

# Art, Level II (IMRA 26)

Subject: Fine Arts

Grade: 10

Expectations: 19

Breakouts: 125

## (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 artworks. The student is expected to:
  - (A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks
    - (i) use visual comparisons to illustrate concepts from direct observation for original artworks
    - (ii) use visual comparisons to illustrate ideas from direct observation for original artworks
    - (iii) use visual comparisons to illustrate concepts from original sources for original artworks
    - (iv) use visual comparisons to illustrate ideas from original sources for original artworks
    - (v) use visual comparisons to illustrate concepts from experiences for original artworks
    - (vi) use visual comparisons to illustrate ideas from experiences for original artworks
    - (vii) use visual comparisons to illustrate concepts from narration for original artworks

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

- (xii) apply the principles of design, including proportion, in personal artworks
- (xiii) identify the principles of design, including unity, in personal artworks
- (xiv) apply the principles of design, including unity, in personal artworks
- (D) explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately
  - (i) explore suitability of art media to express specific ideas relating to visual themes of artworks, using art vocabulary accurately
  - (ii) explore suitability of art processes to express specific ideas relating to visual themes of artworks, using art vocabulary accurately
- (2) Creative expression. The student communicates ideas through original artworks 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) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent
    - (i) create original artworks using multiple solutions from direct observation in order to expand personal themes that demonstrate artistic talent
    - (ii) create original artworks using multiple solutions from original sources in order to expand personal themes that demonstrate artistic intent
    - (iii) create original artworks using multiple solutions from experiences in order to expand personal themes that demonstrate artistic intent
    - (iv) create original artworks using multiple solutions from imagination in order to expand personal themes that demonstrate artistic intent
  - (B) apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions
    - (i) apply design skills in creating practical applications in order to make successful design decisions
    - (ii) apply design skills in clarifying presentations in order to make successful design decisions
    - (iii) apply design skills in examining consumer choices in order to make successful design decisions
  - (C) 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
  - (D) create original artwork to communicate thoughts, feelings, ideas, or impressions
    - (i) create original artwork to communicate thoughts, feelings, ideas, or impressions
  - (E) collaborate to create original works of art

- (i) collaborate to create original works of art
- (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media
  - (i) select from a variety of art media to communicate specific ideas in drawing
  - (ii) select from a variety of art media to communicate specific ideas in painting
  - (iii) select from a variety of art media to communicate specific ideas in printmaking
  - (iv) select from a variety of art media to communicate specific ideas in sculpture
  - (v) select from a variety of art media to communicate specific ideas in ceramics
  - (vi) select from a variety of art media to communicate specific ideas in fiber art
  - (vii) select from a variety of art media to communicate specific ideas in jewelry
  - (viii) select from a variety of art media to communicate specific ideas in mixed media
  - (ix) select from a variety of art media to communicate specific ideas in photography
  - (x) select from a variety of art media to communicate specific ideas in digital art and media
  - (xi) select from a variety of art tools to communicate specific ideas in drawing
  - (xii) select from a variety of art tools to communicate specific ideas in painting
  - (xiii) select from a variety of art media to communicate specific ideas in printmaking
  - (xiv) select from a variety of art tools to communicate specific ideas in sculpture
  - (xv) select from a variety of art tools to communicate specific ideas in ceramics
  - (xvi) select from a variety of art tools to communicate specific ideas in fiber art
  - (xvii) select from a variety of art tools to communicate specific ideas in jewelry
  - (xviii) select from a variety of art tools to communicate specific ideas in mixed-media
  - (xix) select from a variety of art tools to communicate specific ideas in photography
  - (xx) select from a variety of art tools to communicate specific ideas 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) examine selected historical periods or styles of art to identify general themes and trends
    - (i) examine selected historical periods or styles of art to identify general themes
    - (ii) examine selected historical periods or styles of art to identify general trends
  - (B) analyze specific characteristics in artwork from a variety of cultures
    - (i) analyze specific characteristics in artwork from a variety of cultures
  - (C) collaborate on community-based art projects
    - (i) collaborate on community-based art projects

(D) examine and research career, entrepreneurial, and avocational opportunities in art

- (i) examine career opportunities in art
- (ii) research career opportunities in art
- (iii) examine entrepreneurial opportunities in art
- (iv) research entrepreneurial opportunities in art
- (v) examine avocational opportunities in art
- (vi) research 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 peer
- (v) evaluate artistic decisions in artwork by peer
- (vi) justify artistic decisions in artwork by peer
- (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 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 method of critique
- (ii) analyze artwork using a method of critique

(C) use responses to artwork critiques to make decisions about future directions in personal work

- (i) use responses to artwork critiques to make decisions about future directions in personal work

(D) construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning

- (i) construct a physical or electronic portfolio by evaluating personal original artworks to provide evidence of learning
- (ii) construct a physical or electronic portfolio by analyzing personal original artworks to provide evidence of learning

(E) 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