

St. John-Endicott Cooperative Schools Art Curriculum Standards

with Performance Indicators

Program Standards

- Understand and apply the principles and elements of art.
- Be able to use the materials and processes of art.
- Be able to recognize and appreciate qualities in art and in nature.
- Be able to state and justify aesthetic evaluations of art and nature.
- Understand art from an historical perspective.
- Understand and appreciate art as the expression of culture, and understand and appreciate cultural diversity.
- Increase creativity and expressiveness, and appreciate creativity and expressiveness in visual arts.

Please note: Words contained in brackets [like these] are sometimes the student standards written in teacher language. This is done because primary level standards are written as nearly as possible for student understanding, which may exclude some details which teachers need to know. It is not intended that these bracketed elements would be given to the students. Other times the bracketed words identify specific details such as artists or countries you will need to insert into the standard to fit the rest of your curriculum and situation.

Please note: Although everyone uses the terms "elements of art" and "principles of art," there is no agreement about what are the elements. In this set of standards **elements** refers to the components from which artistic creations are formed - concepts like point, line, shape, value, color, texture, form, and space; **principles** refers to concepts used in the application of the elements - things like balance, variety (contrast), repetition (rhythm), emphasis, movement, and unity (harmony).

Universal Standard

This standard is included in every grade and course.

Create art in a responsible manner.

- A. Be able to use materials appropriately and safely.
- B. Appreciate the creativity of others.
- C. Be able to judge art from technical criteria and from an artistic vision.
- D. Be able to clean up when finished creating art.
- E. Be able to create art in keeping with the accepted standards of decency and respect.

Art Standards

Kindergarten

- 1. Know about things that are in art. [Be able to experience the elements of art.]**
 - A. Know important colors.
 - B. Know when colors are lighter or darker. [Be able to distinguish values of the same color.]
 - C. Know about point, line, and shape. [Be able to identify and distinguish between point, line, and shape.]
 - D. Know about texture. [Be able to verbally react to/describe by touch and appearance.]
 - E. Be able to find point, line, shape, and texture in many places (intentional art, everyday objects, and nature).

- 2. Know about art. [Know about the process of creating art.]**
 - A. Know what art is [creating things to communicate ideas and show beauty by visual images] and where it can be found (everyday objects, formal art, advertising, decorative elements, buildings, etc.).
 - B. Know that artists make many different kinds of art (painting, drawing, ceramics, mixed media, functional objects, cake decorating, carving, etc.).
 - C. Know that art is made all over the world. [Know art is produced by peoples of all cultures.]
 - D. Know artists get their ideas in many ways (nature, other visual art, other art forms such as poetry and fiction, imagination, history and current events, emotions, etc.).
 - E. Be able to say how you feel about a work of art.

- 3. Be able to make and talk about many kinds of art. [Be able to experiment with a wide variety of art materials.]**
 - A. Be able to make many kinds of art by yourself and with others. [Be able to complete a finished work of art in many materials/media (drawing, finger and brush painting, clay and similar materials, papier maché, paper folding, mixed media).]
 - B. Be able to plan the art before you do it.
 - C. Be able to say why you made the art. [Be able to identify the idea/motivation behind the work.]
 - D. Be able to say what it is like to make art. [Be able to express feelings associated with creating art.]

Art Standards

First Grade

- 1. Be able to use the elements of art, especially color and line, to make things.**
 - A. Know the elements of art and be able to find them in many things (intentional art, everyday objects, and nature).
 - B. Be able to find the primary colors in many things (isolated spots, intentional art, everyday objects, and nature).
 - C. Know the secondary colors.
 - D. Be able to tell cool colors from warm colors.
 - E. Be able to use many colors in your art (for purpose and expressiveness).
 - F. Be able to find lines in many things (intentional art, everyday objects, and nature).
 - G. Be able to use line to make shapes and to draw.
 - H. Be able to say why you used the lines and colors in your art.

- 2. Be able to use the principles of art, especially variety and repetition, to make things.**
 - A. Know the principles of art and be able to find them in many things (intentional art, everyday objects, and nature).
 - B. Be able to find repetition in many things (intentional art, everyday objects, and nature).
 - C. Be able to find variety in many things (intentional art, everyday objects, and nature).
 - D. Be able to use repetition and variety to make patterns, art, and other things.
 - E. Be able to say why you used variety and repetition in your art.

- 3. Be able to make many kinds of art and useful things. [Be able to use a wide variety of art materials/media — especially drawing, painting, and coloring — to create own original art and functional objects.]**
 - A. Be able to complete many kinds of art by yourself and with others.
 - B. Be able to plan the art before you do it.
 - C. Be able to say why you made the art. [Be able to identify the idea/motivation behind the work.]
 - D. Be able to say what it is like to make art. [Be able to express feelings associated with creating art.]
 - E. Be able to show color, line, repetition, and variety in your art.

- 4. Enjoy and know about art made by other cultures [cultures being studied in other subject areas such as music, social studies, or language arts or one or two major cultures] and by [two or three major artists chosen for status and to be multi-culture/gender fair].**
 - A. Know how the art made in these cultures is different (styles, subject matter, media, history).
 - B. Know how artists get ideas in these cultures.
 - C. Know about the artists (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter).
 - D. Know some famous art made by these cultures and artists.
 - E. Be able to make art like the art of these cultures and these artists.

Art Standards

Second Grade

1. **Be able to use the elements of art, especially shape and line, to make creative things.**
 - A. Know the elements of art and be able to find them in many things (intentional art, everyday objects, and nature).
 - B. Be able to find circles, squares, triangles, rectangles, and irregular shapes in many things (in isolation, intentional art, everyday objects, and nature).
 - C. Be able to make shapes in the same size and smaller or larger.
 - D. Be able to find lines in many things (intentional art, everyday objects, and nature).
 - E. Be able to make lines with fingers, pencils, crayons, brushes, markers, and found objects and use these lines to make shapes and drawings.
 - F. Be able to say why you used shapes and lines in your art.

2. **Be able to use the principles of art, especially pattern and movement, to make creative things.**
 - A. Be able to distinguish between the principles of art and identify principles in art, everyday objects, and nature.
 - B. Be able to identify patterns in art, everyday objects, and nature.
 - C. Be able to identify movement in art, everyday objects, and nature.
 - D. Be able to create examples of both pattern and movement in your art and in designing objects and decorating.
 - E. Be able to explain the purpose of pattern and movement in your art.

3. **Be able to make many kinds of art and useful things and be able to decorate things. [Be able to use a wide variety of art materials/media — especially drawing/coloring and mixed media — to create own original art, functional objects, and/or decorative elements.]**
 - A. Be able to complete many kinds of art by yourself and with others.
 - B. Be able to plan the art before you do it.
 - C. Be able to say why you made the art. [Be able to identify the idea/motivation behind the work.]
 - D. Be able to say what it is like to make art. [Be able to express feelings associated with creating art.]
 - E. Be able to show shape, line, pattern, and movement in your art.

4. **Enjoy and know about art made by other cultures [cultures being studied in other subject areas such as music, social studies, or language arts or one or two major cultures] and by [two or three major artists chosen for status and to be multi-culture/gender fair].**
 - A. Know how the art made in these cultures is different (styles, subject matter, media, history).
 - B. Know how artists get ideas in these cultures.
 - C. Know about the artists (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter).
 - D. Know some famous art made by these cultures and artists.
 - E. Be able to make art like the art of these cultures and these artists.

Art Standards

Third Grade

- 1. Be able to use the elements of art, especially texture and value, to create art and objects.**
 - A. Know the elements of art and be able to find them in many things (intentional art, everyday objects, and nature).
 - B. Be able to identify and describe different textures by touch and appearance in many things (in isolation, intentional art, everyday objects, and nature).
 - C. Be able to copy visual textures and show textures by touch in art.
 - D. Be able to identify primary and secondary colors and cool and warm colors.
 - E. Be able to identify and describe the mood of colors of different value.
 - F. Be able to create colors of different value and use them in own original art.
 - G. Be able to explain the purpose of textures and values in your art.

- 2. Be able to use the principles of art, especially balance and unity, to make art and objects.**
 - A. Be able to distinguish between the principles of art and identify principles in art, everyday objects, and nature.
 - B. Be able to identify balance and imbalance in art, everyday objects, and nature.
 - C. Be able to identify unity in art, everyday objects, and nature.
 - D. Be able to create examples of balance, imbalance, and unity in your art and in designing objects and decorating.
 - E. Be able to explain the purpose of balance, imbalance, and unity in your creative products.

- 3. Be able to use many kinds of art materials, especially clay-like materials and painting materials (finger, tempera, watercolors, with unusual applicators such as sponges or toothbrushes), to create art and useful things and to decorate.**
 - A. Be able to complete many kinds of art by yourself and with others.
 - B. Be able to plan the art before you do it.
 - C. Be able to say why you made the art and what was the idea behind it.
 - D. Be able to say what it is like to make art [express feelings associated with creating art].
 - E. Be able to show and explain the use of texture, value, balance, and unity in your art.

- 4. Be able to appreciate and know about art made by other cultures [cultures being studied in other subject areas such as music, social studies, or language arts or one or two major cultures] and by [two or three major artists chosen for status and to be multi-culture/gender fair].**
 - A. Know how the art made in these cultures is different (styles, subject matter, media, history).
 - B. Know how artists get ideas in these cultures.
 - C. Know about the artists (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter).
 - D. Be able to identify a few famous examples of the art of the cultures and artists.
 - E. Be able to create art in imitation of the art of the cultures and artists and explain how it imitates that art.

Art Standards

Fourth Grade

- 1. Be able to use the elements of art, especially point, space, and form, in creative products.**
 - A. Be able to distinguish between the elements of art and identify elements in intentional art, everyday objects, and nature.
 - B. Be able to identify and describe the use of space and form in formal art, everyday objects, and nature.
 - C. Be able to duplicate forms in same, smaller, and larger sizes.
 - D. Be able to identify key points in formal art and everyday objects.
 - E. Be able to identify key points in your creative products and use them to preplan and design.
 - F. Be able to explain the purpose of space and form in your art.

- 2. Be able to use the principles of art, especially emphasis, in creative products.**
 - A. Be able to distinguish between the principles of art and identify principles in formal art, everyday objects, and nature.
 - B. Be able to identify emphasis in formal art, everyday objects, and nature and contrast it to repetition, pattern, and variety.
 - C. Be able to identify emphasis in formal art, everyday objects, and nature.
 - D. Be able to create examples of emphasis, especially in contrast to repetition, pattern, and variety, in your art and in designing objects and decorative elements.
 - E. Be able to explain the purpose of emphasis in your creative products.

- 3. Be able to use a wide variety of art materials, especially molding and carving materials (papier maché, potatoes, soap, etc.) and simple forms of printing (potatoes, screening, found objects, etc.) to create art and functional objects and to decorate.**
 - A. Be able to complete individually and/or in groups finished artistic work.
 - B. Be able to preplan the work.
 - C. Be able to identify the idea or motivation behind the work.
 - D. Be able to express your feelings about creating art.
 - E. Be able to identify and explain the use of point, space, form, and emphasis in the art.

- 4. Be able to appreciate and know about art made by other cultures [cultures being studied in other subject areas such as music, social studies, or language arts or one or two major cultures] and by [two or three major artists chosen for status and to be multi-culture/gender fair].**
 - A. Know what makes the art of these cultures special (styles, subject matter, media, history).
 - B. Know how artists get ideas in these cultures.
 - C. Know about the artists (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter).
 - D. Be able to identify a few famous examples of the art of the cultures and artists.
 - E. Be able to create art in imitation of the art of the cultures and artists and explain how it imitates that art.
 - F. Be able to compare different works of art using the elements and principles of art.

Art Standards

Fifth Grade

- 1. Be able to use the elements of art to analyze and make creative products.**
 - A. Be able to distinguish between the elements of art and identify elements in intentional art, everyday objects, and nature.
 - B. Be able to identify and describe the use of the elements of art in intentional art, everyday objects, and nature.
 - C. Be able to analyze intentional art, everyday objects, and nature using the elements of art.
 - D. Be able to preplan your art using the elements of art.
 - E. Be able to use the elements of art in your artwork.
 - F. Be able to analyze and evaluate your art using the elements of art.

- 2. Be able to use the principles of art to analyze and make creative products.**
 - A. Be able to distinguish between the principles of art and identify elements in intentional art, everyday objects, and nature.
 - B. Be able to identify and describe the use of the principles of art in intentional art, everyday objects, and nature.
 - C. Be able to analyze formal art, everyday objects, and nature using the principles of art.
 - D. Be able to preplan your art using the principles of art.
 - E. Be able to use the principles of art in your artwork.
 - F. Be able to analyze and evaluate your art using the principles of art.

- 3. Be able to use a wide variety of art materials to create both two-dimensional and three-dimensional art (drawing, painting, molding/forming, mixed media, etc.).**
 - A. Be able to complete individually and/or in groups finished artwork which displays purpose, aesthetic appeal, and use of the elements and principles of art.
 - B. Be able to identify the idea or motivation and mood or feelings the work is supposed to show.
 - C. Be able to identify and take advantage of the special traits of each material.

- 4. Appreciate the many kinds of art made around the world and appreciate major American artists. [This assumes the students are studying American history.]**
 - A. Know the many art forms used throughout the world and be able to connect art forms and styles to countries and cultures.
 - B. Know and be able to use the many different ways artists get their ideas.
 - C. Be able to compare and evaluate these art forms using the elements and principles of art and style.
 - D. Know the basic background details such as name, life dates, home place, historical status and special traits such as style, media, subject matter, source of ideas of the artists and how they express American ideas.
 - E. Be able to create art in imitation of the art from throughout the world and of the American artists and explain the imitation.

- 5. Be able to explain how art is connected to other subjects.**
 - A. Know how visual arts are related to the other arts (purpose, communication, media, feelings and moods, common interests, etc.).
 - B. Know that art has a history which is related to history in general.
 - C. Know some of the scientific principles related to art (colors, light, states of matter, solubility, etc.).
 - D. Know some of the mathematical principles related to art [proportion and scale, geometry, pattern and repetition, measurement, etc.].
 - E. Be able to use art to respond to other art forms (literature, music, dance) and to demonstrate understanding in other subject areas (graphs, maps, diagrams, plays and performances, etc.).

Art Standards

Sixth Grade

- 1. Using many media and materials, be able to combine the elements and principles of art to make creative two- and three-dimensional products which have purpose and aesthetic appeal.**
 - A. Be able to explain use of the elements and principles of art in intentional art, everyday objects, and nature.
 - B. Be able to evaluate the purpose and aesthetic appeal and specifically describe your reaction to intentional art, everyday objects, and nature.
 - C. Be able to preplan your original art using the elements and principles of art.
 - D. Be able to show knowledge of the elements and principles of art in your original artwork.
 - E. Be able to analyze and evaluate your original art using the elements of art.
 - F. Be able to identify and take advantage of the special traits of different art materials.

- 2. Possess an introductory understanding of theme, style, and technique in art.**
 - A. Know the concepts of theme, style, technique, and artistic movements.
 - B. Know about two or three major artistic movements (abstract expressionism, impressionism, classical realism, etc.) including when, artists, major works, themes, styles, techniques, source of ideas, media, etc.
 - C. Using artistic terms and concepts, be able to give a personal response to these movements.
 - D. Be able to create art in imitation of these movements and justify the imitation.
 - E. Be able to identify and describe theme, style, and technique in art and classify art by theme and style.
 - F. Be able to identify and describe theme, style, and technique of your artistic work.

- 3. Individually or in a group, be able to create unique personally expressive creative products.**
 - A. Be able to choose media, style, technique, theme, and subject matter.
 - B. Be able to preplan and complete several thumbnails or other roughouts of the final product.
 - C. Be able to execute a final work of art, design, or artistically-pleasing functional product which is complete, fulfills the proposed purpose, is aesthetically pleasing, and combines the elements and principles of art.
 - D. Be able to evaluate your product using artistic terms and concepts.

- 4. Be familiar with art-based career choices.**
 - A. Know several art-based career choices (painter, sculptor, commercial artist, designers, architecture, etc.).
 - B. Know the basic requirements and rewards of art as a career or of some specific art-based occupations.
 - C. Be able to learn about local or famous people with art-based careers.

Art Standards

Seventh Grade

- 1. Understand and appreciate the cultural and historical context of art.**
 - A. Know specific examples of how history and art have impacted each other.
 - B. Be able to research art from several points of view (cultural, artists, movements, historical, technical, etc.).
 - C. Know how a specific culture's art expresses details of that culture (values, settings, religion, etc.).
 - D. Be able to evaluate and respond to diversified art on the basis of the elements of design, subject matter, and theme.

- 2. Understand the elements of design in nature and human-made forms.**
 - A. Know the elements of design.
 - B. Be able to identify the elements of design in nature and human-made forms.
 - C. Using the elements of design, be able to explain a personal reaction to specific forms/scenes in nature, formal/intentional art, and everyday objects.

- 3. Understand the use of subject matter and theme in visual art.**
 - A. Know the concepts of subject matter and theme and be able to distinguish between them.
 - B. Be able to analyze own art, art of classmates, and famous art for subject matter and theme.
 - C. Be able to plan own art using the concepts of subject matter and theme.
 - D. Be able to relate the concepts of subject matter and theme to other art forms (literature, music, etc.).

- 4. Be able to experiment with a wide variety of materials/media and processes.**
 - A. Know about several kinds of materials/media (name, strengths, weaknesses, unique traits, famous practitioners, requirements, safety considerations, and tools).
 - B. Be able to produce simple artistic works in each medium which show a conscious choice of varied subject matter and application of some of the elements of design.
 - C. Be able to use materials not normally considered artistic materials to create a work of art which has subject matter, theme, or both.
 - D. Be able to give a clear analysis of own reactions to, interest in, and achievement in each.

- 5. Be able to create artwork which is unique and explain it using the elements of design.**
 - A. Be able to create complete works of art in more than one material/media which shows specific matter, intentional choice of theme, aesthetic appeal, and integration of the elements of design.
 - B. Be able to preplan the art.
 - C. Be able to evaluate own art and art of others on the basis of subject matter, theme, and the elements of design.

- 6. Be able to demonstrate with artistic expression increased awareness of social, natural, and human-made surroundings.**
 - A. When placed in a familiar natural setting, social setting, and/or site in a building or neighborhood, be able to verbally identify elements not before noticed in more than one sense (smell, sound, sight, feeling, taste).
 - B. Be able to render in simple but expressive and clear form some specific portion of the scene so that others can identify it.
 - C. Be able to render in simple but clear and expressive manner the scene from an unusual point of view or to make a specific comment about the scene.

Art Standards

Eighth Grade

- 1. Appreciate a wide variety of art styles and artists and the wide diversity of the cultural basis of art.**
 - A. Be able to research art from several points of view (cultural, artists, movements, historical, technical, etc.).
 - B. Know about local art and/or the art of several of America's subcultures (Native-American, Afro-American, other ethnic groups).
 - C. Know about art from many cultures, in many styles, and by a diversity of artists not previously studied.
 - D. Be able to evaluate and respond to diversified art on the basis of the concepts of art.

- 2. Be able to use the concepts of art (especially perspective and composition) to analyze and create art.**
 - A. Be able to generate two-dimensional art which shows understanding of basic perspective.
 - B. Be able to generate art which shows understanding of simple composition.
 - C. Be able to analyze own art, art of classmates, local art, and famous art using the concepts of art, especially perspective and composition.
 - D. Be able to demonstrate synthesis of many of the concepts of art in own artwork.

- 3. Selecting from a wide variety of art materials/media and tools, be able to use decision-making skills to determine with which you are the most comfortable and in which you are the most interested.**
 - A. Know and be able to apply a basic set of decision-making steps.
 - B. Know about several kinds of materials/media (name, strengths, weaknesses, unique traits, famous practitioners, requirements, safety considerations, and tools).
 - C. Be able to apply the decision-making process to justify a selection of one or two materials/media.
 - D. Be able to create a complete artwork in the chosen materials/media and analyze decision-making on the basis of the concepts of art.
 - E. Be able to explain own decision-making process.

- 4. Be able to use problem-solving and creative thinking skills to create unique, appealing, and expressive art.**
 - A. Know and be able to apply a basic set of creative thinking steps.
 - B. Know and be able to apply a basic set of problem-solving steps.
 - C. Be able to use problem-solving process to deal successfully with problems which arise in the creation of the art.
 - D. Be able to use creative thinking process to create unique art which is aesthetically appealing, expresses theme and mood/feeling, and demonstrates understanding of the concepts of art.
 - E. Be able to explain own problem-solving process.

Art Standards

Drawing

- 1. Understand/demonstrate the following uses of line:**
 - A. Contour drawing.
 - B. Gesture drawing.
 - C. Diagonal, vertical, horizontal, crosshatching, and overlapping.
 - D. Perspective.
- 2. Be able to create drawings using the following variety of tools and media:**
 - A. Pen and ink.
 - B. Pastel.
 - C. Charcoal.
 - D. Pencil.
 - E. Nontraditional tools.
- 3. Understand/demonstrate the following skills and techniques of drawing:**
 - A. Crosshatch.
 - B. Pointillism.
 - C. Lost and found, glazing, and rubbing.
 - D. Blending.
 - E. Gradation.
- 4. Be able to use drawing techniques to produce varied surface textures, form, space, and focal points with the following:**
 - A. Overlapping.
 - B. Divergent line.
 - C. Values (lights and darks).
- 5. Be able to depict realistic representation of objects which have the following traits:**
 - A. Value.
 - B. Accuracy and perception of what is being drawn.
 - C. Surface texture simulation.
 - D. Detail.
- 6. Understand the relationship between the elements and principles of art in drawing:**
 - A. Overlapping and space.
 - B. Form and value.
 - C. Line and texture.
 - D. Shape.
 - E. Value.
- 7. Be able to use the principles of drawing to create the following kinds of original drawings:**
 - A. Creative drawing.
 - B. Expressive.
 - C. Emotional.
 - D. Inventive.
 - E. Abstraction.
- 8. Be able to evaluate the quality of drawings by self and others with the following criteria:**
 - A. Originality.
 - B. Effort and level of difficulty.
 - C. Aesthetics and level of sophistication.
 - D. Craftsmanship.
- 9. Understand art as a career.**
 - A. Be familiar with several careers in art, especially drawing-related ones, including skills and training necessary, benefits and rewards, limitations and problems, and special considerations.
 - B. Be able to give and justify a personal response to art as a career.

Art Standards

Commercial Art

- 1. Understand the techniques, tools, materials, and methods of commercial art.**
 - A. Know the techniques, tools, materials, and methods.
 - B. Be able to identify their uses in many forms of commercial art.
 - C. Know and be able to apply to commercial art the elements and principles of art and other concepts of art.
 - D. Be able to apply all of the above to the creation of commercial art.
 - E. Be able to evaluate/analyze commercial art on the basis of all of the above.

- 2. Be able to produce products related to many fields of commercial art (advertising, exterior design, interior design, product design, industrial design, fashion design, architectural design, etc.).**
 - A. Be able to identify the purpose of the product.
 - B. Be able to find and analyze several similar forms in commercially-produced products.
 - C. Be able to rough out several designs of the product.
 - D. Be able to choose the one best design.
 - E. Be able to complete the chosen design to a finished product which is aesthetically pleasing and functional.
 - F. Be able to "sell" the completed product to a mock or real audience.
 - G. Be able to successfully create and use or sell a commercial art product in the school or community.

- 3. Understand how technology affects the world of commercial art and be able to create products using technology.**
 - A. Know several forms of technology used in commercial art (computers, video cameras, photography, silk screening and other forms of printing, etc.) and the uses and particular traits of each.
 - B. Be able to identify and evaluate on the basis of the concepts in standard #1 commercial art products produced with these technologies.
 - C. Be able to create and evaluate own products in those forms of technology which are available.

- 4. Understand commercial art as a career.**
 - A. Be familiar with several careers in commercial art including skills and training necessary, benefits and rewards, limitations and problems, and special considerations.
 - B. Be able to give and justify a personal response to commercial art as a career.

Art Standards

Painting

- 1. Be able to produce quality paintings using watercolor, oil, acrylic, and mixed media which show the effective use of the following:**
 - A. Elements of art, especially color.
 - B. Composition using the principles of art.
 - C. Surface quality.
- 2. Be able to produce quality paintings using watercolor, oil, acrylic, and mixed media which show the effective use of the techniques of various artists, such as:**
 - A. Glazing.
 - B. Scrubbing.
 - C. Wash.
 - D. Dry brush.
- 3. Be able to produce quality paintings using watercolor, oil, acrylic, and mixed media which evoke particular emotions with:**
 - A. Color, line, and shape.
 - B. Expressionistic and nonexpressionistic styles.
 - C. Choice of subject matter.
- 4. Be able to produce quality paintings using watercolor, oil, acrylic, and mixed media which reflect the styles, periods, and artistry of others, such as pointillism, expressionism, abstractionism, and realism.**
 - A. Be able to identify techniques or styles which interest you.
 - B. Be able to explain/analyze the techniques or styles.
 - C. Be able to rough out intended works and practice the styles and techniques.
 - D. Be able to analyze the complete works for execution of the plan.
- 5. Be able to create and explain unique watercolor, oil, acrylic, and mixed media paintings.**
 - A. Be able to preplan and rough out the painting applying all of the above concepts.
 - B. Know when the painting is complete.
 - C. Be able to explain how the painting is unique and analyze the painting with the above concepts.
- 6. Be able to apply specific criteria in judging the quality of paintings.**
 - A. Know the criteria by which to judge paintings.
 - B. Be able to apply these criteria in oral and written form to paintings of self, classmates, local artists, and famous paintings.
- 7. Understand art as a career.**
 - A. Be familiar with several careers in art, especially painting, including skills and training necessary, benefits and rewards, limitations and problems, and special considerations.
 - B. Be able to give and justify a personal response to art as a career.

Art Standards

Ceramics

- 1. Understand the material used in ceramics.**
 - A. Know the qualities (limitations, possibilities, chemical make-up, firing ranges, and drying qualities) of different clays.
 - B. Know the qualities (limitations, possibilities, chemical make-up, firing ranges, and drying qualities) of different glazes.
- 2. Understand the methods and techniques involved with hand-thrown ceramic construction for:**
 - A. Coil.
 - B. Slab.
 - C. Wheel.
- 3. Be able to safely and creatively use the following equipment and tools in producing ceramics:**
 - A. Potter's wheel.
 - B. Wedging.
 - C. Kiln.
 - D. Bat.
 - E. Ribbon/loop tools.
 - F. Sponge.
 - G. Knife.
- 4. Be able to create functional and/or aesthetically pleasing ceramics with widely varied:**
 - A. Shape.
 - B. Form.
 - C. Texture.
 - D. Purpose.
- 5. Be able to use the techniques and styles of others to produce aesthetically pleasing and/or functional ceramics.**
 - A. Be able to identify a technique or style which interests you in ceramic work.
 - B. Be able to explain and analyze the technique or style.
 - C. Be able to sketch out the intended work and practice the style and technique.
 - D. Be able to analyze the complete work for execution of the plan.
- 6. Be able to create and explain unique ceramics.**
 - A. Be able to preplan and sketch out the ceramic applying all of the above concepts.
 - B. Be able to complete the ceramic according to the plan.
 - C. Be able to explain how the ceramic is unique and analyze it with the above concepts.
- 7. Understand ceramics as a career.**
 - A. Be familiar with several careers in ceramics (mold casting, mold design, industrial ceramics, commercial ceramics, commercial glazer) including skills and training necessary, benefits and rewards, limitations and problems, and special considerations.
 - B. Be able to give and justify a personal response to ceramics as a career.