Art: High School Level III

Adopted 2013

High School Level III 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.III.1

   A. analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively; HS.III.1.A

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

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

   D. explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork. HS.III.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.III.2

   A. create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent; HS.III.2.A

   B. solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions; HS.III.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.III.2.C

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

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

Skip to main content

F. select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media. HS.III.2.F

3. **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.III.3

   A. research selected historical periods, artists, general themes, trends, and styles of art; HS.III.3.A

   B. distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork; HS.III.3.B

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

   D. examine, research, and develop a plan of action for relevant career, entrepreneurial, and avocational art opportunities within a global economy. HS.III.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.III.4

   A. interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas; HS.III.4.A

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

   C. analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness; HS.III.4.C

   D. use responses to artwork critiques to make decisions about future directions in personal work; HS.III.4.D

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

   F. select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings. HS.III.4.F