

Visual Arts: High School

Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning. [HS.1](#)

1 Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning. [HS.1.1](#)

- a** Develop observation skills to generate and synthesize ideas and interpret communicated meaning. [HS.1.1.A](#)
 - b** Connect and compare information gathered through observation in order to articulate the human experience. [HS.1.1.B](#)
 - c** Discern and interpret nuances of meaning and intention of visual art and design across cultural contexts. [HS.1.1.C](#)
 - d** Critically analyze the origins of visual art and design across cultures. [HS.1.1.D](#)
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2 Interpret, analyze and explain the influence of multiple contexts found in visual art and design. [HS.1.2](#)

- a** Analyze visual art and design traditions to understand the influence of historical and cultural context on works of art and design. [HS.1.2.A](#)
- b** Identify unexplored ideas to gain understanding of works of art. [HS.1.2.B](#)
- c** Research and document visual art, design and architecture identifying various themes that communities experience across cultures and throughout time. [HS.1.2.C](#)
- d** Connect unexplored works of visual art and design to the lives of students. [HS.1.2.D](#)
- e** Identify and analyze innovations in visual art and design from diverse cultures to inform about the present and future works of art. [HS.1.2.E](#)
- f** Analyze and debate the consequences of replicating images or icons that are culturally or spiritually sensitive. [HS.1.2.F](#)

3 Use artmaking processes as forms of inquiry to develop skills of perception and independent reasoning, and to increase knowledge. HS.1.3

- a Examine how connotation and denotation are used in visual art and design to express multidimensional concepts. HS.1.3.A
 - b Compare personal work within the larger discourse of visual art and design practices to identify purpose and function. HS.1.3.B
 - c Critically analyze selection of materials that inform conceptualization and expression of ideas and aesthetic experience. HS.1.3.C
 - d Investigate and articulate the aims of disparate art practices to foster critical thinking about visual art and design. HS.1.3.D
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Envision and Critique to Reflect HS.2

1 Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived. HS.2.1

- a Identify concepts, themes and viewpoints that are visible and suggested in a work of art. HS.2.1.A
 - b Communicate interpretive and evaluative conclusions that justify intention and purpose. HS.2.1.B
 - c Provide explanations that support critical judgments and discuss the value of competing opinions to support learning. HS.2.1.C
 - d Determine how knowledge gained from critique may affect the creation or modification of an existing or new work of art. HS.2.1.D
 - e Utilize critique to analyze and interpret existing or new works of art and apply new learning to the creation or modification of an artwork. HS.2.1.E
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2 Articulate a personal philosophy of art, understanding various philosophies that have come before. HS.2.2

- a Critically reflect on how artists work across time to form new patterns of insight. HS.2.2.A
 - b Document, investigate and synthesize a range of traditional and nontraditional studio practices to articulate intent. HS.2.2.B
 - c Synthesize research, theory and practice to envision the creation of an artwork. HS.2.2.C
 - d Develop and defend a personal philosophy of art using informed criteria. HS.2.2.D
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3 Examine the nature of diverse aesthetic experiences to build a language of representation that can be used to respond to the world. HS.2.3

- a Analyze and interpret philosophies of Western and non-Western art, taking into consideration the role of the artist, art historian and art critic. HS.2.3.A
- b Explore past and present aesthetic experiences to convey perceptions, share interpretations, critique and evaluate works of visual art and design. HS.2.3.B
- c Interpret how meaning in works of art are related to the materials and process chosen by the artist. HS.2.3.C

- d Recognize how different criteria create contexts that influence the evaluation and assessment of visual works of art and design. [HS.2.3.D](#)
 - e Discuss and debate how society has come to value some works of art over others. [HS.2.3.E](#)
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Invent and Discover to Create [HS.3](#)

- 1 Establish a practice of planning and experimentation to advance concepts and technical artistic skills.** [HS.3.1](#)
 - a Research and generate possible concepts that can be used to build deeper meaning in preparation for making. [HS.3.1.A](#)
 - b Research and consider various iterations of an idea and draft possible solutions using a variety of media. [HS.3.1.B](#)
 - c Practice techniques and improve skills by testing media to consider constraints and potential of materials. [HS.3.1.C](#)
 - d Create works of art that use traditional and contemporary media. [HS.3.1.D](#)
 - 2 Ideate and build works of art and design to demonstrate growth and proficiency in traditional and new art media.** [HS.3.2](#)
 - a Examine and evolve potential meanings of an artwork. [HS.3.2.A](#)
 - b Master skills in a variety of media and techniques to create personally meaningful works of art. [HS.3.2.B](#)
 - c Interpret how meaning in works of art is related to the materials and process chosen by the artist. [HS.3.2.C](#)
 - d Resolve artmaking problems by persisting through failure and making revisions. [HS.3.2.D](#)
 - 3 Articulate and demonstrate that the making and study of art and design can be approached from a variety of perspectives.** [HS.3.3](#)
 - a Identify how interpretation can be an essential part of the artmaking process to evaluate progress. [HS.3.3.A](#)
 - b Receive and reflect upon feedback and integrate into artwork as needed. [HS.3.3.B](#)
 - c Use knowledge and developed skills to inform future works of visual art and design. [HS.3.3.C](#)
 - d Persevere through the progression of a work to explore and encourage alternative solutions. [HS.3.3.D](#)
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Relate and Connect to Transfer [HS.4](#)

- 1 Research and analyze the ways visual artists, designers and scholars express personal views and beliefs and how these perspectives have a social context that enlarges the meaning of an artwork beyond the individual maker.** [HS.4.1](#)
 - a Research and debate viewpoints found in a variety of resources that focus on and discuss visual art and design. [HS.4.1.A](#)
 - b Discern the complexity of visual art and design to interpret and articulate historical paradigms in cultural context. [HS.4.1.B](#)

- c Analyze and evaluate how works of art previously created across time and culture can influence the work of practicing artists today. [HS.4.1.C](#)
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2 Develop proficiency in visual communication skills that extends learning to new contexts and disciplines. [HS.4.2](#)

- a Use reasoning to identify problems and conceive solutions in artmaking that demonstrate independent judgment. [HS.4.2.A](#)
 - b Transfer and integrate concepts and skills to inform innovative ideas and solutions. [HS.4.2.B](#)
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3 Utilize the practice of artmaking, and research historical and cultural contexts, to discern between different viewpoints, critique social problems and effect social change. [HS.4.3](#)

- a Demonstrate autonomous meaning-making and problem-solving skills to create works that reveal agency in thinking. [HS.4.3.A](#)
- b Work collaboratively to share knowledge and apply learning in new and unexpected contexts. [HS.4.3.B](#)
- c Engage in curating processes that invoke social, cultural and potential discourse. [HS.4.3.C](#)