

Art, Level III (IMRA 26)

Subject: Fine Arts

Grade: 11

Expectations: 20

Breakouts: 90

(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) analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively
 - (i) analyze visual characteristics of sources to illustrate concepts
 - (ii) analyze visual characteristics of sources to demonstrate flexibility in solving problems
 - (iii) analyze visual characteristics of sources to create multiple solutions
 - (iv) analyze visual characteristics of sources to think imaginatively
 - (B) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork

- (i) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork
- (C) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork
 - (i) compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork
- (D) explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork
 - (i) explore the suitability of art media
 - (ii) explore the suitability of art processes
 - (iii) select [art media and processes] appropriate to express specific ideas relating to visual themes to interpret the expressive qualities of artwork
- (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) 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 artwork using multiple solutions from direct observation in order to expand personal themes that demonstrate artistic intent
 - (ii) create original artwork using multiple solutions from original sources in order to expand personal themes that demonstrate artistic intent
 - (iii) create original artwork using multiple solutions from experiences in order to expand personal themes that demonstrate artistic intent
 - (iv) create original artwork using multiple solutions from imagination in order to expand personal themes that demonstrate artistic intent
 - (B) solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions
 - (i) solve visual problems
 - (ii) develop multiple solutions for designing ideas in order to make successful design decisions
 - (iii) develop multiple solutions for creating practical applications in order to make successful design decisions
 - (iv) develop multiple solutions for clarifying presentations in order to make successful design decisions
 - (v) develop multiple solutions for evaluating 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 express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media
 - (i) select from a variety of art media to express intent in drawing
 - (ii) select from a variety of art media to express intent in painting
 - (iii) select from a variety of art media to express intent in printmaking
 - (iv) select from a variety of art media to express intent in sculpture
 - (v) select from a variety of art media to express intent in ceramics
 - (vi) select from a variety of art media to express intent in fiber art
 - (vii) select from a variety of art media to express intent in design
 - (viii) select from a variety of art media to express intent in digital art and media
 - (ix) select from a variety of art media to express intent in photography
 - (x) select from a variety of art media to express intent in jewelry
 - (xi) select from a variety of art media to express intent in mixed media
 - (xii) select from a variety of art tools to express intent in drawing
 - (xiii) select from a variety of art tools to express intent in painting
 - (xiv) select from a variety of art tools to express intent in printmaking
 - (xv) select from a variety of art tools to express intent in sculpture
 - (xvi) select from a variety of art tools to express intent in ceramics
 - (xvii) select from a variety of art tools to express intent in fiber art
 - (xviii) select from a variety of art tools to express intent in design
 - (xix) select from a variety of art tools to express intent in digital art and media
 - (xx) select from a variety of art tools to express intent in photography
 - (xxi) select from a variety of art tools to express intent in jewelry
 - (xxii) select from a variety of art tools to express intent in mixed 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) research selected historical periods, artists, general themes, trends, and styles of art
 - (i) research selected historical periods of art
 - (ii) research selected historical artists
 - (iii) research selected historical general themes of art
 - (iv) research selected historical trends of art
 - (v) research selected historical styles of art
 - (B) distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork
 - (i) distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork
 - (C) collaborate on community-based art projects
 - (i) collaborate on community-based art projects
 - (D) examine, research, and develop a plan of action for relevant career, entrepreneurial, and avocational art opportunities within a global economy
 - (i) examine a plan of action for relevant career art opportunities within a global economy
 - (ii) examine a plan of action for relevant entrepreneurial art opportunities within a global economy
 - (iii) examine a plan of action for relevant avocational art opportunities within a global economy
 - (iv) research a plan of action for relevant career art opportunities within a global economy
 - (v) research a plan of action for relevant entrepreneurial art opportunities within a global economy
 - (vi) research a plan of action for relevant avocational art opportunities within a global economy
 - (vii) develop a plan of action for relevant career art opportunities within a global economy
 - (viii) develop a plan of action for relevant entrepreneurial art opportunities within a global economy
 - (ix) develop a plan of action for relevant avocational art opportunities within a global economy
- (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 such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas
 - (i) interpret artistic decisions in artwork based on evaluation of developmental progress
 - (ii) interpret artistic decisions in artwork based on evaluation of competency in problem solving
 - (iii) interpret artistic decisions in artwork based on evaluation of a variety of visual ideas
 - (iv) evaluate artistic decisions in artwork based on evaluation of developmental progress
 - (v) evaluate artistic decisions in artwork based on evaluation of competency in problem solving
 - (vi) evaluate artistic decisions in artwork based on evaluation of a variety of visual ideas

- (vii) justify artistic decisions in artwork based on evaluation of developmental progress
 - (viii) justify artistic decisions in artwork based on evaluation of competency in problem solving
 - (ix) justify artistic decisions in artwork based on evaluation of a variety of visual ideas
- (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) analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness
- (i) analyze personal artworks in order to create a written response reflecting intent
 - (ii) analyze personal artworks in order to create a written response reflecting inspiration
 - (iii) analyze personal artworks in order to create a written response reflecting the elements of art and principles of design within the artwork
 - (iv) analyze personal artworks in order to create a written response reflecting measure of uniqueness
- (D) 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
- (E) 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
- (F) select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings
- (i) select original artwork to demonstrate innovation
 - (ii) select original artwork to provide examples of in-depth exploration of qualities
 - (iii) select original portfolios to demonstrate innovation
 - (iv) select original portfolios to provide examples of in-depth exploration of qualities
 - (v) select original exhibitions to demonstrate innovation
 - (vi) select original exhibitions to provide examples of in-depth exploration of qualities
 - (vii) analyze original artwork to demonstrate innovation
 - (viii) analyze original artwork to provide examples of in-depth exploration of qualities
 - (ix) analyze original portfolios to demonstrate innovation

- (x) analyze original portfolios to provide examples of in-depth exploration of qualities
- (xi) analyze original exhibitions to demonstrate innovation
- (xii) analyze original exhibitions to provide examples of in-depth exploration of qualities