Texas Fine Arts

Art: High School Level I

Adopted 2013

High School Level I Art

1. **The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:** HS.I.1

   A. consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork; HS.I.1.A

   B. identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork; HS.I.1.B

   C. identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and HS.I.1.C

   D. make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately. HS.I.1.D

2. **The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:** HS.I.2

   A. use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination; HS.I.2.A

   B. communicate a variety of applications for design solutions; HS.I.2.B

   C. use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination; HS.I.2.C

   D. create original artwork to communicate thoughts, feelings, ideas, or impressions; HS.I.2.D

   E. collaborate to create original works of art; and HS.I.2.E

   F. demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media. HS.I.2.F

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The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student

develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: HS.I.3

A. compare and contrast historical and contemporary styles while identifying general themes and trends; HS.I.3.A

B. describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage; HS.I.3.B

C. collaborate on community-based art projects; and HS.I.3.C

D. compare and contrast career and avocational opportunities in art. HS.I.3.D

4. **The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:** HS.I.4

A. interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites; HS.I.4.A

B. evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork; HS.I.4.B

C. construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and HS.I.4.C

D. select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings. HS.I.4.D