Arkansas Fine Arts

# Visual Art Foundations I-IV: Novice-Advanced

## Creating CR

**1 Students will generate and conceptualize artistic ideas and work.** CR.1

1 I can generate ideas that create a solution to specific visual art problems and to reflect artistic expression. G

2 I can generate ideas that create multiple solutions to specific visual art problems and to reflect artistic expression. H

3 I can transform ideas into concepts that create multiple solutions to specific visual art problems and to reflect artistic expression. I

4 I can determine the best solution to specific visual art problems and to reflect artistic expression. J

**2 Students will organize and develop artistic ideas and work.** CR.2

1 I can practice safety, proper technique, and conservation in the use of tools, materials, and equipment with teacher support. G

2 I can recognize, identify, and create with art elements and design principles. G

3 I can create a body of work. G

4 I can practice safety, proper technique, and conservation in the use of tools, materials, and equipment independently. H

5 I can select various art elements and design principles to create effects in composition. H

6 I can create a body of work related by a theme. H

7 I can model for my peers safety, proper technique, and conservation in the use of tools, materials, and equipment. I

8 I can combine various art elements and design principles to create effects in composition. I

9 I can create a body of work that shares an underlying visual idea, content, or theme. I

10 I can demonstrate the importance of balancing freedom and responsibility in the use of materials, tools, and equipment in the creation and circulation of creative work. J

1 I can experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. J

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12 I can create a traditional or original body of work that shares an underlying visual idea, content, or theme. J

**3 Students will refine and complete artistic work.** CR.3

1 I can create artwork(s) from direct observation by exploring wet or dry media. G

2 I can create artwork(s) with a specific intent using a variety of media, techniques, processes, and tools. G

3 I can create artwork(s) from direct observation using wet and dry media. H

4 I can revise artwork(s) using a variety of media, techniques, processes, and tools. H

5 I can use appropriate methods to create spatial relationships in artwork(s). I

6 I can choose between wet or dry media to create artwork from observation. I

7 I can create artwork(s), individually and collaboratively, using a variety of media, techniques, processes, and tools to address a particular issue. I

8 I can demonstrate, plan, and create artwork(s) using spatial relationships. J

9 I can reflect on and revise preliminary and finished work independently. J

10 I can create artwork(s) with a specific intent, individually and collaboratively, using multiple approaches and a variety of media, techniques, processes, and tools to affect a particular social issue. J

## Presenting PR

**4 Students will select, analyze, and interpret artistic work for presentation.** PR.4

1 I can select original artwork that reflects my personal growth. G

2 I can assemble a portfolio that reflects my personal growth based on given criteria. H

3 I can determine criteria for assembling a portfolio that reflects my personal growth. I

4 I can assemble a traditional or digital portfolio of quality personal artwork for presentation. J

**5 Students will develop and refine artistic techniques and work for presentation.** PR.5

1 I can revise personal artwork in preparation for exhibition. G

2 I can plan, create, and prepare visual artwork in a variety of media and display in an exhibit. H

3 I can collaboratively design, prepare, and promote an art show exhibiting personal artwork. I

4 I can independently design, prepare, and promote an art show exhibiting personal artwork. J

**6 Students will convey meaning through the presentation of artistic work.** PR.6

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I can analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. G

2 I can analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. H

3 I can make, explain, and justify connections between artists or artwork and social, cultural, and political history. I

4 I can curate a collection of objects, artifacts, or artwork to impact the viewers' understanding of social, cultural, and political experiences. J

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**Responding** RE

**7 Students will perceive and analyze artistic work.** RE.7

1 I can describe aspects of art based on personal and artistic intent. G

2 I can analyze a piece of art based on perceptual influence and human experience. G

3 I can hypothesize ways in which art influences perception and understanding of human experiences. H

4 I can analyze how one's understanding of the world is affected by experiencing visual imagery. H

5 I can recognize and describe personal aesthetics and empathetic responses to the natural and constructed environments. I

6 I can evaluate the effectiveness of an image or images to influence ideas, feelings, and behavior of specific audiences. I

7 I can analyze how responses to art develop over time based on experience with art and life. J

8 I can determine commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. J

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**8 Students will interpret intent and meaning in artistic work.** RE.8

1 I can describe the intent of an artwork or collection of art, supported by specific evidence found in the artwork and its contexts. G

2 I can interpret artwork or a collection of artwork, supported by specific evidence found in the artwork and its various contexts. H

3 I can identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. I

4 I can analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. J

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**9 Students will apply criteria to evaluate artistic work.** RE.9

1 I can evaluate my artwork and the artwork of others in terms of history, culture, and aesthetics using a given rubric. G

2 I can valuate my artwork and the artwork of others in terms of history, culture, and aesthetics. H

3 I can develop criteria to evaluate my artwork and the artwork of others in terms of history, culture, and aesthetics. I

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4 I can defend criteria used when evaluating my artwork and the artwork of others in terms of history, culture, and aesthetics. J

## Connecting CN

**10 Students will synthesize and relate knowledge and personal experiences to make art.** CN.10

1 I can discuss my artwork with reference to media, styles, and techniques. G

2 I can identify personal connections in my own artwork. G

3 I can analyze my artwork with reference to media, styles, and techniques. H

4 I can describe the influence of personal connections in my own artwork. H

5 I can apply knowledge of media, styles, and techniques to personal artwork. I

6 I can examine personal motivations for making art. I

7 I can defend artistic choices made in selected personal artwork with reference to media, styles, and techniques. J

8 I can compare intrinsic motivations to extrinsic motivations for making art. J

**11 Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** CN.11

1 I can describe various purposes, themes, concepts, and functions in art. G

2 I can describe social and global relationships between art and environments. G

3 I can discuss various purposes, themes, concepts, and functions in art. H

4 I can discuss social and global relationships between art and environments. H

5 I can compare various purposes, themes, concepts, and functions in art. I

6 I can apply social and global relationships between art and environments. I

7 I can defend various purposes, themes, concepts, and functions in art. J

8 I can defend social and global relationships between art and environments. J