

## **NORTH CAROLINA STANDARD COURSE OF STUDY K - 12 Visual Arts**

The 2024 North Carolina Standard Course of Study for Visual Arts is intended to provide a Comprehensive Arts Education while developing students as artists. The abilities to create, present, respond to, and make connections with Visual Arts build competence by expanding foundational knowledge and skills within each grade band and proficiency level. The standards are organized within the four artistic practices of Connect, Create, Present, and Respond, which are supported by the National Arts Education Standards created by the National Coalition for Arts Standards.

Arts Education nurtures healthy, inclusive communities where all points of view are respected; helps students understand their cultural roots and appreciate the cultures and traditions of others; and fosters a more positive, safer school environment. Additionally, Arts Education supports literacy and the durable skills within the NC Portrait of a Graduate. Advanced courses provide the opportunity for students to be competitive in postsecondary pursuits.

Skills progress at different levels due to a number of factors, including continuity and quality of instruction; informal exposure to Visual Arts through community interaction; opportunities to access Visual Arts programs in K-12 education; student developmental level and ability; motivation and resources available for individual practice; etc. The K - 5 Visual Arts standards and objectives are written for elementary students who are taught by a licensed Visual Arts educator for at least 50 minutes per week. The grade 6-8 standards and objectives are written for middle school students who are taught by a licensed Visual Arts educator for at least 90 minutes per week. Levels Beginning through Advanced courses for high school credit are intended to develop proficiency in the artform of a students' choice and to support a well-rounded education. These courses meet for as long as other high school courses meet and are also taught by a licensed Visual Arts educator. Credit earned from middle and high school courses meeting these minimums satisfies the Arts Education Graduation requirement and applies toward the Arts Education Diploma Endorsement. Courses that do not meet these minimums are not designed to build proficiency and are often used to spark interest in more intensive proficiency-based study later in a student's education.

To account for variations in skill progression, as well as to embed multiple entry points across the K-12 spectrum, the objectives in the high school NCSCOS for Visual Arts are organized by proficiency level, rather than grade level. Minimum proficiency outcomes are provided at each level to show what a student should know and be able to do by the end of a course or program when they create, present, respond to, and make connections with Visual Arts. Beginning High School

standards are designed for students with no or limited K-8 progression in Visual Arts education. Intermediate High School Visual Arts standards are designed for those students who have had a complete K-8 progression in Visual Arts education or who have achieved beginning level high school standards and objectives. Courses using the Accomplished and Advanced High School standards are inherently honors.

The North Carolina Visual Arts Standards maintain the respect for local control of each Public School Unit (PSU). These standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a PSU or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for K-12 Visual Arts programs, and the proficiency level objectives show the minimum student outcomes for each skill.

# NORTH CAROLINA STANDARD COURSE OF STUDY

## K - 12 Visual Arts

North Carolina Arts Education Standards  
**Kindergarten Visual Arts**

Note on Numbering: K - Kindergarten

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

**CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.**

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***CN.1 Relate visual arts ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.***

K.CN.1.1 Describe how art changes over time.

K.CN.1.2 Identify how visual arts exist in daily life, including home and school.

***CN.2 Explore advancements in the field of visual arts.***

K.CN.2.1 Explain how all people are artmakers.

K.CN.2.2 Identify art that is created with technology and digital media tools.

**CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.**

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***CR.1 Create original visual arts ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately, independently or collaboratively.***

K.CR.1.1 Create original art through exploration and imaginative play with materials.

K.CR.1.2 Create original art that expresses personal identity that does not rely on copying or tracing.

***CR.2 Adapt original visual arts ideas and works, and those of peers and other artists, independently and collaboratively.***

K.CR.2.1 Demonstrate how to share materials and ideas with others.

K.CR.2.2 Explain the difference between original and copied visual arts ideas or works.

**PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.**

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***PR.1 Present visual artworks.***

K.PR.1.1 Improve personal art based on positive feedback from instructors.

K.PR.1.2 Describe how personal art is made.

***PR.2 Develop visual arts presentations.***

K.PR.2.1 Select personal artwork that meets given criteria.

K.PR.2.2 Identify various locations where works of art can be viewed.

**RESPOND (RE)—Analyze and evaluate how the arts communicate.**

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***RE.1 Analyze visual artworks from a variety of styles, cultures, and genres using content-specific vocabulary.***

K.RE.1.1 Identify the media used to make specific artworks.

K.RE.1.2 Identify symbols and themes used in the works of others to communicate meaning.

***RE.2 Evaluate visual artworks using content-specific vocabulary.***

K.RE.2.1 Describe personal preference in works of art.

K.RE.2.2 Provide positive feedback for personal art.

# NORTH CAROLINA STANDARD COURSE OF STUDY

## K - 12 Visual Arts

North Carolina Arts Education Standards  
**First Grade Visual Arts**

Note on Numbering: 1 - First Grade

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

**CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.**

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***CN.1 Relate visual arts ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.***

- 1.CN.1.1 Explain how visual arts are used in cultures around the world.
- 1.CN.1.2 Identify cross-curricular connections between visual arts and other arts disciplines.

***CN.2 Explore advancements in the field of visual arts.***

- 1.CN.2.1 Name various careers in visual arts.
- 1.CN.2.2 Identify how technology, innovations, and digital media tools are used in art making.

**CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.**

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***CR.1 Create original visual arts ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately, independently or collaboratively.***

- 1.CR.1.1 Experiment with materials to make unique combinations of ideas, themes, or events.

1.CR.1.2 Create original art from imaginary sources of inspiration.

***CR.2 Adapt original visual arts ideas and works, and those of peers and other artists, independently and collaboratively.***

1.CR.2.1 Differentiate between sharing ideas and copying.

1.CR.2.2 Explain how and when to give credit to others when creating derivative work.

**PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.**

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***PR.1 Present visual artworks.***

1.PR.1.1 Improve art based on positive feedback from instructors and peers.

1.PR.1.2 Identify elements of art in personal art.

***PR.2 Develop visual arts presentations.***

1.PR.2.1 Describe ways personal artwork can be presented.

1.PR.2.2 Identify various ways an audience can interact with works of art.

**RESPOND (RE)—Analyze and evaluate how the arts communicate.**

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***RE.1 Analyze visual artworks from a variety of styles, cultures, and genres using content-specific vocabulary.***

1.RE.1.1 Describe how works of art are made.

1.RE.1.2 Explain how symbols, subjects or themes are used in the works of others to communicate meaning.

***RE.2 Evaluate visual artworks using content-specific vocabulary.***

1.RE.2.1 Describe why a work of art is personally appealing.

1.RE.2.2 Provide positive feedback for personal and peer art.

# NORTH CAROLINA STANDARD COURSE OF STUDY

## K - 12 Visual Arts

North Carolina Arts Education Standards  
**Second Grade Visual Arts**

Note on Numbering: 2 - Second Grade

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

**CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.**

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***CN.1 Relate visual arts ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.***

2.CN.1.1 Describe how American visual arts are reflected in the diverse heritage, customs and traditions of various cultures in the United States.

2.CN.1.2 Identify cross-curricular relationships between visual arts and other content areas.

***CN.2 Explore advancements in the field of visual arts.***

2.CN.2.1 List art careers in the local community.

2.CN.2.2 Explain why technology, innovations, and digital media tools are used in art making.

**CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.**

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***CR.1 Create original visual arts ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately, independently or collaboratively.***

- 2.CR.1.1 Experiment with creative solutions to challenges to create art.
- 2.CR.1.2 Create original art that expresses ideas about people, neighborhoods, communities, and imaginary sources of inspiration.

***CR.2 Adapt original visual arts ideas and works, and those of peers and other artists, independently and collaboratively.***

- 2.CR.2.1 Adapt materials, style, or ideas from artists or artworks.
- 2.CR.2.2 Explain how to share visual artworks fairly.

**PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.**

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***PR.1 Present visual artworks.***

- 2.PR.1.1 Improve art based on constructive feedback from instructors, peers, and self.
- 2.PR.1.2 Describe personal choices and processes used in artmaking.

***PR.2 Develop visual arts presentations.***

- 2.PR.2.1 Identify formal and informal ways to display personal artwork.
- 2.PR.2.2 Discuss various ways an audience can interact with works of art.

**RESPOND (RE)—Analyze and evaluate how the arts communicate.**

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***RE.1 Analyze visual artworks from a variety of styles, cultures, and genres using content-specific vocabulary.***

- 2.RE.1.1 Classify art into categories, such as landscapes, cityscapes, seascapes, portraits, and still life.
- 2.RE.1.2 Identify the “story” in a work of art.

***RE.2 Evaluate visual artworks using content-specific vocabulary.***

- 2.RE.2.1 Express preferences for how the elements of art are used in a specific artwork.

2.RE.2.2 Provide constructive feedback to others.

**NORTH CAROLINA STANDARD COURSE OF STUDY  
K - 12 Visual Arts**

North Carolina Arts Education Standards  
**Third Grade Visual Arts**

Note on Numbering: 3 - Third Grade

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

**CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.**

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***CN.1 Relate visual arts ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.***

3.CN.1.1 Compare purposes of art in different cultures, time periods, and societies.

3.CN.1.2 Describe how the visual arts connect to other content areas and everyday life.

***CN.2 Explore advancements in the field of visual arts.***

3.CN.2.1 Categorize a variety of artists and art careers.

3.CN.2.2 Compare how art has changed and remained the same with advances in technology, innovations, and digital media.

**CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.**

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***CR.1 Create original visual arts ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately, independently or collaboratively.***

3.CR.1.1 Use imaginative and expressive processes to generate ideas, plan solutions, and develop personal artwork.

3.CR.1.2 Create original art from realistic sources of inspiration.

***CR.2 Adapt original visual arts ideas and works, and those of peers and other artists, independently and collaboratively.***

3.CR.2.1 Create personal art in the style of another artist or artwork.

3.CR.2.2 Identify visual artworks that can be used by everyone fairly.

**PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.**

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***PR.1 Present visual artworks.***

3.PR.1.1 Improve composition and art skills based on constructive feedback from instructors, peers, and self.

3.PR.1.2 Explain themes, materials and processes used to create personal art.

***PR.2 Develop visual arts presentations.***

3.PR.2.1 Select personal artwork for display that meets given criteria.

3.PR.2.2 Describe how art exhibitions add value to communities.

**RESPOND (RE)—Analyze and evaluate how the arts communicate.**

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***RE.1 Analyze visual artworks from a variety of styles, cultures, and genres using content-specific vocabulary.***

3.RE.1.1 Identify skills and techniques that artists use to create a work of art.

3.RE.1.2 Describe the “story” in works of art, citing evidence.

***RE.2 Evaluate visual artworks using content-specific vocabulary.***

3.RE.2.1 Express preferences about artwork.

3.RE.2.2 Apply specific criteria to construct respectful feedback about art and composition.

# NORTH CAROLINA STANDARD COURSE OF STUDY

## K - 12 Visual Arts

North Carolina Arts Education Standards  
**Fourth Grade Visual Arts**

Note on Numbering: 4 - Fourth Grade

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

**CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.**

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***CN.1 Relate visual arts ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.***

4.CN.1.1 Describe how the visual arts have influenced, and been influenced by the customs, traditions, and history of indigenous and other cultural groups in North Carolina.

4.CN.1.2 Use skills and concepts learned in other content areas and everyday life in visual arts.

***CN.2 Explore advancements in the field of visual arts.***

4.CN.2.1 Describe visual arts careers in North Carolina.

4.CN.2.2 Explain how contemporary media and emerging technologies impact the field of visual arts.

**CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.**

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***CR.1 Create original visual arts ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately, independently or collaboratively.***

4.CR.1.1 Develop imaginative and expressive ideas using imagery from North Carolina as source material to create art.

4.CR.1.2 Create original abstract art that expresses ideas.

***CR.2 Adapt original visual arts ideas and works, and those of peers and other artists, independently and collaboratively.***

4.CR.2.1 Combine ideas from multiple sources to create artwork.

4.CR.2.2 Identify how to responsibly use resources for online access of visual artworks.

**PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.**

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***PR.1 Present visual artworks.***

4.PR.1.1 Apply changes to personal art based on self-evaluation.

4.PR.1.2 Create an artist statement using the vocabulary of art.

***PR.2 Develop visual arts presentations.***

4.PR.2.1 Select artwork based on common ideas, themes, or media.

4.PR.2.2 Identify art museums, galleries, and other venues in North Carolina.

**RESPOND (RE)—Analyze and evaluate how the arts communicate.**

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***RE.1 Analyze visual artworks from a variety of styles, cultures, and genres using content-specific vocabulary.***

4.RE.1.1 Classify North Carolinian artists in terms of style, genre, or movements.

4.RE.1.2 Infer meaning from artwork.

***RE.2 Evaluate visual artworks using content-specific vocabulary.***

4.RE.2.1 Compare personal responses to a work of art at different stages.

4.RE.2.2 Apply specific criteria to provide feedback for self-evaluation.

# NORTH CAROLINA STANDARD COURSE OF STUDY

## K - 12 Visual Arts

North Carolina Arts Education Standards  
**Fifth Grade Visual Arts**

Note on Numbering: 5 - Fifth Grade

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

**CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.**

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***CN.1 Relate visual arts ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.***

5.CN.1.1 Describe how the visual arts has affected, and been affected by, the customs, traditions, and history of indigenous and other cultural groups in the United States.

5.CN.1.2 Describe how information and skills learned in visual arts can be applied in other content areas.

***CN.2 Explore advancements in the field of visual arts.***

5.CN.2.1 Identify how art skills can be utilized in various careers.

5.CN.2.2 Give examples of visual artworks or artists that were innovative for their time.

**CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.**

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***CR.1 Create original visual arts ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately, independently or collaboratively.***

5.CR.1.1 Choose unique media and techniques inspired by ideas and imagery from the global environment.

5.CR.1.2 Create original realistic, imaginative, abstract, and non-objective art.

***CR.2 Adapt original visual arts ideas and works, and those of peers and other artists, independently and collaboratively.***

5.CR.2.1 Create artwork based on the ideas of other artists.

5.CR.2.2 Cite artists correctly when utilizing or adapting their original artwork.

**PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.**

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***PR.1 Present visual artworks.***

5.PR.1.1 Apply changes to personal art based on self and peer-evaluation.

5.PR.1.2 Create an artist statement using given criteria.

***PR.2 Develop visual arts presentations.***

5.PR.2.1 Select personal artwork for a portfolio that meets given criteria.

5.PR.2.2 Compare the purpose and types of personal experiences provided by art museums, galleries, and other venues.

**RESPOND (RE)—Analyze and evaluate how the arts communicate.**

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***RE.1 Analyze visual artworks from a variety of styles, cultures, and genres using content-specific vocabulary.***

5.RE.1.1 Classify American artists in terms of style, genre, or movements.

5.RE.1.2 Compare a personal interpretation of a work of art with the interpretation of peers.

***RE.2 Evaluate visual artworks using content-specific vocabulary.***

5.RE.2.1 Defend personal preferences for particular works of art.

5.RE.2.2 Identify appropriate criteria for evaluating works of art depending on styles, genres, and media in historical and cultural contexts.

# NORTH CAROLINA STANDARD COURSE OF STUDY

## K - 12 Visual Arts

North Carolina Arts Education Standards  
**Sixth Grade Visual Arts**

Note on Numbering: 6 - Sixth Grade

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

**CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.**

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***CN.1 Relate visual arts ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.***

6.CN.1.1 Analyze the effect of geographic location and physical environment on the development of visual arts.

6.CN.1.2 Explain how skills and concepts developed in the visual arts can be applied to daily life.

***CN.2 Explore advancements in the field of visual arts.***

6.CN.2.1 Identify the art skills, characteristics, and behaviors needed for success in art careers. 6.CN.2.2 Compare how innovative tools and ideas have been used in a variety of visual artworks.

**CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.**

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***CR.1 Create original visual arts ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately, independently or collaboratively.***

6.CR.1.1 Use materials in both traditional and non-traditional ways to create art.

6.CR.1.2 Create original imagery as a means of self-expression to communicate ideas and feelings.

***CR.2 Adapt original visual arts ideas and works, and those of peers and other artists, independently and collaboratively.***

6.CR.2.1 Combine ideas from multiple artists to create a new work of art.

6.CR.2.2 Describe how fair use, copyright, public domain, open source, and creative commons affect the ability of artists to create original or derivative art.

**PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.**

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***PR.1 Present visual artworks.***

6.PR.1.1 Improve the use of elements of art and principles of design using feedback based on given criteria.

6.PR.1.2 Create an artist statement describing elements of art and principles of design used in personal art.

***PR.2 Develop visual arts presentations.***

6.PR.2.1 Identify personal artwork that meets multiple criteria.

6.PR.2.2 Differentiate etiquette for appropriately engaging with works of art in a variety of settings.

**RESPOND (RE)—Analyze and evaluate how the arts communicate.**

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***RE.1 Analyze visual artworks from a variety of styles, cultures, and genres using content-specific vocabulary.***

6.RE.1.1 Analyze style, subject matter, and movements in art from various historical periods.

6.RE.1.2 Speculate on why the artist chose specific qualities for a work of visual art.

***RE.2 Evaluate visual artworks using content-specific vocabulary.***

6.RE.2.1 Justify appealing qualities of works in visual artworks.

6.RE.2.2 Develop relevant criteria to evaluate a work of art.



# NORTH CAROLINA STANDARD COURSE OF STUDY

## K - 12 Visual Arts

North Carolina Arts Education Standards  
**Seventh Grade Visual Arts**

Note on Numbering: 7 - Seventh Grade

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

**CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.**

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***CN.1 Relate visual arts ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.***

7.CN.1.1 Analyze how individuals and groups of artists have influenced various cultures.

7.CN.1.2 Identify how the application of skills and information from other content areas can aid in solving different types of artistic problems.

***CN.2 Explore advancements in the field of visual arts.***

7.CN.2.1 Identify art skills, characteristics, and behaviors that contribute to success in post-secondary education and career readiness.

7.CN.2.2 Identify how various tools and innovations can be used to create, edit, and present visual images for media or the immediate environment.

**CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.**

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***CR.1 Create original visual arts ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately, independently or collaboratively.***

7.CR.1.1 Use methods and approaches in media, techniques, and processes in both traditional and non-traditional ways.

7.CR.1.2 Create original art emphasizing selected Elements of Art and Principles of Design to express ideas, feelings, or personal experiences.

***CR.2 Adapt original visual arts ideas and works, and those of peers and other artists, independently and collaboratively.***

7.CR.2.1 Adapt imagery of another artist's work by changing the tools or media.

7.CR.2.2 Identify the legal and ethical issues for creating derivative art.

**PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.**

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***PR.1 Present visual artworks.***

7.PR.1.1 Revise artwork by applying instructor or peer feedback.

7.PR.1.2 Create an artist statement considering multiple perspectives.

***PR.2 Develop visual arts presentations.***

7.PR.2.1 Organize personal artwork that illustrates a variety of skills.

7.PR.2.2 Compare how different methods of display influence the experience of the viewer.

**RESPOND (RE)—Analyze and evaluate how the arts communicate.**

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***RE.1 Analyze visual artworks from a variety of styles, cultures, and genres using content-specific vocabulary.***

7.RE.1.1 Identify the defining characteristics of contemporary art that distinguish it from other art movements or periods.

7.RE.1.2 Describe how visual literacy skills and personal experiences influence interpretations of visual artworks.

***RE.2 Evaluate visual artworks using content-specific vocabulary.***

7.RE.2.1 Compare personal preferences for multiple works of art.

7.RE.2.2 Critique artwork based on given criteria.

# NORTH CAROLINA STANDARD COURSE OF STUDY

## K - 12 Visual Arts

North Carolina Arts Education Standards  
**Eighth Grade Visual Arts**

Note on Numbering: 8 - Eighth Grade

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

**CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.**

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***CN.1 Relate visual arts ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.***

8.CN.1.1 Explain why and how the visual arts influence ideas, beliefs, and experiences in North Carolina.

8.CN.1.2 Analyze relevant skills and information from visual arts and other content areas to solve a variety of problems.

***CN.2 Explore advancements in the field of visual arts.***

8.CN.2.1 Explain the connections between the creative design process and college and career readiness.

8.CN.2.2 Describe various innovative tools and technological products used to create visual images in the media.

**CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.**

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***CR.1 Create original visual arts ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately, independently or collaboratively.***

8.CR.1.1 Experiment with techniques and processes to plan and create art.

8.CR.1.2 Create original art that conveys one or more ideas or feelings.

***CR.2 Adapt original visual arts ideas and works, and those of peers and other artists, independently and collaboratively.***

8.CR.2.1 Combine imagery from multiple sources to create personal artwork.

8.CR.2.2 Explain how to share works of art legally and ethically in both physical and digital spaces.

**PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.**

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***PR.1 Present visual artworks.***

8.PR.1.1 Refine artwork based on given criteria.

8.PR.1.2 Create an artist statement that communicates the meaning and purpose of personal art.

***PR.2 Develop visual arts presentations.***

8.PR.2.1 Organize a portfolio to show exemplary artwork.

8.PR.2.2 Engage with art venues and productions appropriately.

**RESPOND (RE)—Analyze and evaluate how the arts communicate.**

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***RE.1 Analyze visual artworks from a variety of styles, cultures, and genres using content-specific vocabulary.***

8.RE.1.1 Identify how the Elements of Art and Principles of Design are used to differentiate movements, styles, and themes in art.

8.RE.1.2 Explain how a visual artist's artistic choices are influenced by personal experience, culture, and environment.

***RE.2 Evaluate visual artworks using content-specific vocabulary.***

8.RE.2.1 Describe personal responses to visual qualities in works of art.

8.RE.2.2 Critique artwork based on given and self-generated criteria.

# NORTH CAROLINA STANDARD COURSE OF STUDY

## K - 12 Visual Arts

### North Carolina Arts Education Standards **Beginning Visual Arts**

Note on Numbering: B - High School Beginning

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, accomplished, and advanced (9-12). Beginning High School Visual Arts standards are designed for students with no or limited K-8 progression in Visual Arts education.

**CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.**

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***CN.1 Relate visual arts ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.***

B.CN.1.1 Describe how the emergence of visual arts as an art form has influenced society.

B.CN.1.2 Apply concepts from other content areas to support the creation and presentation of visual arts.

***CN.2 Explore advancements in the field of visual arts.***

B.CN.2.1 Identify how the creative design process connects to college and career opportunities.

B.CN.2.2 Identify how technological developments and new media impact the field of visual arts.

**CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.**

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***CR.1 Create original visual arts ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately, independently or collaboratively.***

B.CR.1.1 Experiment with ideas, forms, and meaning to create art.

B.CR.1.2 Create an original planned work of art that explores a personally meaningful theme, idea, or concept using symbolism to communicate an idea.

***CR.2 Adapt original visual arts ideas and works, and those of peers and other artists, independently and collaboratively.***

B.CR.2.1 Combine imagery from multiple artists to the creation of new art.

B.CR.2.2 Compare artistic adaptation, appropriation, fair use, copyright, public domain, open source, and creative commons in the visual arts.

**PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.**

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***PR.1 Present visual artworks.***

B.PR.1.1 Revise artwork based on given criteria.

B.PR.1.2 Create an artist statement that communicates the meaning, purpose, and techniques used in personal art.

***PR.2 Develop visual arts presentations.***

B.PR.2.1 Curate artwork for presentation that demonstrates skill, a variety of media, and theme.

B.PR.2.2 Explain how an exhibition or collection can be interpreted differently in varying cultures, traditions, and time periods.

**RESPOND (RE)—Analyze and evaluate how the arts communicate.**

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***RE.1 Analyze visual artworks from a variety of styles, cultures, and genres using content-specific vocabulary.***

B.RE.1.1 Identify how the Elements of Art and Principles of Design are used to differentiate artists, movements, contemporary styles, and themes in art.

B.RE.1.2 Analyze how visual art and design is used to convey meaning.

***RE.2 Evaluate visual artworks using content-specific vocabulary.***

B.RE.2.1 Describe personal responses to visual qualities in works of art.

B.RE.2.2 Critique artwork based on given-, self-, and peer-generated criteria.

# NORTH CAROLINA STANDARD COURSE OF STUDY

## K - 12 Visual Arts

### North Carolina Arts Education Standards Intermediate Visual Arts

Note on Numbering: I - High School Intermediate

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, accomplished, and advanced (9-12). Intermediate High School Visual Arts standards are designed for those students who have had a complete K-8 progression in Visual Arts education or who have achieved beginning level high school standards and objectives.

**CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.**

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***CN.1 Relate visual arts ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.***

- I.CN.1.1 Explain the impact of historical, societal, and cultural perspectives on the visual arts.
- I.CN.1.2 Apply skills and knowledge gained from other content areas or personal experiences to solve artistic challenges.

***CN.2 Explore advancements in the field of visual arts.***

- I.CN.2.1 Describe how various creative design processes are used in college and careers.
- I.CN.2.2 Differentiate how various digital and social media and technology platforms are used to create, edit, present, and evaluate visual arts.

**CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.**

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***CR.1 Create original visual arts ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately, independently or collaboratively.***

I.CR.1.1 Generate innovative solutions to create original art based on personal expression and applied design.

I.CR.1.2 Create content for original art based on personal experiences and observations.

***CR.2 Adapt original visual arts ideas and works, and those of peers and other artists, independently and collaboratively.***

I.CR.2.1 Apply knowledge of appropriation to create new ideas for personal artwork.

I.CR.2.2 Evaluate the ethics of making, producing, and distributing both original and derivative art.

**PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.**

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***PR.1 Present visual artworks.***

I.PR.1.1 Refine artwork based on relevant criteria and artistic voice.

I.PR.1.2 Create an artist statement that communicates the processes, techniques, and materials used to create personal art.

***PR.2 Develop visual arts presentations.***

I.PR.2.1 Choose the best presentation format for a personal portfolio.

I.PR.2.2 Examine how an exhibition or collection can be interpreted differently in varying venues.

**RESPOND (RE)—Analyze and evaluate how the arts communicate.**

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***RE.1 Analyze visual artworks from a variety of styles, cultures, and genres using content-specific vocabulary.***

I.RE.1.1 Identify art and design concepts, themes, and viewpoints that are visible and suggested in a work of art.

I.RE.1.2 Synthesize different points of view to interpret the intent or purpose of works of art.

***RE.2 Evaluate visual artworks using content-specific vocabulary.***

I.RE.2.1 Describe personal aesthetic responses to works of art.

I.RE.2.2 Critique personal artwork or the works of others with self-generated criteria.

# NORTH CAROLINA STANDARD COURSE OF STUDY

## K - 12 Visual Arts

North Carolina Arts Education Standards  
**Accomplished Visual Arts**

Note on Numbering: AC - High School Accomplished

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, accomplished, and advanced (9-12). Accomplished High School Visual Arts standards are designed for those students who have achieved intermediate level high school standards for Visual Arts education.

**CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.**

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***CN.1 Relate visual arts ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.***

AC.CN.1.1 Describe how the visual arts reflect society, culture, and politics.

AC.CN.1.2 Evaluate how skills honed in visual arts strengthen work in other academic or professional domains.

***CN.2 Explore advancements in the field of visual arts.***

AC.CN.2.1 Describe applications of visual arts skills in a variety of workplace, college, and career pursuits.

AC.CN.2.2 Analyze the influence of digital media and technology on creating, editing, and presenting visual arts.

**CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.**

---

***CR.1 Create original visual arts ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately, independently or collaboratively.***

AC.CR.1.1 Create multiple original artworks through an investigation of techniques, ideas, forms, and meaning.

AC.CR.1.2 Create original art with a clear personal style.

***CR.2 Adapt original visual arts ideas and works, and those of peers and other artists, independently and collaboratively.***

AC.CR.2.1 Demonstrate awareness of the implications of appropriation and appreciation when creating personal artwork.

AC.CR.2.2 Compare how parody, adaptation, and artificial intelligence relate to copyright and fair use of art.

**PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.**

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***PR.1 Present visual artworks.***

AC.PR.1.1 Justify revisions made to personal artwork based on formative or summative feedback.

AC.PR.1.2 Create an artist statement that communicates the use of the design process.

***PR.2 Develop visual arts presentations.***

AC.PR.2.1 Justify the format of artistic presentations to represent personal artistic voice.

AC.PR.2.2 Explain how an exhibition or collection can be interpreted differently in varying social, cultural, or political communities.

**RESPOND (RE)—Analyze and evaluate how the arts communicate.**

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***RE.1 Analyze visual artworks from a variety of styles, cultures, and genres using content-specific vocabulary.***

AC.RE.1.1 Compare how art and design concepts are used to differentiate movements, and themes in art.

AC.RE.1.2 Interpret intent or purpose from visual art, given the historic and cultural context of the visual artist or style.

***RE.2 Evaluate visual artworks using content-specific vocabulary.***

AC.RE.2.1 Explain how personal aesthetic responses are influenced by society and culture.

AC.RE.2.2 Critique a personal body of work using given and self-generated criteria.

# NORTH CAROLINA STANDARD COURSE OF STUDY

## K - 12 Visual Arts

North Carolina Arts Education Standards  
**Advanced Visual Arts**

Note on Numbering: AD - High School Advanced

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, accomplished, and advanced (9-12). Advanced High School Visual Arts standards are designed for those students who have achieved accomplished level high school standards for Visual Arts education.

**CONNECT (CN)—Explore and relate artistic ideas and works to past, present, and future societies and cultures.**

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***CN.1 Relate visual arts ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.***

AD.CN.1.1 Describe how the visual arts are impacted by history, society, culture, and personal life.

AD.CN.1.2 Analyze the interdisciplinary connections inherent in visual arts creation and presentation and their relevance across different fields.

***CN.2 Explore advancements in the field of visual arts.***

AD.CN.2.1 Identify the training, skills, and plan of action necessary for success in a selected career in visual arts.

AD.CN.2.2 Analyze how visual arts tools, ideas, innovations, and technologies are expanding

opportunities in business, careers, and life.

**CREATE (CR)—Create and adapt new artistic ideas and work individually or collaboratively.**

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***CR.1 Create original visual arts ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately, independently or collaboratively.***

AD.CR.1.1 Create a body of work through experimentation and investigation of ideas, forms, and meaning.

AD.CR.1.2 Create original art based on an exploration of a concept within a body of art.

***CR.2 Adapt original visual arts ideas and works, and those of peers and other artists, independently and collaboratively.***

AD.CR.2.1 Demonstrate how appropriation and appreciation applies to creating personal artwork with new tools and media.

AD.CR.2.2 Explain how to gain the legal right to use another artist's work.

**PRESENT (PR)—Present, perform, produce, and develop artistic ideas and works.**

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***PR.1 Present visual artworks.***

AD.PR.1.1 Revise self-directed artwork for a collection or portfolio presentation based on formative or summative feedback.

AD.PR.1.2 Create an artist statement that communicates a personal philosophy and voice.

***PR.2 Develop visual arts presentations.***

AD.PR.2.1 Create a portfolio or exhibition by critically selecting cohesive artworks that reflect personal choices and growth over time.

AD.PR.2.2 Design strategies to encourage viewers to interact appropriately with formal or

informal art exhibits.

**RESPOND (RE)—Analyze and evaluate how the arts communicate.**

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***RE.1 Analyze visual artworks from a variety of styles, cultures, and genres using content-specific vocabulary.***

AD.RE.1.1 Compare the defining characteristics that distinguish a variety of art movements.

AD.RE.1.2 Compare the visual artist's intent and purpose with an audience's interpretation of and contextual knowledge about the art work.

***RE.2 Evaluate visual artworks using content-specific vocabulary.***

AD.RE.2.1 Justify personal aesthetic preference for works of art acknowledging the influence of history, society, culture, and commercial art.

AD.RE.2.2 Critique personal art considering relevant traditional and contemporary criteria as well as personal artistic vision.

