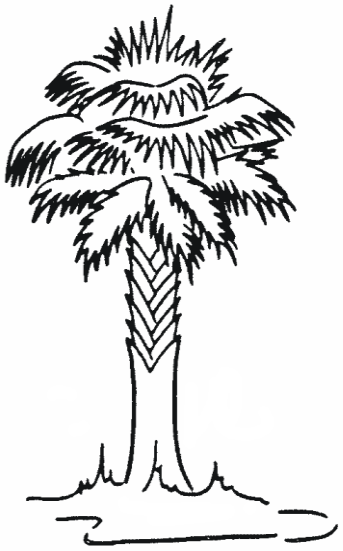
SOUTH CAROLINA ACADEMIC STANDARDS FOR THE VISUAL AND PERFORMING ARTS



Jim Rex
State Superintendent of Education

South Carolina Department of Education
Columbia, South Carolina

2010

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South Carolina owes a debt of gratitude to the following individuals for their expertise and dedication in developing a quality vision for the visual and performing arts in our state.

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INTRODUCTION

The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* is presented as a series of seven documents that individually address the arts areas of dance, choral music, general music, instrumental music, media arts, theatre, and visual arts from kindergarten through high school. Delineating what the state's children should know and be able to do in these content areas, the seven documents are intended to be used not only as the basis for curricula, instruction, and assessment in the arts disciplines in South Carolina schools but also as a concise statement about expectations for learning in the arts for policy makers, education administrators, teachers, and instructional and community leaders.

South Carolina Department of Education professional staff, in collaboration with members of the South Carolina Visual and Performing Arts Standards Development Team, created this series of arts-standards documents. The fundamental process began with the development of the *South Carolina Visual and Performing Arts Framework* in 1993. The next year, *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*, developed by the Consortium of National Arts Education Associations, was made available nationwide, and in 2003, the SCDE published its *South Carolina Visual and Performing Arts Curriculum Standards*, which utilized the nine content standards that are put forth in the national standards document. The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* is based on both of these latter documents. While changes in the wording of the discipline-specific national content and achievement standards have been made here, the essential beliefs and intent of these standards remain intact. In addition, our seven documents contain standards that are original and unique to South Carolina.

While the *2010 South Carolina Academic Standards for the Visual and Performing Arts* represent a guide for what students should know and be able to do, the local school district should determine the appropriateness of the content used to teach the standards. Decisions as to curriculum, instruction, and assessment should match the grade level at which the standards are taught and support the culture of the local community.

The *2010 South Carolina Academic Standards for the Visual and Performing Arts* draws on the expertise of K–16 arts teachers and administrators who were nominated by district superintendents and the professional arts education organizations for dance, music, theatre, and visual arts. We are grateful to all who those contributed to this effort.

The Visual and Performing Arts in South Carolina

Students who participate in the standards-based education in the visual and performing arts that South Carolina provides are heirs to excellent arts opportunities and programs because of the vision and tenacity of generations of devoted arts educators in our state and throughout the nation. The *2010 South*

Carolina Academic Standards for the Visual and Performing Arts will serve as the basis for the continuation of the comprehensive sequential arts education system offered in our state. In addition, these standards provide guaranteed experiences for our students to study, perform, and produce in the arts.

Ten years of ongoing research in South Carolina schools has demonstrated that increased and enhanced arts education programs make a significant impact on the state's students, schools, and teachers as well as its overall economic stability. For example, research conducted by the University of South Carolina's Office of Program Evaluation found quality comprehensive arts programs greatly changed the ecology of the schools. Such schools were found to have higher student attendance, higher parent approval, fewer discipline referrals, fewer student interruptions and more time on task, higher teacher attendance, and higher teacher morale. In addition, in 2002, the South Carolina Arts Commission reported that, according to a study conducted by the Division of Research in University of South Carolina's Moore School of Business, the cultural industry in the state was making a significant impact on the state's economy. That study, which updated in 2007, affirmed the state's cultural industry overall had generated $2.4 billion dollars or more in output for the South Carolina economy, including $766,249,688 in salaries and wages from 31,490 jobs—a significant return on the state's investment in the visual and performing arts.

The South Carolina Visual and Performing Arts Academic Standards Documents

The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* is not a curriculum. The academic standards set forth in the seven visual and performing arts documents are not sequenced for instruction; do not prescribe classroom activities or materials; and do not dictate instructional strategies, approaches, or practices. Instead, these documents—in presenting a framework for the development of realistic and achievable expectations for student performance in each grade level—are intended to serve as a resource for the state's school districts in designing their own visual and performing arts curricula. A district may expand and organize its course content on the basis of these standards and indicators to fit the needs of its particular student populations.

The academic standards statements and their performance indicators describe the knowledge and skills that should be addressed in each grade level. Mastery of the standards is not expected for kindergarten students, and formal assessment is not appropriate for these standards. When the standards continue into the lower grades, however, mastery and assessment of the grades 1 and 2 standards are expected. The kindergarten visual and performing arts standards were developed with the intention that instruction would be provided in schools (with sufficient arts staff and appropriate funding) by arts specialists or by early childhood teachers who had received extensive professional development in arts education. A systematic collaborative effort between elementary arts specialists and early childhood teachers is highly recommended.

As the standards are implemented and the arts program grows, schools and districts should evaluate the effectiveness of their programs by using criteria to determine the extent to which students have opportunities to learn the arts standards. The Program Assessment Worksheets available on Winthrop University's "Arts in Basic Curriculum Project" Web site at http://www2.winthrop.edu/abc/learn.htm, provide a survey instrument for the development of a comprehensive sequential arts program. The survey gauges individual arts disciplines, addressing facilities, supplies and equipment, scheduling, and staffing. In addition, teachers and administrators are encouraged to use the recommendations cited in the *Essential Elements of a Quality District Arts Program* document located at http://www.ed.sc.gov/arts. Checklists, which are provided as a supplement to this document, can be used by districts and schools to conduct a needs assessment of their arts programs.

South Carolina students have always grown through the benefits of strong visual and performing arts programs. This document assures for the continuation of our state's strength in arts education.

Document Format and Definitions of Key Terms

Elementary teachers will find academic standards for kindergarten through grade five; middle school teachers, for grades six through eight. Middle school teachers may find it necessary to adjust the implementation of the standards according to their students' experiences in the arts. Students studying an arts discipline for the first time in the eighth grade may need to be introduced to the sixth- or seventh-grade standards, according to their abilities and knowledge of the discipline. Middle school teachers may want to think of the grades in terms of the following levels: sixth grade as middle-level *one*, seventh grade as middle-level *two*, and eighth grade as middle-level *three*.

For high school students, the standards are written as levels *one* through *four,* representing grades nine through twelve respectively. Teachers should teach the standards at the level at which the individual student's abilities and knowledge exist when he or she enters the arts discipline. A pretest of student abilities and knowledge will assist the teacher in determining which overall level of the standards best aligns with what the students in the class should know and be able to do.
All children deserve access to the rich education that the arts provide, regardless of their background, talents, or disabilities. Students with disabilities can derive great benefit from the arts; therefore, arts specialists should be involved in the planning for the education of students with special needs through their individualized education program (IEP). Arts specialists should also take part in the planning and implementation of artistically gifted and talented programs. Students in these programs in the elementary and middle grades are expected to achieve all the standards listed at their grade levels as well as to demonstrate higher levels of skills and knowledge, deal with more complex examples, and respond to works of art in increasingly sophisticated ways.

Academic standards are statements of the most important and consensually determined expectations for student learning in a particular discipline. The 2010 South Carolina Academic Standards for the Visual and Performing Arts are provided for nine grade levels (kindergarten through grade eight) and four high school levels.

Indicators are specific statements of the content knowledge, skills, and performance levels that students must demonstrate in order to meet the particular standard. The term *including* in the indicator statements names the specific items that are intended to be the focus of the teaching and learning on the particular skill or concept. Teachers must focus their instruction on the entire indicator, but they must also be certain to include in their instruction the components specified in the *including* statements. The items named in the parenthetical *for example* statements, on the other hand, are suggestions rather than requirements.

Throughout the text of the standards and the indicators for the individual grade levels, terms that are defined in the glossary appear in boldface type. Words in the glossary are defined contextually as they are used in the standards.
The indicators are labeled in such a way that identifies the particular arts area. The following designations are used:
D = Dance
MA = Media Arts
MG = General Music (Music, General)
MC = Choral Music (Music, Choral)
MI = Instrumental Music (Music, Instrumental)
T = Theatre
VA = Visual Arts

The individual indicators are labeled alphanumerically by arts area, grade level, standard number, and sequential number. The example, the second indicator for standard 1 for Dance in the eighth-grade is written **D8-1.2**:

- The letter *D*, for dance, represents the particular arts area,
- the number 8 represents the grade level,
- the number 1 represents the content standard, and
- the number 2 represents the order in which the indicator appears in the sequence of items in the list.

SOUTH CAROLINA
ACADEMIC STANDARDS
FOR THE
VISUAL AND PERFORMING ARTS

VISUAL ARTS

Jim Rex
State Superintendent of Education

South Carolina Department of Education
Columbia, South Carolina

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Visual Arts

Introduction

Education systems in the United States have long recognized the need for national standards to provide the basis for a common curriculum and academic programs throughout the country. In accordance with that objective, the 2010 South Carolina academic standards for Visual Arts are based upon the six content standards that are put forth in *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*, a document developed by the Consortium of National Arts Education Associations and published in 1994, as were the Visual Arts standards in the *South Carolina Visual and Performing Arts Curriculum Standards,* published in 2003.

Studies in visual arts are components of a comprehensive visual arts program and are part of the overall school curriculum; therefore, a school's visual arts curriculum should include sequential visual arts courses as well as specialized courses in high school: Art 1–4, for example, and courses in drawing, painting, printmaking, sculpture, ceramics, graphic design, photography, and the media arts.

The revised South Carolina academic standards for Visual Arts are organized in six academic standards. Several of the academic standards are repeated across the grade levels. Teachers should understand that these standards need to be reinforced throughout these grades as the students use more advanced tools and media as well as more complex terminology and study art concepts in depth.

The Grade Levels

Visual Arts standards are provided for each grade level from kindergarten through high school. However, students enter the visual arts class with varying degrees of visual arts instruction. Visual arts teachers—who are held accountable for students' attainment of the visual arts standards—must therefore understand how the standards and indicators provide for sequential learning. In many instances, the performance indicator statements themselves suggest prerequisite skills that will help a teacher accommodate gaps in instruction.

Although the South Carolina academic standards for Visual Arts are numbered 1 through 6, the arrangement of these standards is not meant to suggest a sequence or hierarchy. Rather, the concepts contained within the various standards often overlap or are related to one another. Richly designed curriculum and instruction should integrate many standards within a unit of study, thus enabling students to see the connections among the six standards of the visual arts discipline.

Schools interested in developing quality visual arts programs should consult Winthrop University's "Opportunity-to-Learn: Standards for Arts Education," Arts in Basic Curriculum Project, online at http://www2.winthrop.edu/abc/learn.htm. In addition, program development recommendations can also be gleaned from the

South Carolina Department of Education document *Essential Elements of a Quality Visual and* Performing *Arts Program,* available online at http://www.ed.sc.gov/arts.

Grades K–8: South Carolina specifies academic standards and performance indicators for elementary (kindergarten through grade 5) and middle school (grades 6 through 8). Middle school visual arts classes should be scheduled to allow adequate instructional time for teachers to address all the 6 through 8 Visual Arts standards and indicators. In the case of limited-contact-hour classes (nine-week exploratory courses or one-semester courses, for example), teachers may not be able to address all of the standards, however. These teachers should therefore identify the indicators that repeat across the three grade levels and implement those particular ones in that class. Then later, as these students progress through the middle school grades, the teacher should seek to give students the optimum level of visual arts instruction by addressing the indicators that do show increasing complexity from one grade level to another.

Grades 9–12 (High School Levels 1–4): The Visual Arts high school academic standards and indicators are designed to reflect the highest possible levels of achievement in visual arts instruction. High schools that aspire to build a comprehensive visual arts program for their students should also consider offerings in the area of visual arts appreciation, visual arts history, and visual arts theory as well as in a variety of production-based visual arts courses. While high school visual arts programs make it possible for students who have participated in elementary and middle school visual arts programs to continue their growth as visual artists, high school students with no prior visual arts experience should be provided opportunities in the area of visual arts appreciation and in appropriate production-based courses

Those high school students who are interested in the arts should be encouraged to enroll in the Art, Audio-Video Technology, and Communications Career Cluster, which is divided into six pathways: Audio-Video Communications Technology; Broadcasting, Film, Journalism; Performing Arts; Printing Technology; Telecommunications; and Visual Arts.

Secondary Sources

In addition to the *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*, the following sources were utilized in the creation of the South Carolina academic standards for Visual Arts:

Minnesota Department of Education. 2003. *Minnesota Academic Standards: Arts K–12* Roseville: MDE. Available online at http://education.state.mn.us/mdeprod/groups/Standards/documents/LawStatute/004244.pdf.

National Art Education Association. 1994. *The National Visual Arts Standards.* Reston VA: NAEA. Available online at http://www.naea-reston.org/store/NAEA_Natl_Visual_Standards1.pdf.

KINDERGARTEN

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art.

Indicators

VAK-1.1 Use his or her own ideas in the creation of works of visual art.

VAK-1.2 Identify the materials, **techniques**, and processes used in a variety of works of visual art.

VAK-1.3 Use all art materials and tools in a safe and responsible manner.

KINDERGARTEN

Using Structures and Functions

Standard 2: The student will use composition and the **elements and principles of design** to communicate ideas.

Indicators

VAK-2.1 Recognize similarities and differences among various works of visual art.

VAK-2.2 Identify the **elements and principles of design** used in a particular work of visual art.

KINDERGARTEN

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VAK-3.1 Identify and describe content used by artists.

VAK-3.2 Select and use appropriate **subject matter**, symbols, and ideas to communicate his or her ideas through works of visual art.

KINDERGARTEN

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

VAK-4.1 Identify works of visual art as belonging to a particular time, culture, and place.

VAK-4.2 Discuss the works of visual art in relationship to the technologies, tools, and materials used by the artists.

KINDERGARTEN

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VAK-5.1 Identify some of the purposes for the creation of works of visual art.

VAK-5.2 Describe the different qualities and characteristics of artworks.

KINDERGARTEN

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VAK-6.1 Identify connections between the visual arts and content areas across the curriculum.

VAK-6.2 Discuss the relationship between visual art and language as a means of storytelling.

GRADE 1

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art.

Indicators

VA1-1.1 Use his or her own ideas in the creation of works of visual art.

VA1-1.2 Identify and describe the materials, **techniques**, and processes used in a variety of works of visual art.

VA1-1.3 Use a variety of materials, **techniques**, and processes to create works of visual art.

VA1-1.4 Use all art materials and tools in a safe and responsible manner.

GRADE 1

Using Structures and Functions

Standard 2: The student will use composition and the **elements and principles of design** to communicate ideas.

Indicators

VA1-2.1 Recognize and describe the differences in the composition and design of various works of visual art.

VA1-2.2 Discuss the reasons that different **elements and principles of design** each cause their own distinct response in one who is creating or viewing artworks.

VA1-2.3 Select and use various **elements and principles of design** to communicate his or her ideas, feelings, and stories through works of visual art.

VA1-2.4 Discuss the **elements and principles of design** found in works of visual art.

GRADE 1

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VA1-3.1 Recognize and describe the content in a work of visual art.

VA1-3.2 Select and use **subject matter**, symbols, and ideas to communicate meaning through his or her artworks.

VA1-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.

GRADE 1

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VA1-4.1 Identify works of visual art as belonging to a particular time, culture, and place.

VA1-4.2 Discuss the works of visual art in relationship to the technologies, tools, and materials used by the artists

GRADE 1

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VA1-5.1 Identify some of the purposes for the creation of works of visual art.

VA1-5.2 Describe and discuss the different qualities and characteristics of works of visual art.

GRADE 1

Making Connections

Standard 6: The students will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VA1-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum.

VA1-6.2 Discuss and compare the similarities and differences between the visual arts and other arts disciplines.

VA1-6.3 Discuss the ways that skills from other areas of the curriculum are used in the visual arts.

GRADE 2

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art.

Indicators

VA2-1.1 Identify the materials, **techniques**, and processes used in a variety of artworks.

VA2-1.2 Discuss the reasons that different **elements and principles of design** each cause their own distinct response in one who is creating or viewing works of visual art.

VA2-1.3 Use and combine a variety of materials, **techniques**, and processes to create works of visual art.

VA2-1.4 Use all art materials and tools in a safe and responsible manner.

GRADE 2

Using Structures and Functions

Standard 2: The student will use composition and the **elements and principles of design** to communicate ideas.

Indicators

VA2-2.1 Recognize and describe the differences in the composition and design of various works of visual art and the ideas they convey.

VA2-2.2 Discuss the reasons that different **elements and principles of design** each cause their own distinct response in one who is creating or viewing artworks.

VA2-2.3 Select and use various **elements and principles of design** to communicate his or her ideas, feelings, and stories through works of visual art.

GRADE 2

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VA2-3.1 Describe the content in a work of visual art.

VA2-3.2 Select and use **subject matter**, symbols, and ideas to communicate meaning through his or her artworks.

VA2-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.

GRADE 2

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VA2-4.1 Identify and discuss specific works of visual art as belonging to a particular time, culture, and place.

VA2-4.2 Discuss specific works of visual art in relationship to the technologies, tools, and materials used by the artists.

GRADE 2

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VA2-5.1 Identify purposes for the creation of works of visual art.

VA2-5.2 Describe and discuss the different qualities and characteristics of his or her own artworks and those others.

GRADE 2

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VA2-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum.

VA2-6.2 Discuss and compare the similarities and differences between the visual arts and other arts disciplines.

VA2-6.3 Discuss ways that skills from other areas of the curriculum are used in the visual arts.

GRADE 3

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art.

Indicators

VA3-1.1 Use his or her own ideas in creating works of visual art.

VA3-1.2 Identify and describe the materials, **techniques**, and processes used in a variety of artworks.

VA3-1.3 Use and combine a variety of materials, **techniques**, and processes to create works of visual art.

VA3-1.4 Select and use the most effective materials, **techniques**, and processes to communicate his or her ideas, experiences, and stories through works of visual art.

VA3-1.5 Use all art materials and tools in a safe and responsible manner.

GRADE 3

Using Structures and Functions

Standard 2: The student will use composition and the **elements and principles of design** to communicate ideas.

Indicators

VA3-2.1 Recognize and describe the differences in the composition and design of various works of visual art and the ideas they convey.

VA3-2.2 Discuss the reasons that different **elements and principles of design** each cause their own distinct response in one who is creating or viewing artworks.

VA3-2.3 Select and use various **elements and principles of design** to communicate his or her ideas and feelings in works of visual art.

VA3-2.4 Describe, both orally and in writing, the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.

GRADE 3

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VA3-3.1 Recognize and describe the content in a work of visual art.

VA3-3.2 Select and use **subject matter**, symbols, and ideas to communicate meaning through his or her artworks.

VA3-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.

GRADE 3

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VA3-4.1 Identify and discuss specific works of visual art created by artists from South Carolina as belonging to a particular time, culture, and place.

VA3-4.2 Discuss specific works of visual art in relationship to the technologies, tools, and materials used by the artists.

GRADE 3

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VA3-5.1 Identify purposes for the creation of works of visual art.

VA3-5.2 Describe, discuss, and evaluate the different qualities and characteristics of his or her own artworks and those of others, including works by South Carolina artists.

GRADE 3

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VA3-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum.

VA3-6.2 Discuss and compare the similarities and differences between the visual arts and other arts disciplines.

VA3-6.3 Discuss and write about the ways that skills from another area of the curriculum are used in the visual arts.

GRADE 4

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art.

Indicators

VA4-1.1 Identify the materials, **techniques**, and processes used in a variety of artworks.

VA4-1.2 Explain the reasons that different **elements and principles of design** each cause their own distinct response in one who is creating or viewing artworks.

VA4-1.3 Use a variety of **media**, **techniques**, and processes to create works of visual art.

VA4-1.4 Select and use the most effective materials, **techniques**, and processes to communicate his or her ideas, experiences, and stories through works of visual art.

VA4-1.5 Use all art materials and tools in a safe and responsible manner.

GRADE 4

Using Structures and Functions

Standard 2: The student will use composition and the **elements and principles of design** to communicate ideas.

Indicators

VA4-2.1 Explain the differences in the composition and design of various works of visual art and the ideas they convey.

VA4-2.2 Explain the reasons that different **elements and principles of design** each cause their own distinct response in one who is creating or viewing artworks.

VA4-2.3 Use visual structures and functions of art to create artworks that communicate ideas.

VA4-2.4 Describe the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.

GRADE 4

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VA4-3.1 Identify and describe the content in a work of visual art.

VA4-3.2 Select and use **subject matter**, symbols, ideas, and the **elements and principles of design** to communicate meaning through his or her art-making.

VA4-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.

GRADE 4

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VA4-4.1 Identify and discuss specific works of visual art as belonging to a particular time, culture, and place.

VA4-4.2 Discuss the qualities of specific works by artists who have had a diverse access to various technologies, tools, and materials.

GRADE 4

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VA4-5.1 Identify and discuss some of the purposes for the creation of works of visual art.

VA4-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her artworks and those of others, including works by South Carolina artists.

GRADE 4

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VA4-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum.

VA4-6.2 Discuss and compare the similarities and differences between the visual arts and other arts disciplines.

VA4-6.3 Discuss and write about the ways that skills from another area of the curriculum are used in the visual arts.

VA4-6.4 Determine career opportunities in the visual arts.

GRADE 5

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art.

Indicators

VA5-1.1 Identify the materials, **techniques**, and processes used in a variety of artworks.

VA5-1.2 Describe ways that different materials, **techniques**, and processes evoke different responses in one who is creating or viewing artworks.

VA5-1.3 Use a variety of materials, **techniques**, and processes to create artworks.

VA5-1.4 Select and use the most effective materials, **techniques**, and processes to communicate his or her ideas, experiences, and stories through works of visual art.

VA5-1.5 Use all art materials and tools in a safe and responsible manner.

GRADE 5

Using Structures and Functions

Standard 2: The student will use composition and the **elements and principles of design** to communicate ideas.

Indicators

VA5-2.1 Select a work of art, analyze its composition, and discuss which elements of art and principles of design are used in the work.

VA5-2.2 Discuss the ways that the various **elements and principles of design** are used to communicate ideas.

VA5-2.3 Select **elements and principles of design** to create artworks with a personal meaning.

VA5-2.4 Discuss the ways that specific **elements and principles of design** are used to communicate meaning in his or her own works of visual art.

GRADE 5

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VA5-3.1 Identify and describe the content in a work of visual art.

VA5-3.2 Select and use **subject matter**, symbols, ideas, and the **elements and principles of design** to communicate meaning through his or her art-making.

VA5-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.

VA5-3.4 Write a statement that lists the ways that specific elements of art convey the intended meaning in his or her works of visual art.

GRADE 5

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VA5-4.1 Identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.

VA5-4.2 Write an analysis of the ways in which his or her artwork was influenced by another artist and conduct research on that artist to support his or her analysis.

VA5-4.3 Discuss and write about the ways that history, culture, technology, and the visual arts can influence each other.

GRADE 5

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VA5-5.1 Identify and discuss purposes for the creation of works of visual art.

VA5-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her own artworks and those of others, including works by South Carolina artists.

GRADE 5

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VA5-6.1 Identify connections between the visual arts and content areas across the curriculum.

VA5-6.2 Discuss the relationship between visual art and language as a means of storytelling.

VA5-6.3 Practice the usage of aesthetic terminology when discussing other areas of learning.

VA5-6.4 Discuss and write about the ways that skills from another area of the curriculum might be used in the visual arts.

GRADE 6

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art.

VA6-1.1 Identify the materials, **techniques**, and processes used in a variety of artworks.

VA6-1.2 Describe the ways that different materials, **techniques**, and processes evoke different responses in one who is creating or viewing artworks.

VA6-1.3 Select and apply the most effective materials, **techniques**, and processes to communicate his or her experiences and ideas through artworks.

VA6-1.4 Use art materials and tools in a safe and responsible manner.

GRADE 6

Using Structures and Functions

Standard 2: The student will use composition and the **elements and principles of design** to communicate ideas.

Indicators

VA6-2.1 Select a work of art, analyze its composition, and discuss which elements of art and principles of design are used in the work.

VA6-2.2 Describe the ways in which the **elements and principles of design** are used in a particular work of art and the ways in which their use expresses the artist's ideas.

VA6-2.3 Select **elements and principles of design** to create artworks with a personal meaning.

VA6-2.4 Describe, both orally and in writing, the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.

GRADE 6

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VA6-3.1 Identify and describe the content in works of visual art.

VA6-3.2 Select and use **subject matter**, symbols, ideas, and the **elements and principles of design** to communicate meaning through his or her art-making.

VA6-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.

GRADE 6

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VA6-4.1 Identify artworks from various cultures and recognize ways in which those works were influenced by man-made and natural factors.

VA6-4.2 Discuss and write about ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.

VA6-4.3 Demonstrate **visual literacy** by **deconstructing** artworks to identify and discuss the **elements and principles of design** that are used in those works.

GRADE 6

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VA6-5.1 Compare various purposes for the creation of works of visual art.

VA6-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her own artworks and those of others, including works by South Carolina artists.

VA6-5.3 Maintain a portfolio of his or her artworks.

GRADE 6

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VA6-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.

VA6-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

VA6-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.

GRADE 7

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art.

Indicators

VA7-1.1 Identify the materials, **techniques**, and processes used in a variety of artworks.

VA7-1.2 Describe the ways that different materials, **techniques**, and processes evoke different responses in one who is creating or viewing artworks.

VA7-1.3 Select and apply the most effective materials, **techniques**, and processes to communicate his or her experiences and ideas through the artworks.

VA7-1.4 Use art materials and tools in a safe and responsible manner.

GRADE 7

Using Structures and Functions

Standard 2: The student will use composition and the **elements and principles of design** to communicate ideas.

Indicators

VA7-2.1 Discuss similarities and differences in the composition and in the use of the **elements and principles of design** in two contrasting works of visual art.

VA7-2.2 Compare and contrast several artists' use of the **elements and principles of design** and describe the ways in which these characteristics express the artists' ideas.

VA7-2.3 Select the **elements and principles of design** to create artworks with a personal meaning.

VA7-2.4 Describe, both orally and in writing, the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.

GRADE 7

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VA7-3.1 Compare and contrast the content in two works of visual art.

VA7-3.2 Select and use **subject matter**, symbols, ideas, and the **elements and principles of design** to communicate meaning through his or her art-making.

VA7-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.

VA7-3.4 Compare and contrast his or her works of visual art with those of an established artist.

GRADE 7

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VA7-4.1 Identify artworks from various cultures and recognize ways in which those works were influenced by man-made and natural factors.

VA7-4.2 Discuss and write about the ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.

VA7-4.3 Demonstrate **visual literacy** by **deconstructing** works of visual art to identify and discuss the **elements and principles of design** that are used in them.

GRADE 7

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VA7-5.1 Compare various purposes for the creation of works of visual art.

VA7-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her own artworks and those of others, including works by South Carolina artists.

VA7-5.3 Maintain a portfolio of his or her artworks.

GRADE 7

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VA7-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.

VA7-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

VA7-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.

GRADE 8

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art.

Indicators

VA8-1.1 Identify the materials, **techniques**, and processes used in a variety of artworks.

VA8-1.2 Describe ways that different materials, **techniques**, and processes evoke different responses in one who is creating or viewing artworks.

VA8-1.3 Select and apply the most effective materials, **techniques**, and processes to communicate his or her experiences and ideas through artworks.

VA8-1.4 Use art materials and tools in a safe and responsible manner.

GRADE 8

Using Structures and Functions

Standard 2: The student will use composition and the **elements and principles of design** to communicate ideas.

Indicators

VA8-2.1 Identify the **elements and principles of design** used in a particular work of visual art and describe the ways in which these characteristics express the artist's ideas and affect the viewer.

VA8-2.2 Discuss the ways that the visual arts are able to communicate ideas.

VA8-2.3 Select **elements and principles of design** to create artworks with a personal meaning.

VA8-2.4 Describe the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.

GRADE 8

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VA8-3.1 Compare and contrast the content in several works of visual art.

VA8-3.2 Select and use **subject matter**, symbols, ideas, and the **elements and principles of design** to communicate meaning through his or her art-making.

VA8-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.

VA8-3.4 Compare and contrast his or her works of visual art with those of established artists.

GRADE 8

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VA8-4.1 Identify artworks from various cultures and recognize ways in which these works were influenced by man-made and natural factors.

VA8-4.2 Discuss and write about the ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.

VA8-4.3 Demonstrate **visual literacy** by **deconstructing** works of visual art to identify and discuss the **elements and principles of design** that are used in them.

GRADE 8

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VA8-5.1 Compare various purposes for the creation of works of visual art.

VA8-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her own artwork and that of others, including works by South Carolina artists.

VA8-5.3 Maintain a portfolio of his or her artwork.

GRADE 8

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VA8-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.

VA8-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

VA8-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.

HIGH SCHOOL

LEVEL 1

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art.

Indicators

VAH1-1.1 Recognize and analyze the similarities and differences between materials, **techniques**, and processes in works of visual art.

VAH1-1.2 Describe ways that different materials, **techniques**, and processes evoke different responses in one who is creating or viewing artworks.

VAH1-1.3 Communicate ideas through the effective use of a variety of materials, **techniques**, and processes in works of visual art.

VAH1-1.4 Apply materials, **techniques**, and processes with skill, confidence, and sensitivity sufficient to make his or her intentions observable in the artwork that he or she creates.

VAH1-1.5 Use a variety of art materials, tools, and equipment in a skillful, safe, and responsible manner.

HIGH SCHOOL

LEVEL 1

Using Structures and Functions

Standard 2: The student will use composition and the **elements and principles of design** to communicate ideas.

Indicators

VAH1-2.1 Recognize, describe, and analyze the **elements and principles of design** and other **compositional** structures and strategies used in the visual arts to communicate ideas.

VAH1-2.2 Create works of visual art that use the **elements and principles of design** and other **compositional** strategies.

VAH1-2.3 Evaluate the effectiveness of artworks by analyzing the use of the **elements and principles of design** and other **compositional** structures and strategies.

HIGH SCHOOL

LEVEL 1

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VAH1-3.1 Explore the sources of the **subject matter** and the ideas in a variety of works of visual art.

VAH1-3.2 Analyze and describe the relationships among **subject matter**, symbols, and themes in communicating intended meaning in his or her own artworks and in those of others.

VAH1-3.3 Select and effectively use **subject matter**, symbols, and ideas to communicate meaning through his or her artworks.

HIGH SCHOOL

LEVEL 1

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VAH1-4.1 Describe ways that the **subject matter**, symbols, ideas, and technologies in various artworks are related to history and culture.

VAH1-4.2 Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led him or her to make that identification.

VAH1-4.3 Describe and discuss the function and meaning of specific artworks from various world cultures and historical periods.

VAH1-4.4 Demonstrate **visual literacy** by **deconstructing** images in a variety of contexts.

VAH1-4.5 Apply a knowledge of art history, various cultures, and technologies in the creation of original works of visual art.

HIGH SCHOOL

LEVEL 1

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VAH1-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.

VAH1-5.2 Make complex, descriptive, interpretative, and evaluative judgments about his or her own artworks and those of others.

VAH1-5.3 Formulate criteria for interpreting and evaluating his or her artworks and those of others.

VAH1-5.4 Maintain a personal portfolio of his or her artworks.

HIGH SCHOOL

LEVEL 1

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VAH1-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.

VAH1-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

VAH1-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.

HIGH SCHOOL

LEVEL 2

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art.

Indicators

VAH2-1.1 Recognize and analyze the similarities and differences between materials, **techniques**, and processes in works of visual art.

VAH2-1.2 Describe the ways that different materials, **techniques**, and processes evoke different responses in one who is creating or viewing artworks.

VAH2-1.3 Communicate ideas through the effective use of a variety of materials, **techniques**, and processes in works of visual art.

VAH2-1.4 Apply materials, **techniques**, and processes with skill, confidence, and sensitivity sufficient to make his or her intentions observable in the artwork that he or she creates.

VAH2-1.5 Use a variety of art materials, tools, and equipment in a skillful, safe, and responsible manner.

HIGH SCHOOL

LEVEL 2

Using Structures and Functions

Standard 2: The student will use composition and the **elements and principles of design** to communicate ideas.

Indicators

VAH2-2.1 Recognize, describe, and analyze the **elements and principles of design** and other **compositional** structures and strategies used in the visual arts to communicate ideas.

VAH2-2.2 Create works of visual art that use the **elements and principles of design** and other **compositional** strategies.

VAH2-2.3 Evaluate the effectiveness of artworks by analyzing the use of the **elements and principles of design** and other **compositional** structures and strategies to communicate ideas.

HIGH SCHOOL

LEVEL 2

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VAH2-3.1 Explore the sources of the **subject matter** and the ideas in variety of works of visual art.

VAH2-3.2 Analyze and describe the relationships among **subject matter**, symbols, and themes in communicating intended meaning in his or her artworks and the works of others.

VAH2-3.3 Select and effectively use **subject matter**, symbols, and ideas to communicate meaning through his or her artworks.

HIGH SCHOOL

LEVEL 2

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VAH2-4.1 Describe ways that the **subject matter**, symbols, ideas, and technologies in various artworks are related to history and culture.

VAH2-4.2 Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led him or her to make that identification.

VAH2-4.3 Describe and discuss the function and meaning of specific artworks from various world cultures and historical periods.

VAH2-4.4 Demonstrate **visual literacy** by **deconstructing** images in a variety of contexts.

VAH2-4.5 Apply a knowledge of art history, various cultures, and technologies in the creation of original works of visual art

HIGH SCHOOL

LEVEL 2

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VAH2-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.

VAH2-5.2 Make complex, descriptive, interpretative, and evaluative judgments about his or her own artworks and those of others.

VAH2-5.3 Formulate criteria for interpreting and evaluating his or her own artworks and those of others.

VAH2-5.4 Maintain a portfolio of his or her artworks.

HIGH SCHOOL

LEVEL 2

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VAH2-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.

VAH2-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

VAH2-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.

HIGH SCHOOL

LEVEL 3

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art.

Indicators

VAH3-1.1 Recognize and analyze the similarities and differences between materials, **techniques**, and processes in works of visual art.

VAH3-1.2 Describe ways that different materials, **techniques**, and processes evoke different responses in one who is creating or viewing artworks.

VAH3-1.3 Communicate ideas through the effective use of a variety of materials, **techniques**, and processes in works of visual art.

VAH3-1.4 Apply materials, **techniques**, and processes with skill, confidence, and sensitivity sufficient to make his or her intentions observable in the artwork that he or she creates.

VAH3-1.5 Use a variety of art materials, tools, and equipment in a skillful, safe, and responsible manner.

VAH3-1.6 Demonstrate proficiency in a specific visual arts genre (for example, painting, photography, sculpture, ceramics).

HIGH SCHOOL

LEVEL 3

Using Structures and Functions

Standard 2: The student will use composition and the **elements and principles of design** to communicate ideas.

Indicators

VAH3-2.1 Recognize, describe, and analyze the **elements and principles of design** and other **compositional** structures and strategies used in the visual arts to communicate ideas.

VAH3-2.2 Create works of visual art that use the **elements and principles of design** and other **compositional** strategies.

VAH3-2.3 Evaluate the effectiveness of artworks by analyzing the use of the **elements and principles of design** and other **compositional** structures and strategies to communicate ideas.

HIGH SCHOOL

LEVEL 3

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VAH3-3.1 Explore the sources of the **subject matter** and the ideas in variety of works of visual art.

VAH3-3.2 Analyze and describe the relationships among **subject matter**, symbols, and themes in communicating intended meaning in his or her own artworks and in those of others.

VAH3-3.3 Select and effectively use **subject matter**, symbols, and ideas to communicate meaning through his or her artworks.

HIGH SCHOOL

LEVEL 3

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VAH3-4.1 Describe ways that the **subject matter**, symbols, ideas, and technologies in various artworks are related to history and culture.

VAH3-4.2 Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led him or her to make that identification.

VAH3-4.3 Describe and discuss the function and meaning of specific artworks from various world cultures and historical periods.

VAH3-4.4 Demonstrate **visual literacy** by **deconstructing** images in a variety of contexts.

VAH3-4.5 Apply a knowledge of art history, various cultures, and technologies in the creation of original artworks.

HIGH SCHOOL

LEVEL 3

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VAH3-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.

VAH3-5.2 Make complex, descriptive, interpretative, and evaluative judgments about his or her own artworks and those of others.

VAH3-5.3 Formulate criteria for interpreting and evaluating his or her own artworks and those of others.

VAH3-5.4 Maintain and exhibit a portfolio of his or her artworks.

HIGH SCHOOL

LEVEL 3

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VAH3-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.

VAH3-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

VAH3-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.

HIGH SCHOOL

LEVEL 4

Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art.

Indicators

VAH4-1.1 Recognize and analyze the similarities and differences among the materials, **techniques**, and processes in works of visual art.

VAH4-1.2 Describe ways that different materials, **techniques**, and processes evoke different responses in one who is creating or viewing artworks.

VAH4-1.3 Communicate ideas through the effective use of a variety of materials, **techniques**, and processes in works of visual art.

VAH4-1.4 Apply materials, **techniques**, and processes with skill, confidence, and sensitivity sufficient to make his or her intentions observable in the artwork that he or she creates.

VAH4-1.5 Use a variety of art materials, tools, and equipment in a skillful, safe, and responsible manner.

VAH4-1.6 Demonstrate proficiency in creating a body of work in a specific visual arts genre, such as painting, drawing, printmaking, photography, sculpture, ceramics, graphic design, or fiber arts.

HIGH SCHOOL

LEVEL 4

Using Structures and Functions

Standard 2: The student will use composition and the **elements and principles of design** to communicate ideas.

Indicators

VAH4-2.1 Recognize, describe, and analyze the **elements and principles of design** and other **compositional** structures and strategies used in the visual arts to communicate ideas.

VAH4-2.2 Create works of visual art that use the **elements and principles of design** and other **compositional** strategies.

VAH4-2.3 Evaluate the effectiveness of artworks by analyzing the use of **elements and principles of design** and other **compositional** structures and strategies to communicate ideas.

HIGH SCHOOL

LEVEL 4

Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Indicators

VAH4-3.1 Explore the sources of the **subject matter** and the ideas in variety of works of visual art.

VAH4-3.2 Analyze and describe the relationships among **subject matter**, symbols, and themes in communicating intended meaning in his or her own artworks and in those of others.

VAH4-3.3 Select and effectively use **subject matter**, symbols, and ideas to communicate meaning through his or her artworks.

HIGH SCHOOL

LEVEL 4

History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators

VAH4-4.1 Describe ways that the **subject matter**, symbols, ideas, and technologies in various artworks are related to history and culture.

VAH4-4.2 Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led him or her to make that identification.

VAH4-4.3 Describe and discuss the function and meaning of specific artworks from various world cultures and historical periods.

VAH4-4.4 Demonstrate **visual literacy** by **deconstructing** images in a variety of contexts.

VAH4-4.5 Apply a knowledge of art history, various cultures, and technologies in the creation of original artworks.

HIGH SCHOOL

LEVEL 4

Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Indicators

VAH4-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.

VAH4-5.2 Make complex, descriptive, interpretative, and evaluative judgments about his or her own artworks and those of others.

VAH4-5.3 Formulate criteria for interpreting and evaluating his or her own artworks and those of others.

VAH4-5.4 Maintain and exhibit a portfolio of his or her artworks that includes an artist's statement.

HIGH SCHOOL

LEVEL 4

Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Indicators

VAH4-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.

VAH4-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

VAH4-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.

Visual Arts Standards: Grades K – 12
Creating Works of Visual Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art.

Kindergarten	**1st**	**2nd**	**3rd**	**4th**	**5th**
VAK-1.1 Use his or her own ideas in the creation of works of visual art.	VA1-1.1 Use his or her own ideas in the creation of works of visual art.	VA2-1.1 Identify the materials, **techniques**, and processes used in a variety of artworks.	VA3-1.1 Use his or her own ideas in creating works of visual art.	VA4-1.1 Identify the materials, **techniques**, and processes used in a variety of artworks.	VA5-1.1 Identify the materials, **techniques**, and processes used in a variety of artworks.
VAK-1.2 Identify the materials, **techniques**, and processes used in a variety of works of visual art.	VA1-1.2 Identify and describe the materials, **techniques**, and processes used in a variety of works of visual art.	VA2-1.2 Discuss the reasons that different **elements and principles of design** each cause their own distinct response in one who is creating or viewing works of visual art.	VA3-1.2 Identify and describe the materials, **techniques**, and processes used in a variety of artworks.	VA4-1.2 Explain the reasons that different **elements and principles of design** each cause their own distinct response in one who is creating or viewing artworks.	VA5-1.2 Describe ways that different materials, **techniques**, and processes evoke different responses in one who is creating or viewing artworks.

VAK-1.3 Use all art materials and tools in a safe and responsible manner.	VA1-1.3 Use a variety of materials, **techniques**, and processes to create works of visual art.	VA2-1.3 Use and combine a variety of materials, **techniques**, and processes to create works of visual art.	VA3-1.3 Use and combine a variety of materials, **techniques**, and processes to create works of visual art.	VA4-1.3 Use a variety of **media**, **techniques**, and processes to create works of visual art.	VA5-1.3 Use a variety of materials, **techniques**, and processes to create artworks.
	VA1-1.4 Use all art materials and tools in a safe and responsible manner.	VA2-1.4 Use all art materials and tools in a safe and responsible manner.	VA3-1.4 Select and use the most effective materials, **techniques**, and processes to communicate his or her ideas, experiences, and stories through works of visual art.	VA4-1.4 Select and use the most effective materials, **techniques**, and processes to communicate his or her ideas, experiences, and stories through works of visual art.	VA5-1.4 Select and use the most effective materials, **techniques**, and processes to communicate his or her ideas, experiences, and stories through works of visual art.
			VA3-1.5 Use all art materials and tools in a safe and responsible manner.	VA4-1.5 Use all art materials and tools in a safe and responsible manner.	VA5-1.5 Use all art materials and tools in a safe and responsible manner.

6th	**7th**	**8th**
VA6-1.1 Identify the materials, **techniques**, and processes used in a variety of artworks.	VA7-1.1 Identify the materials, **techniques**, and processes used in a variety of artworks.	VA8-1.1 Identify the materials, **techniques**, and processes used in a variety of artworks.
VA6-1.2 Describe the ways that different materials, **techniques**, and processes evoke different responses in one who is creating or viewing artworks.	VA7-1.2 Describe the ways that different materials, **techniques**, and processes evoke different responses in one who is creating or viewing artworks.	VA8-1.2 Describe ways that different materials, **techniques**, and processes evoke different responses in one who is creating or viewing artworks.
VA6-1.3 Select and apply the most effective materials, **techniques**, and processes to communicate his or her experiences and ideas through artworks.	VA7-1.3 Select and apply the most effective materials, **techniques**, and processes to communicate his or her experiences and ideas through the artworks.	VA8-1.3 Select and apply the most effective materials, **techniques**, and processes to communicate his or her experiences and ideas through artworks.
VA6-1.4 Use art materials and tools in a safe and responsible manner.	VA7-1.4 Use art materials and tools in a safe and responsible manner.	VA8-1.4 Use art materials and tools in a safe and responsible manner.

H1	**H2**	**H3**	**H4**
VAH1-1.1 Recognize and analyze the similarities and differences between materials, **techniques**, and processes in works of visual art.	VAH2-1.1 Recognize and analyze the similarities and differences between materials, **techniques**, and processes in works of visual art.	VAH3-1.1 Recognize and analyze the similarities and differences between materials, **techniques**, and processes in works of visual art.	VAH4-1.1 Recognize and analyze the similarities and differences among the materials, **techniques**, and processes in works of visual art.
VAH1-1.2 Describe ways that different materials, **techniques**, and processes evoke different responses in one who is creating or viewing artworks.	VAH2-1.2 Describe the ways that different materials, **techniques**, and processes evoke different responses in one who is creating or viewing artworks.	VAH3-1.2 Describe ways that different materials, **techniques**, and processes evoke different responses in one who is creating or viewing artworks.	VAH4-1.2 Describe ways that different materials, **techniques**, and processes evoke different responses in one who is creating or viewing artworks.
VAH1-1.3 Communicate ideas through the effective use of a variety of materials, **techniques**, and processes in works of visual art.	VAH2-1.3 Communicate ideas through the effective use of a variety of materials, **techniques**, and processes in works of visual art.	VAH3-1.3 Communicate ideas through the effective use of a variety of materials, **techniques**, and processes in works of visual art.	VAH4-1.3 Communicate ideas through the effective use of a variety of materials, **techniques**, and processes in works of visual art.

VAH1-1.4 Apply materials, **techniques**, and processes with skill, confidence, and sensitivity sufficient to make his or her intentions observable in the artwork that he or she creates.	VAH2-1.4 Apply materials, **techniques**, and processes with skill, confidence, and sensitivity sufficient to make his or her intentions observable in the artwork that he or she creates.	VAH3-1.4 Apply materials, **techniques**, and processes with skill, confidence, and sensitivity sufficient to make his or her intentions observable in the artwork that he or she creates.	VAH4-1.4 Apply materials, **techniques**, and processes with skill, confidence, and sensitivity sufficient to make his or her intentions observable in the artwork that he or she creates.
VAH1-1.5 Use a variety of art materials, tools, and equipment in a skillful, safe, and responsible manner.	VAH2-1.5 Use a variety of art materials, tools, and equipment in a skillful, safe, and responsible manner.	VAH3-1.5 Use a variety of art materials, tools, and equipment in a skillful, safe, and responsible manner.	VAH4-1.5 Use a variety of art materials, tools, and equipment in a skillful, safe, and responsible manner.
		VAH3-1.6 Demonstrate proficiency in a specific visual arts genre (for example, painting, photography, sculpture, ceramics).	VAH4-1.6 Demonstrate proficiency in creating a body of work in a specific visual arts genre, such as painting, drawing, printmaking, photography, sculpture, ceramics, graphic design, or fiber arts.

Visual Arts Standards: Grades K – 12
Using Structures and Functions

Standard 2: The student will use composition and the **elements and principles of design** to communicate ideas.

Kindergarten	**1st**	**2nd**	**3rd**	**4th**	**5th**
VAK-2.1 Recognize similarities and differences among various works of visual art.	VA1-2.1 Recognize and describe the differences in the composition and design of various works of visual art.	VA2-2.1 Recognize and describe the differences in the composition and design of various works of visual art and the ideas they convey.	VA3-2.1 Recognize and describe the differences in the composition and design of various works of visual art and the ideas they convey.	VA4-2.1 Explain the differences in the composition and design of various works of visual art and the ideas they convey.	VA5-2.1 Select a work of art, analyze its composition, and discuss which elements of art and principles of design are used in the work.
VAK-2.2 Identify the **elements and principles of design** used in a particular work of visual art.	VA1-2.2 Discuss the reasons that different **elements and principles of design** each cause their own distinct response in one who is creating or viewing artworks.	VA2-2.2 Discuss the reasons that different **elements and principles of design** each cause their own distinct response in one who is creating or viewing artworks.	VA3-2.2 Discuss the reasons that different **elements and principles of design** each cause their own distinct response in one who is creating or viewing artworks.	VA4-2.2 Explain the reasons that different **elements and principles of design** each cause their own distinct response in one who is creating or viewing artworks.	VA5-2.2 Discuss the ways that the various **elements and principles of design** are used to communicate ideas.

	VA1-2.3 Select and use various **elements and principles of design** to communicate his or her ideas, feelings, and stories through works of visual art.	VA2-2.3 Select and use various **elements and principles of design** to communicate his or her ideas, feelings, and stories through works of visual art.	VA3-2.3 Select and use various **elements and principles of design** to communicate his or her ideas and feelings in works of visual art.	VA4-2.3 Use visual structures and functions of art to create artworks that communicate ideas.	VA5-2.3 Select **elements and principles of design** to create artworks with a personal meaning.
	VA1-2.4 Discuss the **elements and principles of design** found in works of visual art.		VA3-2.4 Describe both orally and in writing, the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.	VA4-2.4 Describe the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.	VA5-2.4 Discuss the ways that specific **elements and principles of design** are used to communicate meaning in his or her own works of visual art.

6th	**7th**	**8Tth**
VA6-2.1 Select a work of art, analyze its composition, and discuss which elements of art and principles of design are used in the work.	VA7-2.1 Discuss similarities and differences in the composition and in the use of the **elements and principles of design** in two contrasting works of visual art.	VA8-2.1 Identify the **elements and principles of design** used in a particular work of visual art and describe the ways in which these characteristics express the artist's ideas and affect the viewer.
VA6-2.2 Describe the ways in which the **elements and principles of design** are used in a particular work of art and the ways in which their use expresses the artist's ideas.	VA7-2.2 Compare and contrast several artists' use of the **elements and principles of design** and describe the ways in which these characteristics express the artists' ideas.	VA8-2.2 Discuss the ways that the visual arts are able to communicate ideas.
VA6-2.3 Select **elements and principles of design** to create artworks with a personal meaning.	VA7-2.3 Select the **elements and principles of design** to create artworks with a personal meaning.	VA8-2.3 Select **elements and principles of design** to create artworks with a personal meaning.
VA6-2.4 Describe, both orally and in writing, the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.	VA7-2.4 Describe, both orally and in writing, the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.	VA8-2.4 Describe the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.

H1	**H2**	**H3**	**H4**
VAH1-2.1 Recognize, describe, and analyze the **elements and principles of design** and other **compositional** structures and strategies used in the visual arts to communicate ideas.	VAH2-2.1 Recognize, describe, and analyze the **elements and principles of design** and other **compositional** structures and strategies used in the visual arts to communicate ideas.	VAH3-2.1 Recognize, describe, and analyze the **elements and principles of design** and other **compositional** structures and strategies used in the visual arts to communicate ideas.	VAH4-2.1 Recognize, describe, and analyze the **elements and principles of design** and other **compositional** structures and strategies used in the visual arts to communicate ideas.
VAH1-2.2 Create works of visual art that use the **elements and principles of design** and other **compositional** strategies.	VAH2-2.2 Create works of visual art that use the **elements and principles of design** and other **compositional** strategies.	VAH3-2.2 Create works of visual art that use the **elements and principles of design** and other **compositional** strategies.	VAH4-2.2 Create works of visual art that use the **elements and principles of design** and other **compositional** strategies.
VAH1-2.3 Evaluate the effectiveness of artworks by analyzing the use of the **elements and principles of design** and other **compositional** structures and strategies.	VAH2-2.3 Evaluate the effectiveness of artworks by analyzing the use of the **elements and principles of design** and other **compositional** structures and strategies to communicate ideas.	VAH3-2.3 Evaluate the effectiveness of artworks by analyzing the use of the **elements and principles of design** and other **compositional** structures and strategies to communicate ideas.	VAH4-2.3 Evaluate the effectiveness of artworks by analyzing the use of **elements and principles of design** and other **compositional** structures and strategies to communicate ideas.

Visual Arts Standards: Grades K – 12
Exploring Content

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Kindergarten	**1st**	**2nd**	**3rd**	**4th**	**5TH**
VAK-3.1 Identify and describe content used by artists.	VA1-3.1 Recognize and describe the content in a work of visual art.	VA2-3.1 Describe the content in a work of visual art.	VA3-3.1 Recognize and describe the content in a work of visual art.	VA4-3.1 Identify and describe the content in a work of visual art.	VA5-3.1 Identify and describe the content in a work of visual art.
VAK-3.2 Select and use appropriate **subject matter**, symbols, and ideas to communicate his or her ideas through works of visual art.	VA1-3.2 Select and use **subject matter**, symbols, and ideas to communicate meaning through his or her artworks.	VA2-3.2 Select and use **subject matter**, symbols, and ideas to communicate meaning through his or her artworks.	VA3-3.2 Select and use **subject matter**, symbols, and ideas to communicate meaning through his or her artworks.	VA4-3.2 Select and use **subject matter**, symbols, ideas, and the **elements and principles of design** to communicate meaning through his or her art-making.	VA5-3.2 Select and use **subject matter**, symbols, ideas, and the **elements and principles of design** to communicate meaning through his or her art-making.

	VA1-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.	VA2-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.	VA3-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.	VA4-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.	VA5-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.
					VA5-3.4 Write a statement that lists the ways that specific elements of art convey the intended meaning in his or her works of visual art.

6th	**7th**	**8TH**
VA6-3.1 Identify and describe the content in works of visual art.	VA7-3.1 Compare and contrast the content in two works of visual art.	VA8-3.1 Compare and contrast the content in several works of visual art.
VA6-3.2 Select and use **subject matter**, symbols, ideas, and the **elements and principles of design** to communicate meaning through his or her art-making.	VA7-3.2 Select and use **subject matter**, symbols, ideas, and the **elements and principles of design** to communicate meaning through his or her art-making.	VA8-3.2 Select and use **subject matter**, symbols, ideas, and the **elements and principles of design** to communicate meaning through his or her art-making.
VA6-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.	VA7-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.	VA8-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.
	VA7-3.4 Compare and contrast his or her works of visual art with those of an established artist.	VA8-3.4 Compare and contrast his or her works of visual art with those of established artists.

H1	**H2**	**H3**	**H4**
VAH1-3.1 Explore the sources of the **subject matter** and the ideas in a variety of works of visual art.	VAH2-3.1 Explore the sources of the **subject matter** and the ideas in variety of works of visual art.	VAH3-3.1 Explore the sources of the **subject matter** and the ideas in variety of works of visual art.	VAH4-3.1 Explore the sources of the **subject matter** and the ideas in variety of works of visual art.
VAH1-3.2 Analyze and describe the relationships among **subject matter**, symbols, and themes in communicating intended meaning in his or her own artworks and in those of others.	VAH2-3.2 Analyze and describe the relationships among **subject matter**, symbols, and themes in communicating intended meaning in his or her artworks and the works of others.	VAH3-3.2 Analyze and describe the relationships among **subject matter**, symbols, and themes in communicating intended meaning in his or her own artworks and in those of others.	VAH4-3.2 Analyze and describe the relationships among **subject matter**, symbols, and themes in communicating intended meaning in his or her own artworks and in those of others.
VAH1-3.3 Select and effectively use **subject matter**, symbols, and ideas to communicate meaning through his or her artworks.	VAH2-3.3 Select and effectively use **subject matter**, symbols, and ideas to communicate meaning through his or her artworks.	VAH3-3.3 Select and effectively use **subject matter**, symbols, and ideas to communicate meaning through his or her artworks.	VAH4-3.3 Select and effectively use **subject matter**, symbols, and ideas to communicate meaning through his or her artworks.

Visual Arts Standards: Grades K – 12
History and Culture

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Kindergarten	**1st**	**2nd**	**3rd**	**4th**	**5th**
VAK-4.1 Identify works of visual art as belonging to a particular time, culture, and place.	VA1-4.1 Identify works of visual art as belonging to a particular time, culture, and place.	VA2-4.1 Identify and discuss specific works of visual art as belonging to a particular time, culture, and place.	VA3-4.1 Identify and discuss specific works of visual art created by artists from South Carolina as belonging to a particular time, culture, and place.	VA4-4.1 Identify and discuss specific works of visual art as belonging to a particular time, culture, and place.	VA5-4.1 Identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.
VAK-4.2 Discuss the works of visual art in relationship to the technologies, tools, and materials used by the artists.	VA1-4.2 Discuss the works of visual art in relationship to the technologies, tools, and materials used by the artists	VA2-4.2 Discuss specific works of visual art in relationship to the technologies, tools, and materials used by the artists.	VA3-4.2 Discuss specific works of visual art in relationship to the technologies, tools, and materials used by the artists.	VA4-4.2 Discuss the qualities of specific works by artists who have had a diverse access to various technologies, tools, and materials.	VA5-4.2 Write an analysis of the ways in which his or her artwork was influenced by another artist and conduct research on that artist to support his or her analysis.

					VA5-4.3 Discuss and write about the ways that history, culture, technology, and the visual arts can influence each other.

6th	**7th**	**8TH**
VA6-4.1 Identify artworks from various cultures and recognize ways in which those works were influenced by man-made and natural factors.	VA7-4.1 Identify artworks from various cultures and recognize ways in which those works were influenced by man-made and natural factors.	VA8-4.1 Identify artworks from various cultures and recognize ways in which these works were influenced by man-made and natural factors.
VA6-4.2 Discuss and write about ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.	VA7-4.2 Discuss and write about the ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.	VA8-4.2 Discuss and write about the ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.
VA6-4.3 Demonstrate **visual literacy** by **deconstructing** artworks to identify and discuss the **elements and principles of design** that are used in those works.	VA7-4.3 Demonstrate **visual literacy** by **deconstructing** works of visual art to identify and discuss the **elements and principles of design** that are used in them.	VA8-4.3 Demonstrate **visual literacy** by **deconstructing** works of visual art to identify and discuss the **elements and principles of design** that are used in them.

H1	**H2**	**H3**	**H4**
VAH1-4.1 Describe ways that the **subject matter**, symbols, ideas, and technologies in various artworks are related to history and culture.	VAH2-4.1 Describe ways that the **subject matter**, symbols, ideas, and technologies in various artworks are related to history and culture.	VAH3-4.1 Describe ways that the **subject matter**, symbols, ideas, and technologies in various artworks are related to history and culture.	VAH4-4.1 Describe ways that the **subject matter**, symbols, ideas, and technologies in various artworks are related to history and culture.
VAH1-4.2 Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led him or her to make that identification.	VAH2-4.2 Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led him or her to make that identification.	VAH3-4.2 Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led him or her to make that identification.	VAH4-4.2 Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led him or her to make that identification.
VAH1-4.3 Describe and discuss the function and meaning of specific artworks from various world cultures and historical periods.	VAH2-4.3 Describe and discuss the function and meaning of specific artworks from various world cultures and historical periods.	VAH3-4.3 Describe and discuss the function and meaning of specific artworks from various world cultures and historical periods.	VAH4-4.3 Describe and discuss the function and meaning of specific artworks from various world cultures and historical periods.
VAH1-4.4 Demonstrate **visual literacy** by **deconstructing** images in a variety of contexts.	VAH2-4.4 Demonstrate **visual literacy** by **deconstructing** images in a variety of contexts.	VAH3-4.4 Demonstrate **visual literacy** by **deconstructing** images in a variety of contexts.	VAH4-4.4 Demonstrate **visual literacy** by **deconstructing** images in a variety of contexts.

VAH1-4.5 Apply a knowledge of art history, various cultures, and technologies in the creation of original works of visual art.	VAH2-4.5 Apply a knowledge of art history, various cultures, and technologies in the creation of original works of visual artworks.	VAH3-4.5 Apply a knowledge of art history, various cultures, and technologies in the creation of original artworks.	VAH4-4.5 Apply a knowledge of art history, various cultures, and technologies in the creation of original artworks.

Visual Arts Standards: Grades K – 12
Interpreting Works of Visual Art

Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

Kindergarten	**1st**	**2nd**	**3rd**	**4th**	**5TH**
VAK-5.1 Identify some of the purposes for the creation of works of visual art.	VA1-5.1 Identify some of the purposes for the creation of works of visual art.	VA2-5.1 Identify purposes for the creation of works of visual art.	VA3-5.1 Identify purposes for the creation of works of visual art.	VA4-5.1 Identify and discuss some of the purposes for the creation of works of visual art.	VA5-5.1 Identify and discuss purposes for the creation of works of visual art.
VAK-5.2 Describe the different qualities and characteristics of artworks.	VA1-5.2 Describe and discuss the different qualities and characteristics of works of visual art.	VA2-5.2 Describe and discuss the different qualities and characteristics of his or her own artworks and those others.	VA3-5.2 Describe, discuss, and evaluate the different qualities and characteristics of his or her own artworks and those of others, including works by South Carolina artists.	VA4-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her artworks and those of others, including works by South Carolina artists.	VA5-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her own artworks and those of others, including works by South Carolina artists.

6th	**7th**	**8TH**
VA6-5.1 Compare various purposes for the creation of works of visual art.	VA7-5.1 Compare various purposes for the creation of works of visual art.	VA8-5.1 Compare various purposes for the creation of works of visual art.
VA6-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her own artworks and those of others, including works by South Carolina artists.	VA7-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her own artworks and those of others, including works by South Carolina artists.	VA8-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her own artwork and that of others, including works by South Carolina artists.
VA6-5.3 Maintain a portfolio of his or her artworks.	VA7-5.3 Maintain a portfolio of his or her artworks.	VA8-5.3 Maintain a portfolio of his or her artwork.

H1	H2	H3	H4
VAH1-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.	VAH2-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.	VAH3-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.	VAH4-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.
VAH1-5.2 Make complex, descriptive, interpretative, and evaluative judgments about his or her own artworks and those of others.	VAH2-5.2 Make complex, descriptive, interpretative, and evaluative judgments about his or her own artworks and those of others.	VAH3-5.2 Make complex, descriptive, interpretative, and evaluative judgments about his or her own artworks and those of others.	VAH4-5.2 Make complex, descriptive, interpretative, and evaluative judgments about his or her own artworks and those of others.
VAH1-5.3 Formulate criteria for interpreting and evaluating his or her artworks and those of others.	VAH2-5.3 Formulate criteria for interpreting and evaluating his or her own artworks and those of others.	VAH3-5.3 Formulate criteria for interpreting and evaluating his or her own artworks and those of others.	VAH4-5.3 Formulate criteria for interpreting and evaluating his or her own artworks and those of others.
VAH1-5.4 Maintain a personal portfolio of his or her artworks.	VAH2-5.4 Maintain a portfolio of his or her artworks.	VAH3-5.4 Maintain and exhibit a portfolio of his or her artworks.	VAH4-5.4 Maintain and exhibit a portfolio of his or her artworks that includes an artist’s statement.

Visual Arts Standards: Grades K – 12
Making Connections

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Kindergarten	**1st**	**2nd**	**3rd**	**4th**	**5TH**
VAK-6.1 Identify connections between the visual arts and content areas across the curriculum.	VA1-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum.	VA2-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum.	VA3-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum.	VA4-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum.	VA5-6.1 Identify connections between the visual arts and content areas across the curriculum.
VAK-6.2 Discuss the relationship between visual art and language as a means of storytelling.	VA1-6.2 Discuss and compare the similarities and differences between the visual arts and other arts disciplines.	VA2-6.2 Discuss and compare the similarities and differences between the visual arts and other arts disciplines.	VA3-6.2 Discuss and compare the similarities and differences between the visual arts and other arts disciplines.	VA4-6.2 Discuss and compare the similarities and differences between the visual arts and other arts disciplines.	VA5-6.2 Discuss the relationship between visual art and language as a means of storytelling.
	VA1-6.3 Discuss the ways that skills from other areas of	VA2-6.3 Discuss ways that skills from other areas of	VA3-6.3 Discuss and write about the ways that skills from	VA4-6.3 Discuss and write about the ways that skills from	VA5-6.3 Practice the usage of aesthetic

	the curriculum are used in the visual arts.	the curriculum are used in the visual arts.	another area of the curriculum are used in the visual arts.	another area of the curriculum are used in the visual arts.	terminology when discussing other areas of learning.
				VA4-6.4 Determine career opportunities in the visual arts.	VA5-6.4 Discuss and write about the ways that skills from another area of the curriculum might be used in the visual arts.

6th	**7th**	**8TH**
VA6-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.	VA7-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.	VA8-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.
VA6-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.	VA7-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.	VA8-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.
VA6-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.	VA7-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.	VA8-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.

H1	H2	H3	H4
VAH1-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.	VAH2-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.	VAH3-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.	VAH4-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.
VAH1-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.	VAH2-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.	VAH3-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.	VAH4-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.
VAH1-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.	VAH2-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.	VAH3-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.	VAH4-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers.

GLOSSARY

Terms in the glossary are defined as they relate to Visual Arts content. It is important to note that a single term may have more than one definition or explanation.

Visual Arts Glossary	
composition/compositional	An artist's arrangement or organization of the objects within a work of visual art. Adjective form, *compositional.*
deconstructing	The process of separating and examining the parts in a work of visual art in order to better understand that work as a whole.
elements and principles of design	Design elements are basic structural components of art and design including line, color, texture, shape, form, space, and value. Design principles include variety, unity, contrast, emphasis, movement, rhythm, pattern, and balance.
subject matter	The content that the artist has chosen to represent in a work of visual art. Traditional subject matter in painting, for example, includes landscapes, buildings and street scenes, and the human face and figure.
techniques	The use of tools and materials in unique ways that are specific to the artist, the medium, or the art form. Abstract expressionist painters, for example, often use palette knives or tools intended for the application of cement or putty to apply thick layers of paint to canvas.
visual literacy	The ability to interpret and make meaning from information presented in the form of an image.