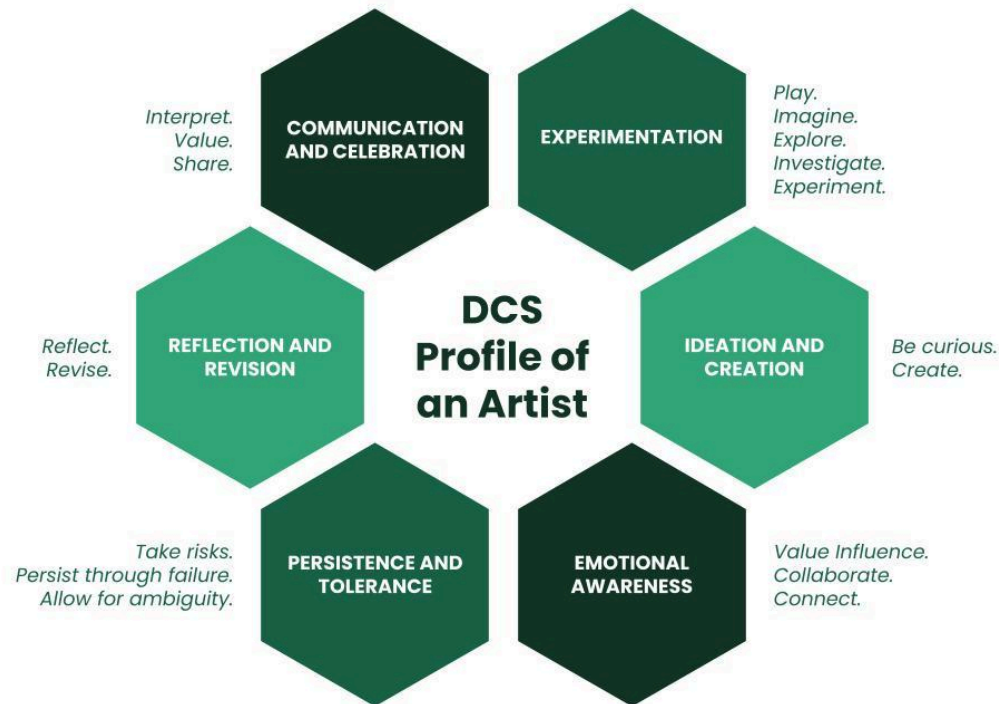




Dublin City Schools
Art Foundations
Graded Course of Study
2026

Dublin City Schools
K-12 Visual Arts Education Graded Course of Study



DCS Profile of an Artist is a circular infographic featuring a central title surrounded by six green hexagons. Each hexagon contains a core artistic competency, paired with specific characteristics:

- **Communication and Celebration:** Interpret, Value, Share.
- **Experimentation:** Play, Imagine, Explore, Investigate, Experiment.
- **Ideation and Creation:** Be curious, Create.
- **Emotional Awareness:** Value Influence, Collaborate, Connect.
- **Persistence and Tolerance:** Take risks, Persist through failure, Allow for ambiguity.
- **Reflection and Revision:** Reflect, Revise.

Dublin City Schools
K-12 Visual Arts Education Graded Course of Study

Visual Arts K-12 Vision

In Dublin City Schools, we believe that visual arts learning is essential for all students. Through art, learners engage both sides of the brain, strengthening their ability to problem-solve, imagine, and create. The artistic process develops technical proficiency, critical thinking, and confidence while also nurturing empathy and inclusion through shared creative experiences.

DCS Visual Arts is committed to cultivating the dispositions of an artist by providing space for:

- Experimentation, Play as process, and Imagination – explore new ideas, materials, and approaches.
- Ideation & Creation – develop and refine concepts into artistic works.
- Emotional Awareness – express, process, and understand feelings through art.
- Persistence & Tolerance for Ambiguity – embrace challenges, failure, and uncertainty as part of growth.
- Skill Development – refine craft and achieve technical proficiency across artistic domains.
- Reflection & Revision – interpret, analyze, and improve work.
- Communication & Celebration – collaborate with peers and teachers to broaden perspectives and enrich artistic practice.

Through these practices, students in Dublin City Schools will develop the capacity to think and create like artists in all contexts. Cultivating artistic literacy equips learners with creativity, confidence, and critical reasoning, preparing them to thrive in an interconnected world.

K-12 Enduring Understandings

Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.

Dublin City Schools
K-12 Visual Arts Education Graded Course of Study

HIGH SCHOOL ART FOUNDATIONS

Course Goals

Students will be introduced to various art processes such as drawing, painting, and three-dimensional art. An emphasis is placed on composition, which involves the use of the formal art elements and principles. This course includes studio projects, history, criticism, and aesthetics. Students will be encouraged to create personally expressive art works.

EXPERIMENTATION AND CREATIVITY

- Artists engage with multiple sources to investigate and generate ideas when solving artistic problems.
- Artists confront design challenges and creative problems that help them think in new ways. Students will take more ownership and incorporate these skills into their work as they reach higher levels of mastery.
- Artists develop independence to enable students to identify, strategize and problem solve solutions to artistic problems and meet design challenges.
- Artists explore multiple methods, styles or techniques and use results to guide their artworks.

Creating	<i>Conceive and Develop ideas.</i>	
	Proficient	HSP.2CR Explore multiple solutions to artistic problems.
	Intermediate	HSI.1CR Develop a practice of engaging with sources for idea generation.
	Accomplished	HSAC.2CR Develop aesthetic and stylistic solutions to artistic problems through preparatory work.
	Advanced	HSAD.2CR Determine potential solutions for artistic problems with independence and purpose.

Dublin City Schools
K-12 Visual Arts Education Graded Course of Study

CURIOSITY, IDEA GENERATION & CREATION <ul style="list-style-type: none"> Artists explore level appropriate artists and artwork to inform strategies for idea generation. Artists work with themes which are personally relevant through knowledge of visual literacy and process of selection. Artists demonstrate, apply, expand and choose materials and techniques independently in the creation of artistic products and development of processes. 		
Creating	<i>Conceive and Develop ideas.</i>	
	Proficient	HSP.3CR Identify visual literacy strategies as a means to communicate concepts.
	Intermediate	HSI.2CR Select the appropriate creative processes for potential solutions to artistic problems.
	Accomplished	HSAC.1CR Utilize sources to conceptualize a personally relevant idea.
	Advanced	HSAD.1CR Establish a central theme for a body of work.
Performing	<i>Materialize and produce work.</i>	
	Proficient	HSP.2PE Demonstrate increasing skill with materials and techniques.
	Intermediate	HSI.2PE Apply and defend the selection of materials and techniques.
	Accomplished	HSAC.2PE Broaden the selection of materials and techniques while demonstrating technical skill.
	Advanced	HSAD.2PE Justify the intentional selection of materials and techniques while exhibiting advanced technical skills.

Dublin City Schools
K-12 Visual Arts Education Graded Course of Study

VALUING INFLUENCE

- Art students will find artists of interest. As they better understand professional artists and their decisions and processes, they will themselves grow as artists.
- Artists learn to integrate history, current culture, and the future to develop a personal philosophy.
- Artists critically analyze the impact of artworks on past and present audiences.

Connecting	<i>Relate to personal and external contexts.</i>	
	Proficient	HSP.4CO Compare various aesthetic theories and visual culture.
	Intermediate	HSI.2CO Connect universal themes in the visual arts to personal life experiences.
	Accomplished	HSAC.4CO Develop a personal philosophy of art based on aesthetic theory and understanding of visual culture.
	Advanced	HSAD.3CO Predict potential impact and responses to works of art based on contextual considerations.

PERSISTENCE & TOLERANCE OF AMBIGUITY

- Artists develop through healthy practice habits. Art students set reasonable expectations for growth and monitor progress over time.
- Artists recognize failure as a part of the creative process as they work through roadblocks and challenges to reach an effective resolution.
- Artists persevere through open-ended projects that allow for many possible methods for completion, allowing students to make artistic decisions and encounter choices with many possible solutions. Over time this helps them with “abstract reasoning” and “gray area” decision making. These are skills that serve students in everyday life.

Dublin City Schools
K-12 Visual Arts Education Graded Course of Study

Performing	<i>Materialize and produce work.</i>	
	Proficient	HSP.1PE Determine appropriate levels of artisanship through persistence.
	Intermediate	HSI.1PE Refine levels of artisanship while modeling persistence.
	Accomplished	HSAC.2RE Refine self-assessment strategies to understand progress and prioritize steps for improvement.
	Advanced	HSAD.1PE Initiate sophisticated levels of artisanship through self-motivated persistence.
Responding	<i>Understand and evaluate meaning.</i>	
	Proficient	HSP.4RE Identify the relationships between community or cultural values and trends in visual art.
	Intermediate	HSI.4RE Explain the relationship between cultures, communities and artists.
	Accomplished	HSAC.4RE Analyze the work of individual artists and explain how they are influenced by cultural factors.
	Advanced	HSAD.4RE Explain how individual artists impact cultural developments.

REFLECTION & REVISION

- Reflection and revision are a critical part of the art process that cements learning and leads students to develop goals for future growth as an artist.
- Artists engage in a variety of self assessment methods and strategies to improve and progress.
- Artists develop professional techniques and methods through practice, demonstrated through the development of a robust portfolio of art work.

Dublin City Schools
K-12 Visual Arts Education Graded Course of Study

Responding	<i>Understand and evaluate meaning.</i>	
	Proficient	HSP.2RE Engage with self-assessment to manage, monitor and document learning in art.
	Intermediate	HSI.2RE Apply self-assessment practices to revise and improve artworks and document learning.
	Accomplished	HSAC.2RE Refine self-assessment strategies to understand progress and prioritize steps for improvement.
	Advanced	HSAD.2RE Provide evidence of self-assessment throughout the production of artworks.
Performing	<i>Materialize and produce work.</i>	
	Proficient	HSP.4PE Select works of art for a foundational portfolio.
	Intermediate	HSI.4PE Select, prepare and present works of art for a portfolio.
	Accomplished	HSAC.4PE Determine criteria used in the personal selection of works of art for an accomplished portfolio.
	Advanced	HSAD.4PE Justify the selection of individual pieces for a portfolio of cohesive work.

COMMUNICATION, COLLABORATION & CELEBRATION

- Art students will apply subject specific vocabulary to utilize during analysis, interpretation and art criticism, as it relates to elements and principles of art & design.
- Artists work with others to develop projects and ideas.
- Artists value participation in community art events and competitive opportunities.
- Artwork will be displayed within schools and the community as a way of recognizing artistic achievement.

Dublin City Schools
K-12 Visual Arts Education Graded Course of Study

Connecting	<i>Relate to personal and external contexts.</i>	
	Proficient	HSP.2CO Recognize contributions of the visual arts in everyday life.
	Intermediate	HSI.2CO Connect universal themes in the visual arts to personal life experiences.
	Accomplished	HSAC.2CO Assess the impact of advocacy in the visual arts personally and professionally.
	Advanced	HSAD.2CO Demonstrate personal strategies for lifelong involvement and advocacy in the visual arts.
Responding	<i>Understand and evaluate meaning.</i>	
	Proficient	HSP.1RE Increase relevant vocabulary to describe and analyze components related to visual art.
	Intermediate	HSI.1RE Expand relevant vocabulary to analyze and interpret works of art.
	Accomplished	HSAC.1RE Apply relevant vocabulary to interpret and evaluate works of art.
	Advanced	HSAD.1RE Utilize relevant vocabulary to interpret, evaluate and defend works of art.