

Wisconsin's Model Academic Standards for Visual Arts

Pauli Nikolay
State Superintendent
Division for Learning Support: Instructional Services

Susan Grady
Director
School Improvement Team

Thomas Stefonek
Director
Content and Learning Team

Martin Rayala
Consultant
Visual Arts



John T. Benson
State Superintendent
Wisconsin Department of Public Instruction
Madison, Wisconsin

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Please note that the page numbers on the CD-ROM version differ from the page numbers found in the hard copy of standards books. In order to make the CD-ROM version more user friendly, we have removed most of the formatting (i.e., blank pages, columns, sizes and types of fonts, etc.).

Overview of the Visual Arts

What are the visual arts?

The scope of the visual arts has grown over time. Some of Wisconsin's visual art standards may look new because they include not only the traditional fine arts but also design arts, media arts, visual learning skills, and understanding of art and society. In addition to traditional drawing, painting, and sculpting, students learn about things like folk arts and crafts, architecture, city planning, product design, television, film, and computer graphics. They study the influences of visual media in society through forms such as billboards, television commercials, magazine ads, styles of clothing, automobile designs, and home pages on the World Wide Web. Students also learn visual skills for non-arts purposes such as making and reading maps, charts, diagrams, plans, and models.

What are the visual arts disciplines?

Students learn to approach art and design in the above areas from a variety of disciplines. These disciplines include art production, art history, art criticism, aesthetics, and communication. Students learn how to make art and design; learn history and vocabulary related to art; develop critical, analytical, and creative thinking skills; learn to reflect on the meanings and influences of images and objects; and learn how to communicate about and with a variety of visual media. This involves students in things like making art, reading and writing, creating exhibits, interviewing people, and doing research about art and design.

Why study the visual arts and design?

The arts are a result of the unique ability of the modern human mind to make connections among the basic skills in social relations, natural science, technology, and language. Until early humans learned to connect those separate areas of intelligence, there was no art, science, or religion. Students learn to integrate knowledge and processes from many subjects to create and understand this more advanced form of human activity known as art. The arts are important because, along with science and religion, they are defining characteristics of humans.

What are the visual arts standards?

There are 12 visual arts standards clustered under six commonalties. The commonalties are categories shared among several content areas. They cover basic learning expectations including knowledge, skills, communication, thinking, understanding, and innovation.

The first three commonalties (knowledge, skills, and communication) are most easily assessed with standardized tests. They are also easier to teach through direct instruction, rote learning, training, and guided practice. Because they are easier to teach and assess, they often make up the bulk of instruction in schools.

The remaining three commonalties (thinking, understanding, and innovation) are not as easily assessed through standard measures and are not as easy to teach through direct instruction. Despite these challenges, many believe these areas are equally

important components of a complete education. The visual arts standards reflect the belief that all six categories of standards are important to learning in the visual arts. These standards attempt to provide a balance among the six commonalities from the perspective of the visual arts.

GRADE 4 VISUAL ART KNOWING

A. VISUAL MEMORY AND KNOWLEDGE

Content Standard

Students in Wisconsin will know and remember information and ideas about the art and design around them and throughout the world.

Rationale:

The study of art involves not only creating art, but also knowing and remembering information and ideas about art and design. Museums, galleries, and other institutions employing arts professionals help preserve, protect, interpret, and evaluate works of art and architecture. Art critics, aestheticians, historians, and philosophers all work to better interpret the political, anthropological, social, philosophical, and psychological impact of the arts. Students in our schools need to know about art and design now and throughout history in order to better understand the arts, themselves, and the world around them.

PERFORMANCE STANDARDS

- A.4.1 Develop a basic mental storehouse of images
- A.4.2 Learn basic vocabulary related to their study of art
- A.4.3 Learn about basic styles of art from their own and other parts of the world
- A.4.4 Learn about styles of art from various times
- A.4.5 Know that art is one of the greatest achievements of human beings
- A.4.6 Know that art is a basic way of thinking and communicating about the world

B: ART HISTORY, CITIZENSHIP, AND ENVIRONMENT

Content Standard

Students in Wisconsin will understand the value and significance of the visual arts media and design in relation to art history, citizenship, the environment, and social development.

Rationale:

The study of human history and different cultures and their art forms represents a legacy that enriches our lives and allows us to see our own and other cultures from different perspectives. When students understand the form and function of the visual arts and design, they can better understand people as well as art objects. Students will communicate better with others and develop more tolerance for other lifestyles and points of view through the study of cultural images and artifacts.

PERFORMANCE STANDARDS

- B.4.1 Understand that artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs
- B.4.2 Recognize that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist
- B.4.3 Know that works of art and designed objects relate to specific cultures, times, and places
- B.4.4 Know that art is influenced by artists, designers, and cultures
- B.4.5 Understand that their choices in art are shaped by their own culture and society
- B.4.6 Know basic ways to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers
- B.4.7 Begin to understand environmental and aesthetic issues related to the design of packaging, industrial products, and cities
- B.4.8 Learn that art historians, cultural anthropologists, and philosophers of art contribute to an understanding of art and design

GRADE 4 VISUAL ART DOING

C: VISUAL DESIGN AND PRODUCTION

Content Standard

Students in Wisconsin will design and produce quality original images and objects, such as paintings, sculptures, designed objects, photographs, graphic designs, videos, and computer images.

Rationale:

There are time-honored processes of making art and principles of visual expression that are essential to the practice of creating images and objects. These processes and principles change over time. Artists need to recognize and respond to these changes. Just as other subject areas have guidelines, procedures, and bodies of knowledge that students learn, so do the visual arts.

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- C.4.1 Explore the elements and principles of design
- C.4.2 Explore what makes quality design
- C.4.3 Know how the design of art changes its meaning
- C.4.4 Use design to improve artwork
- C.4.5 Look at nature and works of art as visual resources
- C.4.6 Use sketching to develop ideas for their artwork
- C.4.7 Develop basic skills to produce quality art
- C.4.8 Explore the natural characteristics of materials and their possibilities and limitations
- C.4.9 Be aware of their creative processes to better understand their work
- C.4.10 Develop personal responsibility for their learning and creative processes

D. PRACTICAL APPLICATIONS

Content Standard

Students in Wisconsin will apply their knowledge of people, places, ideas, and language of art to their daily lives.

Rationale:

Learning about people, places, ideas, and language of art and applying this to daily life is what arts education is all about. Thinking deeply, creatively, and critically enables students to connect their knowledge to their local and worldwide communities and daily activities. Research shows that students who are educated in the arts perform better in other areas, show respect for others, work more cooperatively, and are able to think better. These are lifelong skills applicable to daily living and learning.

PERFORMANCE STANDARDS

- D.4.1 Know basic information, such as the history, public art, and unique architecture, of their own cultural community
- D.4.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community
- D.4.3 Know that the environment influences the look and use of art, architecture, and design
- D.4.4 Learn about basic concepts in art, such as “form follows function,” “less is more,” balance, symmetry, and originality
- D.4.5 Learn basic language used in art
- D.4.6 Use problem-solving strategies that promote fluency, flexibility, elaboration, and originality

GRADE 4

VISUAL ART COMMUNICATING

E: VISUAL COMMUNICATION AND EXPRESSION

Content Standard

Students in Wisconsin will produce quality images and objects that effectively communicate and express ideas using varied media, techniques, and processes.

Rationale:

Images and objects (cars, appliances, clothing, furniture, buildings, works of art, etc.) carry meanings and communicate ideas. Designers, graphic artists, architects, and other artists use a variety of processes to communicate ideas. Students need to learn how to read images and understand the meanings carried by objects.

PERFORMANCE STANDARDS

- E.4.1 Communicate basic ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics
- E.4.2 Communicate basic ideas by producing design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia
- E.4.3 Communicate basic ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products
- E.4.4 Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models
- E.4.5 Use the visual arts to express ideas that cannot be expressed by words alone

F. VISUAL MEDIA AND TECHNOLOGY

Content Standard

Students in Wisconsin will understand the role of, and be able to use, computers, video, and other technological tools and equipment

Rationale:

We live in a visual and technological world where people are constantly confronted with complex print and media works. These images and artworks are created by designers and artists highly skilled in the use of computers, video, and other technological tools. Careers in areas such as multimedia design and the film industry are rich and growing. Art education teaches students how to understand and create with new technologies.

PERFORMANCE STANDARDS

- F.4.1 Learn that art includes mass media, such as magazines, television, computers, and films
- F.4.2 Know that art techniques are used in mass media
- F.4.3 Know that advertisements, news, and entertainment programs contain visual messages
- F.4.4 Know that there are stereotypes in visual media
- F.4.5 Know that production techniques affect viewers' perceptions
- F.4.6 Learn simple media techniques
- F.4.7 Learn how media productions are made
- F.4.8 Learn to make changes in media production

GRADE 4

VISUAL ART THINKING

G. ART CRITICISM

Content Standard

Students in Wisconsin will interpret visual experiences, such as artwork, designed objects, architecture, movies, television, and multimedia images, using a range of subject matter, symbols, and ideas.

Rationale:

People throughout history have recorded experiences in a variety of visual forms, including fine art, folk art, designed objects, movies, television, and multimedia images, that document their time and heritage. Students will need more experiences in these areas to be prepared for the highly technological world in which they will live and work, and to understand artistic images of other times and cultures.

PERFORMANCE STANDARDS

- G.4.1 Know that art communicates ideas
- G.4.2 Know that artwork has meanings
- G.4.3 Talk and write about the meanings of artworks and design
- G.4.4 Know how to create works of art that have meanings

H. VISUAL THINKING

Content Standard

Students in Wisconsin will develop perception, visual discrimination, and media literacy skills to become visually educated people.

Rationale:

Students able to analyze problems and arrive at new solutions do so because they have the ability to use visual images to communicate ideas. Because of the visual nature of mass media today, students need to understand images and communicate visually. The world is full of visual images and symbols, and students need to develop the ability to understand them.

PERFORMANCE STANDARDS

- H.4.1 Study the patterns and color in nature
- H.4.2 Use drawing to examine objects closely
- H.4.3 Show differences among colors, shapes, textures, and other qualities of objects in their artwork
- H.4.4 Create three-dimensional forms with paper, clay, and other materials
- H.4.5 Be able to read simple maps, charts, and plans
- H.4.6 Know how artists make photographs and films

GRADE 4

VISUAL ART UNDERSTANDING

I. PERSONAL AND SOCIAL DEVELOPMENT

Content Standard

Students in Wisconsin will use their senses and emotions through art to develop their minds and to improve social relationships.

Rationale:

Arts education integrates sensory and emotional development with the overall intellectual development of students. Our senses bring complex information into our brains and feeling is just as important as reasoning in shaping our minds. Emotional intelligence will affect how students perform in school and in life.

PERFORMANCE STANDARDS

- I.4.1 Use art to understand how they feel
- I.4.2 Make art that shows how they sometimes feel
- I.4.3 Talk or write about feelings in a work of art
- I.4.4 Recognize their own feelings when they look at work of art
- I.4.5 Understand that art is made by people from different times, places, and cultures
- I.4.6 Realize that creating or looking at art can bring out different feelings
- I.4.7 Work alone and with others to develop visual ideas and objects

J. CULTURAL AND AESTHETIC UNDERSTANDING

Content Standard

Students in Wisconsin will reflect upon the nature of art and meaning in art and culture.

Rationale:

Reflection about art introduces big questions such as: What is Art? and, Why do people around the world and throughout the ages make art? Students learn to speak, read, write, and think about the nature of art through dialogue and personal reflection. Reflection about art allows students to make informed aesthetic judgments.

PERFORMANCE STANDARDS

- J.4.1 Explore the purposes and functions of art
- J.4.2 Understand that the choice of materials and techniques influences the expressive quality of art
- J.4.3 Learn that different cultures think about art differently
- J.4.4 Learn that philosophers think about art
- J.4.5 Begin to understand their own ideas about the purposes and meanings of art
- J.4.6 Begin learning the value of art as a basic part of being human
- J.4.7 Begin to understand and apply the role of art criticism and aesthetic knowledge in art and design
- J.4.8 Know that different cultures have different concepts of beauty
- J.4.9 Understand the difference between original artworks, reproductions, and copies
- J.4.10 Talk about art in basic terms

GRADE 4

VISUAL ART CREATING

K. MAKING CONNECTIONS

Content Standard

Students in Wisconsin will make connections among the arts, other disciplines, other cultures, and the world of work.

Rationale:

Fields of knowledge and disciplines are intimately connected. Fragmentation of knowledge prevents people from absorbing the vast information that shapes their lives. The arts help students integrate knowledge and experience and to become better thinkers, problem solvers, creators, communicators, and citizens.

PERFORMANCE STANDARDS

- K.4.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology
- K.4.2 Invent new ways to communicate ideas and solutions to problems in art
- K.4.3 Use what they are learning about life, nature, the physical world, and people to create art
- K.4.4 Use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world
- K.4.5 Know art includes activities, such as museum curation, historic preservation, collecting, and writing about art and design
- K.4.6 Know about some of the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture

L. VISUAL IMAGINATION AND CREATIVITY

Content Standard

Students in Wisconsin will use their imaginations and creativity to develop multiple solutions to problems, expand their minds, and create ideas for original works of art and design.

Rationale:

Imagination allows people to explore connections to the world, develop conceptual thought processes, and learn to use metaphors to arrive at original ideas. Art helps children become more creative, deal with complexity and ambiguity, be more flexible, solve problems in creative ways, use higher order thinking skills, and take risks.

PERFORMANCE STANDARDS

- L.4.1 Use their knowledge, intuition, and personal experiences to develop ideas for artwork
- L.4.2 Begin to develop a base of knowledge and skills from which to create new ideas
- L.4.3 Explore the role that personal traits, such as independent thinking, courage, integrity, insight, dedication, and patience, play in creating quality art and design
- L.4.4 Understand that art is created by people and changes our time and culture
- L.4.5 Explore nature and designs by artists as sources for new ideas for their artwork
- L.4.6 Understand that artists develop a personal style that reflects who they are
- L.4.7 Exhibit imagination by interpreting situations from more than one point of view

GRADE 8

VISUAL ART KNOWING

A. VISUAL MEMORY AND KNOWLEDGE

Content Standard

Students in Wisconsin will know and remember information and ideas about the art and design around them and throughout the world.

Rationale:

The study of art involves not only creating art, but also knowing and remembering information and ideas about art and design. Museums, galleries, and other institutions employing arts professionals help preserve, protect, interpret, and evaluate works of art and architecture. Art critics, aestheticians, historians, and philosophers all work to better interpret the political, anthropological, social, philosophical, and psychological impact of the arts. Students in our schools need to know about art and design now and throughout history in order to better understand the arts, themselves, and the world around them.

PERFORMANCE STANDARDS

By the end of grade 8 students will:

- A.8.1 Develop a mental storehouse of images
- A.8.2 Learn appropriate vocabulary related to their study of art
- A.8.3 Know about styles of art from their own and other parts of the world
- A.8.4 Know about some styles of art from various times
- A.8.5 Demonstrate ways in which art is one of the greatest achievements of human beings
- A.8.6 Identify ways in which art is basic to thinking and communicating about the world

B: ART HISTORY, CITIZENSHIP, AND ENVIRONMENT

Content Standard

Students in Wisconsin will understand the value and significance of the visual arts media and design in relation to art history, citizenship, the environment, and social development.

Rationale:

The study of human history and different cultures and their art forms represents a legacy that enriches our lives and allows us to see our own and other cultures from different perspectives. When students understand the form and function of the visual arts and design, they can better understand people as well as art objects. Students will communicate better with others and develop more tolerance for other lifestyles and points of view through the study of cultural images and artifacts.

PERFORMANCE STANDARDS

- B.8.1 Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs
- B.8.2 Recognize ways in which form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist
- B.8.3 Identify works of art and designed objects as they relate to specific cultures, times, and places
- B.8.4 Know ways in which art is influenced by artists, designers, and cultures
- B.8.5 Understand how their choices in art are shaped by their own culture and society
- B.8.6 Know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers
- B.8.7 Understand environmental and aesthetic issues related to the design of packaging, industrial products, and cities
- B.8.8 Learn about the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art and design

GRADE 8

VISUAL ART DOING

C: VISUAL DESIGN AND PRODUCTION

Content Standard

Students in Wisconsin will design and produce quality original images and objects, such as paintings, sculptures, designed objects, photographs, graphic designs, videos, and computer images.

Rationale:

There are time-honored processes of making art and principles of visual expression that are essential to the practice of creating images and objects. These processes and principles change over time. Artists need to recognize and respond to these changes. Just as other subject areas have guidelines, procedures, and bodies of knowledge that students learn, so do the visual arts.

PERFORMANCE STANDARDS

- C.8.1 Know the elements and principles of design
- C.8.2 Understand what makes quality design
- C.8.3 Know how the design of art changes its meaning
- C.8.4 Use design techniques to improve and/or change artwork
- C.8.5 Use thumbnail sketches to experiment and start developing visual ideas
- C.8.6 Develop the craft and skills to produce quality art
- C.8.7 Understand the natural characteristics of materials and their possibilities and limitations
- C.8.8 Reflect on their work during the creative process to assess and better understand their own artwork
- C.8.9 Come up with ideas and carry them through to completion of an original work of art

D. PRACTICAL APPLICATIONS

Content Standard

Students in Wisconsin will apply their knowledge of people, places, ideas, and language of art to their daily lives.

Rationale:

Learning about people, places, ideas, and language of art and applying this to daily life is what arts education is all about. Thinking deeply, creatively, and critically enables students to connect their knowledge to their local and worldwide communities and daily activities. Research shows that students who are educated in the arts perform better in other areas, show respect for others, work more cooperatively, and are able to think better. These are lifelong skills applicable to daily living and learning.

PERFORMANCE STANDARDS

- D.8.1 Know about the history, public art, and unique architecture of their cultural community
- D.8.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community
- D.8.3 Know how the environment influences the look and use of art, architecture, and design
- D.8.4 Understand basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” balance, symmetry, integrity, authenticity, and originality
- D.8.5 Learn common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics
- D.8.6 Know about problem-solving strategies that promote fluency, flexibility, elaboration, and originality

GRADE 8

VISUAL ART COMMUNICATING

E: VISUAL COMMUNICATION AND EXPRESSION

Content Standard

Students in Wisconsin will produce quality images and objects that effectively communicate and express ideas using varied media, techniques, and processes.

Rationale:

Images and objects (cars, appliances, clothing, furniture, buildings, works of art, etc.) carry meanings and communicate ideas. Designers, graphic artists, architects, and other artists use a variety of processes to communicate ideas. Students need to learn how to read images and understand the meanings carried by objects.

PERFORMANCE STANDARDS

- E.8.1 Communicate complex ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics
- E.8.2 Communicate complex ideas by producing design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia
- E.8.3 Communicate complex ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products
- E.8.4 Communicate complex ideas by producing visual communication forms useful in everyday life, such as, sketches, diagrams, graphs, plans, and models
- E.8.5 Use the visual arts to express ideas that can't be expressed by words alone

F. VISUAL MEDIA AND TECHNOLOGY

Content Standard

Students in Wisconsin will understand the role of, and be able to use, computers, video, and other technological tools and equipment

Rationale:

We live in a visual and technological world where people are constantly confronted with complex print and media works. These images and artworks are created by designers and artists highly skilled in the use of computers, video, and other technological tools. Careers in areas such as multimedia design and the film industry are rich and growing. Art education teaches students how to understand and create with new technologies.

PERFORMANCE STANDARDS

- F.8.1 Make informed judgments about mass media, such as magazines, television, computers, and films
- F.8.2 Understand some visual techniques used in mass media
- F.8.3 Interpret visual messages in advertisements, news, and entertainment programs
- F.8.4 Recognize stereotyping in visual media
- F.8.5 Understand the effects of production techniques on viewers' perceptions
- F.8.6 Create media works with a range of media techniques
- F.8.7 Develop a working knowledge of media production systems
- F.8.8 Revise media productions based on personal reflection

G. ART CRITICISM

Content Standard

Students in Wisconsin will interpret visual experiences, such as artwork, designed objects, architecture, movies, television, and multimedia images, using a range of subject matter, symbols, and ideas.

Rationale:

People throughout history have recorded experiences in a variety of visual forms, including fine art, folk art, designed objects, movies, television, and multimedia images, that document their time and heritage. Students will need more experiences in these areas to be prepared for the highly technological world in which they will live and work, and to understand artistic images of other times and cultures.

PERFORMANCE STANDARDS

- G.8.1 Know that visual images are important tools for thinking and communicating
- G.8.2 Know how to find the meanings in artwork
- G.8.3 Analyze the meanings of artworks and design
- G.8.4 Create works of art that have meanings

H. VISUAL THINKING

Content Standard

Students in Wisconsin will develop perception, visual discrimination, and media literacy skills to become visually educated people.

Rationale:

Students able to analyze problems and arrive at new solutions do so because they have the ability to use visual images to communicate ideas. Because of the visual nature of mass media today, students need to understand images and communicate visually. The world is full of visual images and symbols, and students need to develop the ability to understand them.

PERFORMANCE STANDARDS

- H.8.1 Look at things using different methods and tools, such as through a microscope
- H.8.2 Know how light, shadow, color, distance, and angle of viewing affect sight
- H.8.3 Be able to draw, paint, and sculpt from life
- H.8.4 Create three-dimensional models
- H.8.5 Be able to read complex maps, charts, and plans
- H.8.6 Make and interpret photographs and videos

GRADE 8

VISUAL ART UNDERSTANDING

I. PERSONAL AND SOCIAL DEVELOPMENT

Content Standard

Students in Wisconsin will use their senses and emotions through art to develop their minds and to improve social relationships.

Rationale:

Arts education integrates sensory and emotional development with the overall intellectual development of students. Our senses bring complex information into our brains and feeling is just as important as reasoning in shaping our minds. Emotional intelligence will affect how students perform in school and in life.

PERFORMANCE STANDARDS

- I.8.1 Use art to understand their own emotions
- I.8.2 Make art that reflects different feelings
- I.8.3 Talk or write about feelings in a variety of works of art
- I.8.4 Recognize that their own feelings affect how they look at art
- I.8.5 Understand that art reflects the time and place in which it was created
- I.8.6 Understand how creating or looking at art brings out feelings
- I.8.7 Work independently and collaboratively to produce ideas and works of art

J. CULTURAL AND AESTHETIC UNDERSTANDING

Content Standard

Students in Wisconsin will reflect upon the nature of art and meaning in art and culture.

Rationale:

Reflection about art introduces big questions such as: What is Art? and, Why do people around the world and throughout the ages make art? Students learn to speak, read, write, and think about the nature of art through dialogue and personal reflection. Reflection about art allows students to make informed aesthetic judgments.

PERFORMANCE STANDARDS

- J.8.1 Begin to understand the purposes and functions of art
- J.8.2 Understand how the choice of materials and techniques influences the expressive quality of art
- J.8.3 Learn ways different cultures think about art
- J.8.4 Learn ways philosophers think about art
- J.8.5 Explore their own ideas about the purposes and meanings of art
- J.8.6 Learn the value of art as a basic part of being human
- J.8.7 Learn to use art criticism and aesthetic knowledge in art and design
- J.8.8 Explore different cultures' concepts of beauty
- J.8.9 Understand the difference between original artworks, reproductions, and copies
- J.8.10 Develop the ability to reflect and talk about works of art

GRADE 8

VISUAL ART CREATING

K. MAKING CONNECTIONS

Content Standard

Students in Wisconsin will make connections among the arts, other disciplines, other cultures, and the world of work.

Rationale:

Fields of knowledge and disciplines are intimately connected. Fragmentation of knowledge prevents people from absorbing the vast information that shapes their lives. The arts help students integrate knowledge and experience and to become better thinkers, problem solvers, creators, communicators, and citizens.

PERFORMANCE STANDARDS

- K.8.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology
- K.8.2 Invent new artistic forms to communicate ideas and solutions to problems
- K.8.3 Apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art
- K.8.4 Use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world
- K.8.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design
- K.8.6 Explore the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture

L. VISUAL IMAGINATION AND CREATIVITY

Content Standard

Students in Wisconsin will use their imaginations and creativity to develop multiple solutions to problems, expand their minds, and create ideas for original works of art and design.

Rationale:

Imagination allows people to explore connections to the world, develop conceptual thought processes, and learn to use metaphors to arrive at original ideas. Art helps children become more creative, deal with complexity and ambiguity, be more flexible, solve problems in creative ways, use higher order thinking skills, and take risks.

PERFORMANCE STANDARDS

- L.8.1 Use their knowledge, intuition, and experiences to develop ideas for artwork
- L.8.2 Develop a base of knowledge and skills from which to create new ideas
- L.8.3 Understand the role that personal traits, such as independent thinking, courage, integrity, insight, dedication and patience, play in creating quality art and design
- L.8.4 Understand that nature and other designs can be sources for new ideas
- L.8.5 Study ways that artists develop personal style that reflects who they are
- L.8.6 Understand that art is created by people of different cultures, expresses different ideas and concepts, and changes over time

GRADE 12

VISUAL ART KNOWING

A. VISUAL MEMORY AND KNOWLEDGE

Content Standard

Students in Wisconsin will know and remember information and ideas about the art and design around them and throughout the world.

Rationale:

The study of art involves not only creating art, but also knowing and remembering information and ideas about art and design. Museums, galleries, and other institutions employing arts professionals help preserve, protect, interpret, and evaluate works of art and architecture. Art critics, aestheticians, historians, and philosophers all work to better interpret the political, anthropological, social, philosophical, and psychological impact of the arts. Students in our schools need to know about art and design now and throughout history in order to better understand the arts, themselves, and the world around them.

PERFORMANCE STANDARDS

- A.12.1 Possess a mental storehouse of images
- A.12.2 Know advanced vocabulary related to their study of art
- A.12.3 Know and recognize styles of art from their own and other parts of the world
- A.12.4 Know and recognize many styles of art from various times
- A.12.5 Explain that art is one of the greatest achievements of human beings
- A.12.6 Use art as a basic way of thinking and communicating about the world

B: ART HISTORY, CITIZENSHIP, AND ENVIRONMENT

Content Standard

Students in Wisconsin will understand the value and significance of the visual arts media and design in relation to art history, citizenship, the environment, and social development.

Rationale:

The study of human history and different cultures and their art forms represents a legacy that enriches our lives and allows us to see our own and other cultures from different perspectives. When students understand the form and function of the visual arts and design, they can better understand people as well as art objects. Students will communicate better with others and develop more tolerance for other lifestyles and points of view through the study of cultural images and artifacts.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- B.12.1 Demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs
- B.12.2 Show ways that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist
- B.12.3 Relate works of art and designed objects to specific cultures, times, and places
- B.12.4 Know how artists, designers, and cultures influence art
- B.12.5 Understand how their choices in art are shaped by their own culture and society
- B.12.6 Describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers
- B.12.7 Understand and apply environmental and aesthetic issues to concepts related to the design of packaging, industrial products, and cities
- B.12.8 Know the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art and design

GRADE 12

VISUAL ART DOING

C: VISUAL DESIGN AND PRODUCTION

Content Standard

Students in Wisconsin will design and produce quality original images and objects, such as paintings, sculptures, designed objects, photographs, graphic designs, videos, and computer images.

Rationale:

There are time-honored processes of making art and principles of visual expression that are essential to the practice of creating images and objects. These processes and principles change over time. Artists need to recognize and respond to these changes. Just as other subject areas have guidelines, procedures, and bodies of knowledge that students learn, so do the visual arts.

PERFORMANCE STANDARDS

- C.12.1 Use the elements and principles of design in sophisticated ways
- C.12.2 Understand the procedures of developing quality design
- C.12.3 Use design to create artworks that have different meanings
- C.12.4 Use advanced design techniques to improve and/or change artwork
- C.12.5 Analyze the complexities of nature and use challenging artistic images and ideas as visual resources
- C.12.6 Experiment visually with sketches for complex solutions involving concepts and symbols
- C.12.7 Apply advanced craft and skills to consistently produce quality art
- C.12.8 Use the natural characteristics of materials and their possibilities and limitations to create works of art
- C.12.9 Use ongoing reflective strategies to assess and better understand one's work and that of others during the creative process
- C.12.10 Assume personal responsibility for their learning and the creative process

D. PRACTICAL APPLICATIONS

Content Standard

Students in Wisconsin will apply their knowledge of people, places, ideas, and language of art to their daily lives.

Rationale:

Learning about people, places, ideas, and language of art and applying this to daily life is what arts education is all about. Thinking deeply, creatively, and critically enables students to connect their knowledge to their local and worldwide communities and daily activities. Research shows that students who are educated in the arts perform better in other areas, show respect for others, work more cooperatively, and are able to think better. These are lifelong skills applicable to daily living and learning.

PERFORMANCE STANDARDS

- D.12.1 Know about the history, public art, and unique architecture of their cultural community
- D.12.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community
- D.12.3 Explain how the environment influences the look and use of art, architecture, and design
- D.12.4 Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” balance, symmetry, integrity, authenticity, and originality
- D.12.5 Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics
- D.12.6 Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality

GRADE 12

VISUAL ART COMMUNICATING

E: VISUAL COMMUNICATION AND EXPRESSION

Content Standard

Students in Wisconsin will produce quality images and objects that effectively communicate and express ideas using varied media, techniques, and processes.

Rationale:

Images and objects (cars, appliances, clothing, furniture, buildings, works of art, etc.) carry meanings and communicate ideas. Designers, graphic artists, architects, and other artists use a variety of processes to communicate ideas. Students need to learn how to read images and understand the meanings carried by objects.

PERFORMANCE STANDARDS

- E.12.1 Communicate ideas by producing sophisticated studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics
- E.12.2 Communicate ideas by producing advanced design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia
- E.12.3 Communicate ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products
- E.12.4 Communicate ideas by producing advanced visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models
- E.12.5 Continue to use the visual arts to express ideas that can't be expressed by words alone

F. VISUAL MEDIA AND TECHNOLOGY

Content Standard

Students in Wisconsin will understand the role of, and be able to use, computers, video, and other technological tools and equipment

Rationale:

We live in a visual and technological world where people are constantly confronted with complex print and media works. These images and artworks are created by designers and artists highly skilled in the use of computers, video, and other technological tools. Careers in areas such as multimedia design and the film industry are rich and growing. Art education teaches students how to understand and create with new technologies.

PERFORMANCE STANDARDS

- F.12.1 Make informed judgments about mass media, such as magazines, television, computers, and films
- F.12.2 Understand visual techniques used in mass media
- F.12.3 Interpret visual messages in advertisements, news, and entertainment programs
- F.12.4 Recognize stereotyping in visual media
- F.12.5 Understand the effects of production techniques on viewers' perceptions
- F.12.6 Use a range of media techniques to create art
- F.12.7 Apply a working knowledge of media production systems
- F.12.8 Revise media productions based on personal reflection and audience response

G. ART CRITICISM

Content Standard

Students in Wisconsin will interpret visual experiences, such as artwork, designed objects, architecture, movies, television, and multimedia images, using a range of subject matter, symbols, and ideas.

Rationale:

People throughout history have recorded experiences in a variety of visual forms, including fine art, folk art, designed objects, movies, television, and multimedia images, that document their time and heritage. Students will need more experiences in these areas to be prepared for the highly technological world in which they will live and work, and to understand artistic images of other times and cultures.

PERFORMANCE STANDARDS

- G.12.1 Use visual images as tools for thinking and communicating
- G.12.2 Know how to find the meanings in artwork
- G.12.3 Interpret more complex meanings in challenging works of art, including media arts
- G.12.4 Create works of art that have complex meanings

H. VISUAL THINKING

Content Standard

Students in Wisconsin will develop perception, visual discrimination, and media literacy skills to become visually educated people.

Rationale:

Students able to analyze problems and arrive at new solutions do so because they have the ability to use visual images to communicate ideas. Because of the visual nature of mass media today, students need to understand images and communicate visually. The world is full of visual images and symbols, and students need to develop the ability to understand them.

PERFORMANCE STANDARDS

- H.12.1. Interpret complex patterns and forms by drawing them
- H.12.2 Know how human eyes work to see subtle changes in light, color, textures, and surfaces
- H.12.3 Use careful observation to draw, paint, and sculpt from life
- H.12.4 Create two-dimensional plans to make three-dimensional models
- H.12.5 Make and interpret maps, charts, and plans
- H.12.6 Be critical viewers and producers of mass-media images

GRADE 12

VISUAL ART CREATING

K. MAKING CONNECTIONS

Content Standard

Students in Wisconsin will make connections among the arts, other disciplines, other cultures, and the world of work.

Rationale:

Fields of knowledge and disciplines are intimately connected. Fragmentation of knowledge prevents people from absorbing the vast information that shapes their lives. The arts help students integrate knowledge and experience and to become better thinkers, problem solvers, creators, communicators, and citizens.

PERFORMANCE STANDARDS

GRADE 12

VISUAL ART UNDERSTANDING

I. PERSONAL AND SOCIAL DEVELOPMENT

Content Standard

Students in Wisconsin will use their senses and emotions through art to develop their minds and to improve social relationships.

Rationale:

Arts education integrates sensory and emotional development with the overall intellectual development of students. Our senses bring complex information into our brains and feeling is just as important as reasoning in shaping our minds. Emotional intelligence will affect how students perform in school and in life.

PERFORMANCE STANDARDS

- I.12.1 Use art to understand their own and others' emotions
- I.12.2 Make art that explores a variety of emotions
- I.12.3 Compare and contrast feelings in a work of art
- I.12.4 Look at art and compare their feelings with those of the artist and others
- I.12.5 Understand and recognize that art reflects the history and culture in which it was created
- I.12.6 Create art that expresses deep feelings
- I.12.7 Work independently, collaboratively, and with deep concentration when creating works of art

J. CULTURAL AND AESTHETIC UNDERSTANDING

Content Standard

Students in Wisconsin will reflect upon the nature of art and meaning in art and culture.

Rationale:

Reflection about art introduces big questions such as: What is Art? and, Why do people around the world and throughout the ages make art? Students learn to speak, read, write, and think about the nature of art through dialogue and personal reflection. Reflection about art allows students to make informed aesthetic judgments.

PERFORMANCE STANDARDS

- J.12.1 Understand the purposes and functions of art
- J.12.2 Choose materials and techniques to influence the expressive quality of art
- J.12.3 Identify ways different cultures think about art
- J.12.4 Identify ways philosophers think about art
- J.12.5 Understand their own ideas about the purposes and meanings of art
- J.12.6 Know the value of art as a basic part of being human
- J.12.7 Understand and apply art criticism and aesthetic knowledge in art and design
- J.12.8 Know concepts of beauty in different cultures
- J.12.9 Identify the differences between original artworks, reproductions, and copies
- J.12.10 Reflect and talk about works of art

GRADE 12

VISUAL ART CREATING

K. MAKING CONNECTIONS

Content Standard

Students in Wisconsin will make connections among the arts, other disciplines, other cultures, and the world of work.

Rationale:

Fields of knowledge and disciplines are intimately connected. Fragmentation of knowledge prevents people from absorbing the vast information that shapes their lives. The arts help students integrate knowledge and experience and to become better thinkers, problem solvers, creators, communicators, and citizens.

PERFORMANCE STANDARDS

- K.12.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology
- K.12.2 Invent new artistic forms to communicate ideas and solutions to problems
- K.12.3 Apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art
- K.12.4 Continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world
- K.12.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design
- K.12.6 Know the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture

L. VISUAL IMAGINATION AND CREATIVITY

Content Standard

Students in Wisconsin will use their imaginations and creativity to develop multiple solutions to problems, expand their minds, and create ideas for original works of art and design.

Rationale:

Imagination allows people to explore connections to the world, develop conceptual thought processes, and learn to use metaphors to arrive at original ideas. Art helps children become more creative, deal with complexity and ambiguity, be more flexible, solve problems in creative ways, use higher order thinking skills, and take risks.

PERFORMANCE STANDARDS

- L.12.1 Use their knowledge, intuition, and experiences to develop ideas for artwork
- L.12.2 Continue to develop a base of knowledge and skills from which to create new ideas
- L.12.3 Use personal traits, such as independent thinking, courage, integrity, insight, and dedication, in creating quality art and design
- L.12.4 Use the knowledge of nature and works of art as sources for new ideas
- L.12.5 Develop a personal style in art and design that reflects who they are
- L.12.6 Understand that art is created by people with different world views, expresses diverse ideas, and changes over time
- L.12.7 Imagine complex situations from a variety of challenging points of view

Sample Proficiency Standards

E. VISUAL COMMUNICATION AND EXPRESSION

Content Standard

Students in Wisconsin will produce quality images and objects that effectively communicate and express ideas using varied media, techniques, and processes.

PERFORMANCE STANDARD

E.4.1 By the end of grade 4, students will communicate basic ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics.

SAMPLE TASK

In art class we learned how to use line, pattern, and shape to make drawings that communicate ideas in interesting ways. We also learned to use drawing as a way to help us observe carefully and communicate our ideas to others. We learned what the word “symmetry” means and saw how it is used in both science and art. We studied the way many things in nature, such as plants, insects, and animals are symmetrical.

In science we also learned that someone who studies insects is an entomologist. We looked at many types of insects and learned that insects have three body parts: a head, thorax, and abdomen, and usually three pairs of legs and two antennae.

You now have one class period to make a drawing using black markers on white paper that will combine what you learned in art with what you learned in science. Read the following story that explains what your drawing should be about.

Pretend you are an entomologist looking for a new kind of insect that might be used to make a medicine to cure sick people. On a hot, sticky day, you are wandering through a jungle trail in Mexico. You bend down for a closer look at a beautiful flower and find a symmetrically shaped insect with three unusually shaped body parts. You take out your magnifying glass and see that it is covered with beautiful patterns.

Draw your insect as large as your paper. Use your knowledge of insects and your art skills to make your drawing as interesting and complete as you can. Show interesting details, patterns, shapes, lines, and symmetrical design.

DESCRIPTIONS OF PROFICIENCY CATEGORIES

Advanced

1. Application of unique or unusual visual design techniques; such as the use of line, shape, space (foreground, background, negative space), pattern, dark and light contrast, symmetry, and balance
2. Accurate application of scientific information
3. Advanced observation skills
4. Application of interesting and/or clever detail
5. Problem solved in a unique way with an original idea, little evidence of stereotypical or schematic images

Proficient

1. Application of appropriate visual design techniques such as the use of line, shape, space (foreground, background, negative space), pattern, and symmetry
2. Appropriate application of some scientific information
3. Evidence of careful observation
4. Use of detail
5. Problem solved using original idea, may have some stereotypical or schematic images

Partially Proficient

1. Overall visual design techniques are under-developed
2. Some evidence of scientific information
3. Some evidence of observation
4. Some attention to detail
5. Problem partially solved, idea not clearly depicted

Minimal

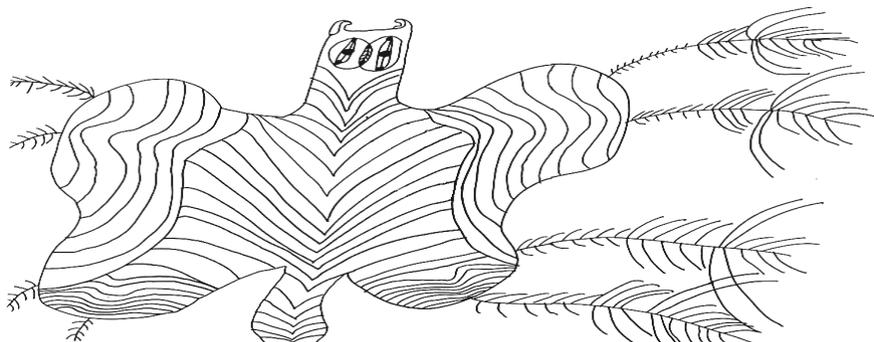
1. Missing substantial portions of the criteria, such as visual design techniques, scientific information, observation skills, detail, and problem not solved

SAMPLES OF STUDENT WORK

EXPLANATION OF RATINGS OF STUDENT WORK

Advanced

This drawing shows a nice balance between a free, open drawing style and enough control to create convincing details and patterns. Unique details such as the eyes and feathery legs show a sophisticated feel for line, repetition, and pattern. The repetition of lines to create patterns is done in interesting ways to avoid mechanical, random patterns. Each line has been drawn with attention. One of the strengths of this drawing is the lack of contrived or stereotypical elements. The overall effect of the drawing suggest descriptors like “unique” and “beautiful,” which are harder to achieve than “clever” or “cute.” The drawing fills the page well without resorting to a hastily added background. The student has gotten some facts wrong; such as what appears to be eight legs rather than six, and has not included a segmented body as described in the story, but the overall effect is both very insect-like and artistic.



Proficient

This is a delightful drawing with a sense of humor and an intelligent solution to the problem. The student shows good control of the drawing medium and has filled the page nicely. There are many imaginative details like the knee caps and earrings. The wavy lines on the body vary in thickness and the triangles include dark and light shapes. The grass and leaves complete the composition but are done quickly and somewhat mechanically as a contrivance to finish the drawing. The student relies on easy solutions like the smiling face with the tongue sticking out to try to be humorous. While there is a conscious attempt to be clever, many of the solutions are contrived and cliché.

Partially Proficient

This drawing has a nice energy and exuberant use of line. It has many charming characteristics but shows a certain lack of control. There are some interesting details like the unique nose and pattern of tiny circles on the head but other lines become violently

erratic. The student seems to lose concentration and resorts to quick gestural marks (as in the grass) to fill the page and complete the drawing quickly.



Minimal

Like many children's drawings this one has a simple charm but it lacks details that would indicate the student is observant or imaginative. The shapes are very basic with a circle for the head, a rectangle for the body, and a triangle for the tail. The legs are indicated by simple, straight lines jutting from the body. The humanlike face is a stereotypical device that is naturally appealing but overused in student work. The child-like sun also is commonly used in young children's drawings.

