</p>

Grade 8			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<p>1PE Identify how an artist's choice of media relates to the ideas and images in the work.</p> <p>2PE Develop awareness and articulate various functions of art.</p> <p>3PE Connect science and technology with the development of art in various cultures.</p> <p>4PE Understand how social, cultural and political factors affect what contemporary artists and designers create.</p> <p>5PE Discover how culture, age, gender and background influence audience perception of art.</p> <p>6PE Identify professions that use artistic and problem-solving skills.</p>	Creating (CR)	<p>8.1CR Determine how the choice of media relates to the ideas and images in works of art.</p> <p>8.2CR Brainstorm, refine and select solutions for original works of art.</p> <p>8.3CR Demonstrate visual literacy through application of the elements of art and principles of design to communicate an idea.</p> <p>8.4CR Determine what it means to ethically create and share works of art.</p>
Producing Performing (PR)	<p>1PR Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art.</p> <p>2PR Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two-and three-dimensional artworks.</p> <p>3PR Use critical thinking and visual literacy to communicate a specific idea.</p> <p>4PR Present personal artworks that show competence in the use of art elements to create meanings and effects.</p> <p>5PR Collaborate to create a thematic work that combines visual art with other arts disciplines.</p>	Producing (PR)	<p>8.1PR Apply artisanship when preparing and presenting works of art.</p> <p>8.2PR Independently select materials and techniques to create works of art.</p> <p>8.3PR Make aesthetic decisions utilizing the elements of art and principles of design.</p> <p>8.4PR Provide and receive feedback as part of exhibition practices.</p>
Responding Reflecting (RE)	<p>1RE Examine various qualities in artworks to understand how an artist's choice of media relates to the images and ideas in the work.</p> <p>2RE Explain and defend their artistic decisions using visual art vocabulary.</p> <p>3RE Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior.</p> <p>4RE Recognize how public discussion can affect beliefs about the nature and value of art.</p> <p>5RE Identify professions that use art and design, and explore the relationship between art, technology and industry.</p> <p>6RE Develop and apply criteria to assess personal works for content and craftsmanship.</p>	Responding (RE)	<p>8.1RE Build relevant vocabulary to describe and analyze works of art.</p> <p>8.2RE Differentiate between established criteria and self- assessment throughout the learning process.</p> <p>8.3RE Distinguish visual characteristics related to the meaning of works of art.</p> <p>8.4RE Understand how cultural factors affect what contemporary artists create.</p>
		Connecting (CO)	<p>8.1CO Interpret how community context, beliefs and resources influence works of art.</p> <p>8.2CO Research artistic professions of personal interest.</p> <p>8.3CO Discover how cultural differences impact personal perceptions.</p> <p>8.4CO Identify aesthetic choices within works of art.</p>

HIGH SCHOOL			
Artistic Process and Proficiency	2012	Artistic Process and Proficiency	2020
	Perceiving / Knowing (PE)		Creating (CR)
Beginning	<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>	HS Proficient (HSP)	<p>HSP.1CR Evaluate various sources for visual reference.</p> <p>HSP.2CR Explore multiple solutions to artistic problems.</p> <p>HSP.3CR Identify visual literacy strategies as a means to communicate concepts.</p> <p>HSP.4CR Determine and apply what it means to create and share works of art ethically.</p>
Intermediate	<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>	HS Intermediate (HSI)	<p>HSI.1CR Develop a practice of engaging with sources for idea generation.</p> <p>HSI.2CR Select the appropriate creative processes for potential solutions to artistic problems.</p> <p>HSI.3CR Explore visual literacy strategies as a means to develop individual communication.</p> <p>HSI.4CR Develop a practice of ethical use of visual resources.</p>
Accelerated	<p>1PE Analyze interdisciplinary connections that influence social and cultural contexts of visual imagery.</p> <p>2PE Analyze and explain the factors that influence artworks.</p> <p>3PE Compare and contrast the styles in artworks by artists of different cultures and historical trends.</p> <p>4PE Explain how individual artists impact cultural developments.</p> <p>5PE Investigate the influence of technology on visual art and its effects on their own works.</p> <p>6PE Identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications.</p>	HS Accomplished (HSAC)	<p>HSAC.1CR Utilize sources to conceptualize a personally relevant idea.</p> <p>HSAC.2CR Develop aesthetic and stylistic solutions to artistic problems through preparatory work.</p> <p>HSAC.3CR Expand visual literacy strategies to express personal meaning.</p> <p>HSAC.4CR Utilize practices that protect personal works of art from unethical use.</p>

HIGH SCHOOL			
Artistic Process and Proficiency	2012	Artistic Process and Proficiency	2020
Advanced	<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>	HS Advanced (HSAD)	<p>HSAD.1CR Establish a central theme for a body of work.</p> <p>HSAD.2CR Determine potential solutions for artistic problems with independence and purpose.</p> <p>HSAD.3CR Fluently synthesize visual literacy strategies to communicate meaning.</p> <p>HSAD.4CR Defend the ethical incorporation of visual resources in personal works of art.</p>
Producing/Performing (PR)		Producing (PR)	
Beginning	<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>	HS Proficient (HSP)	<p>HSP.1PR Determine appropriate levels of artisanship through persistence.</p> <p>HSP.2PR Demonstrate increasing skill with materials and techniques.</p> <p>HSP.3PR Integrate selected elements of art and principles of design to construct works of art.</p> <p>HSP.4PR Select works of art for a foundational portfolio.</p>
Intermediate	<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>	HS Intermediate (HSI)	<p>HSI.1PR Refine levels of artisanship while modeling persistence.</p> <p>HSI.2PR Apply and defend the selection of materials and techniques.</p> <p>HSI.3PR Intentionally organize the elements of art and principles of design to construct works of art.</p> <p>HSI.4PR Select, prepare and present works of art for a portfolio.</p>

HIGH SCHOOL			
Artistic Process and Proficiency	2012	Artistic Process and Proficiency	2020
Accelerated	<p>1PR Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>2PR Make informed choices in the selection of materials and techniques that relate to solving a visual problem.</p> <p>3PR Solve visual art problems that demonstrate skill, imagination and observation.</p> <p>4PR Prepare artworks for display that demonstrate high levels of craftsmanship.</p> <p>5PR Explore and expand on personal art applications through the use of available digital tools, innovative technologies and media arts.</p> <p>6PR Expand visual literacy as a means to create images that advance individual expression and communication.</p>	HS Accomplished (HSAC)	<p>HSAC.1PR Demonstrate skilled artisanship through persistence.</p> <p>HSAC.2PR Broaden the selection of materials and techniques while demonstrating technical skill.</p> <p>HSAC.3PR Utilize selected elements of art and principles of design to inform personal style.</p> <p>HSAC.4PR Determine criteria used in the personal selection of works of art for an accomplished portfolio.</p>
Advanced	<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>	HS Advanced (HSAD)	<p>HSAD.1PR Initiate sophisticated levels of artisanship through self-motivated persistence.</p> <p>HSAD.2PR Justify the intentional selection of materials and techniques while exhibiting advanced technical skills.</p> <p>HSAD.3PR Independently shape a body of work with selected elements of art and principles of design.</p> <p>HSAD.4PR Justify the selection of individual pieces for a portfolio of cohesive work.</p>
Responding/Reflecting (RE)		Responding (RE)	
Beginning	<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>	HS Proficient (HSP)	<p>HSP.1RE Increase relevant vocabulary to describe and analyze components related to visual art.</p> <p>HSP.2RE Engage with self-assessment to manage, monitor and document learning in art.</p> <p>HSP.3RE Utilize art criticism methods when responding to works of art.</p> <p>HSP.4RE Identify the relationships between community or cultural values and trends in visual art.</p>

HIGH SCHOOL			
Artistic Process and Proficiency	2012	Artistic Process and Proficiency	2020
Intermediate	<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>	HS Intermediate (HSI)	<p>HSI.1RE Expand relevant vocabulary to analyze and interpret works of art.</p> <p>HSI.2RE Apply self-assessment practices to revise and improve artworks and document learning.</p> <p>HSI.3RE Develop art criticism methods when responding to artworks.</p> <p>HSI.4RE Explain the relationship between cultures, communities and artists.</p>
Accelerated	<p>1RE Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts.</p> <p>2RE Practice self-assessment to understand their progress and prioritize steps for improvement.</p> <p>3RE Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.</p> <p>4RE Respond to critical questions about the meaning and influence of new media imagery in our culture.</p> <p>5RE Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture.</p> <p>6RE Explain how a response to a work of art is affected by the context in which it is viewed.</p> <p>7RE Investigate and plan strategies for lifelong involvement and advocacy in the arts.</p>	HS Accomplished (HSAC)	<p>HSAC.1RE Apply relevant vocabulary to interpret and evaluate works of art.</p> <p>HSAC.2RE Refine self-assessment strategies to understand progress and prioritize steps for improvement.</p> <p>HSAC.3RE Utilize art criticism methods independently when responding to works of art.</p> <p>HSAC.4RE Analyze the work of individual artists and explain how they are influenced by cultural factors.</p>
Advanced	<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>	HS Advanced (HSAD)	<p>HSAD.1RE Utilize relevant vocabulary to interpret, evaluate and defend works of art.</p> <p>HSAD.2RE Provide evidence of self-assessment throughout the production of artworks.</p> <p>HSAD.3RE Develop a personal art criticism method to defend the merits of works of art.</p> <p>HSAD.4RE Explain how individual artists impact cultural developments.</p>

HIGH SCHOOL			
Artistic Process and Proficiency	2012	Artistic Process and Proficiency	2020
		Connecting (CO)	
	N/A	HS Proficient (HSP)	<p>HSP.1CO Understand how works of art reflect distinct communities.</p> <p>HSP.2CO Recognize contributions of the visual arts in everyday life.</p> <p>HSP.3CO Examine personal and social contexts related to works of art.</p> <p>HSP.4CO Compare various aesthetic theories and visual culture.</p>
	N/A	HS Intermediate (HSI)	<p>HSI.1CO Explore how works of art can impact issues relevant to various communities.</p> <p>HSI.2CO Connect universal themes in the visual arts to personal life experiences.</p> <p>HSI.3CO Investigate emotional experiences through personal and collaborative artistic processes.</p> <p>HSI.4CO Examine aesthetic theory and visual culture to inform personal aesthetic development.</p>
	N/A	HS Accomplished (HSAC)	<p>HSAC.1CO Articulate evidence of how works of art impact communities.</p> <p>HSAC.2CO Assess the impact of advocacy in the visual arts personally and professionally.</p> <p>HSAC.3CO Analyze the personal impact of social and emotional art experiences.</p> <p>HSAC.4CO Develop a personal philosophy of art based on aesthetic theory and understanding of visual culture.</p>
	N/A	HS Advanced (HSAD)	<p>HSAD.1CO Develop strategies for art making that impact communities.</p> <p>HSAD.2CO Demonstrate personal strategies for lifelong involvement and advocacy in the visual arts.</p> <p>HSAD.3CO Predict potential impact and responses to works of art based on contextual considerations.</p> <p>HSAD.4CO Defend a personal philosophy of art based on aesthetic theory and visual culture.</p>