

Art, Level I (IMRA 26)

Subject: Fine Arts

Grade: 09

Expectations: 18

Breakouts: 112

(a) Introduction.

1. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
2. Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.
3. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:
 - (A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork
 - (i) consider concepts from direct observation for original artworks
 - (ii) consider concepts from original sources for original artwork
 - (iii) consider concepts from experiences for original artwork
 - (iv) consider concepts from imagination for original artwork
 - (v) consider ideas from direct observation for original artwork
 - (vi) consider ideas from original sources for original artwork
 - (vii) consider ideas from experiences for original artwork

- (viii) consider ideas from imagination for original artwork
- (B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork
 - (i) identify the elements of art, including line, as the fundamentals of art in personal artwork
 - (ii) understand the elements of art, including line, as the fundamentals of art in personal artwork
 - (iii) identify the elements of art, including shape, as the fundamentals of art in personal artwork
 - (iv) understand the elements of art, including shape, as the fundamentals of art in personal artwork
 - (v) identify the elements of art, including color, as the fundamentals of art in personal artwork
 - (vi) understand the elements of art, including color, as the fundamentals of art in personal artwork
 - (vii) identify the elements of art, including texture, as the fundamentals of art in personal artwork
 - (viii) understand the elements of art, including texture, as the fundamentals of art in personal artwork
 - (ix) identify the elements of art, including form, as the fundamentals of art in personal artwork
 - (x) understand the elements of art, including form, as the fundamentals of art in personal artwork
 - (xi) identify the elements of art, including space, as the fundamentals of art in personal artwork
 - (xii) understand the elements of art, including space, as the fundamentals of art in personal artwork
 - (xiii) identify the elements of art, including value, as the fundamentals of art in personal artwork
 - (xiv) understand the elements of art, including value, as the fundamentals of art in personal artwork
- (C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork
 - (i) identify the principles of design, including emphasis, in personal artwork
 - (ii) understand the principles of design, including emphasis in personal artwork
 - (iii) identify the principles of design, including repetition/pattern, in personal artwork
 - (iv) understand the principles of design, including repetition/pattern, in personal artwork
 - (v) identify the principles of design, including movement/rhythm, in personal artwork
 - (vi) understand the principles of design, including movement/rhythm, in personal artwork
 - (vii) identify the principles of design, including contrast/variety, in personal artwork
 - (viii) understand the principles of design, including contrast/variety in personal artwork
 - (ix) identify the principles of design, including balance, in personal artwork
 - (x) understand the principles of design, including balance, in personal artwork
 - (xi) identify the principles of design, including proportion, in personal artwork
 - (xii) understand the principles of design, including proportion, in personal artwork
 - (xiii) identify the principles of design, including unity, in personal artwork

- (xiv) understand the principles of design, including unity, in personal artwork
- (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately
 - (i) make judgments about the expressive properties of artworks using art vocabulary accurately
- (2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
 - (A) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination
 - (i) use visual solutions to create original artwork by problem solving through direct observation
 - (ii) use visual solutions to create original artwork by problem solving through original sources
 - (iii) use visual solutions to create original artwork by problem solving through experiences
 - (iv) use visual solutions to create original artwork by problem solving through narrations
 - (v) use visual solutions to create original artwork by problem solving through imagination
 - (B) communicate a variety of applications for design solutions
 - (i) communicate a variety of applications for design solutions
 - (C) collaborate to create original works of art
 - (i) collaborate to create original works of art
 - (D) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination
 - (i) use an understanding of copyright to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination
 - (ii) use an understanding of public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination
 - (E) create original artwork to communicate thoughts, feelings, ideas, or impressions
 - (i) create original artwork to communicate thoughts, feelings, ideas, or impressions
 - (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media
 - (i) demonstrate effective use of art media in drawing
 - (ii) demonstrate effective use of art tools in drawing
 - (iii) demonstrate effective use of art media in painting
 - (iv) demonstrate effective use of art tools in painting
 - (v) demonstrate effective use of art media in printmaking
 - (vi) demonstrate effective use of art tools in printmaking

- (vii) demonstrate effective use of art media in sculpture
 - (viii) demonstrate effective use of art tools in sculpture
 - (ix) demonstrate effective use of art media in ceramics
 - (x) demonstrate effective use of art tools in ceramics
 - (xi) demonstrate effective use of art media in fiber art
 - (xii) demonstrate effective use of art tools in fiber art
 - (xiii) demonstrate effective use of art media in design
 - (xiv) demonstrate effective use of art tools in design
 - (xv) demonstrate effective use of art media in digital art and media
 - (xvi) demonstrate effective use of art tools in digital art and media
- (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
- (A) compare and contrast historical and contemporary styles while identifying general themes and trends
 - (i) compare and contrast historical and contemporary styles while identifying general themes
 - (ii) contrast and contrast historical and contemporary styles while identifying general trends
 - (B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage
 - (i) describe general characteristics in artwork from a variety of cultures, which might also include personal identity
 - (ii) describe general characteristics in artwork from a variety of cultures, which might also include heritage
 - (C) collaborate on community-based art projects
 - (i) collaborate on community-based art projects
 - (D) compare and contrast career and avocational opportunities in art
 - (i) compare and contrast career and avocational opportunities in art
- (4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
- (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites
 - (i) interpret artistic decisions in artwork by self
 - (ii) evaluate artistic decisions in artwork by self
 - (iii) justify artistic decisions in artwork by self
 - (iv) interpret artistic decisions in artwork by peers
 - (v) evaluate artistic decisions in artwork by peers

- (vi) justify artistic decisions in artwork by peers
 - (vii) interpret artistic decisions in artwork by other artists
 - (viii) evaluate artistic decisions in artwork by other artists
 - (ix) justify artistic decisions in artwork by other artists
- (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork
- (i) evaluate artwork using a verbal or written method of critique
 - (ii) analyze artwork using a verbal or written method of critique
- (C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning
- (i) construct a physical or electronic portfolio by evaluating personal original artwork to provide evidence of learning
 - (ii) construct a physical or electronic portfolio by analyzing personal original artwork to provide evidence of learning
- (D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings
- (i) select original artwork to form precise conclusions about formal qualities
 - (ii) select original artwork to form precise conclusions about historical contexts
 - (iii) select original artwork to form precise conclusions about cultural contexts
 - (iv) select original artwork to form precise conclusions about intentions
 - (v) select original artwork to form precise conclusions about meanings
 - (vi) select portfolios to form precise conclusions about formal qualities
 - (vii) select portfolios to form precise conclusions about historical contexts
 - (viii) select portfolios to form precise conclusions about cultural contexts
 - (ix) select portfolios to form precise conclusions about intentions
 - (x) select portfolios to form precise conclusions about meanings
 - (xi) select exhibitions to form precise conclusions about formal qualities
 - (xii) select exhibitions to form precise conclusions about historical contexts
 - (xiii) select exhibitions to form precise conclusions about cultural contexts
 - (xiv) select exhibitions to form precise conclusions about intentions
 - (xv) select exhibitions to form precise conclusions about meanings
 - (xvi) analyze original artwork to form precise conclusions about formal qualities
 - (xvii) analyze original artwork to form precise conclusions about historical contexts

- (xviii) analyze original artwork to form precise conclusions about cultural contexts
- (xix) analyze original artwork to form precise conclusions about intentions
- (xx) analyze original artwork to form precise conclusions about meanings
- (xxi) analyze portfolios to form precise conclusions about formal qualities
- (xxii) analyze portfolios to form precise conclusions about historical contexts
- (xxiii) analyze portfolios to form precise conclusions about cultural contexts
- (xxiv) analyze portfolios to form precise conclusions about intentions
- (xxv) analyze portfolios to form precise conclusions about meanings
- (xxvi) analyze exhibitions to form precise conclusions about formal qualities
- (xxvii) analyze exhibitions to form precise conclusions about historical contexts
- (xxviii) analyze exhibitions to form precise conclusions about cultural contexts
- (xxix) analyze exhibitions to form precise conclusions about intentions
- (xxx) analyze exhibitions to form precise conclusions about meanings