Visual Arts Education

Curriculum Guidelines & Comprehensive Model of Assessment
Curriculum Guidelines for Visual Arts

A systematic process was used to juxtapose the state and national standards. As evidenced throughout this report, each discipline has standards that overlap and others that do not. After examining different methods, we found that the aligning each set of standards made most sense for the purpose of the project. Thus, we aligned standards, benchmarks, and grade-level expectations by creating crosswalks in order to guide us in our future recommendations. By analyzing both the state and national standards, the following competencies were developed by the researchers as a way to capture the intent of both the NGSSS and the NCCAS Standards.

NCCAS’s Standards for Visual Art

Using the same structure common to the related disciplines covered by NCCAS, the 2014 version of the visual arts standards were based on four artistic processes: creating, presenting, responding, and connecting. Each artistic process branches into two or three anchor standards, which branch out further into descriptive performance standards. Instead of the “performing” category addressed in the music standards, the second visual arts process is labeled “presenting”. The four processes are:

- **Process 1: Creating** - Conceiving and developing new artistic ideas and work
- **Process 2: Presenting** - Interpreting and sharing artistic work
- **Process 3: Responding** - Understanding and evaluating how the arts convey meaning
- **Process 4: Connecting** - Relating artistic ideas and work with personal meaning and external context

Florida’s Next Generation Sunshine State Standards for Visual Art

The Florida standards for visual art share the same organization and guiding principles as the other artistic disciplines (e.g. music). However, the skills represented in the subcategories (Enduring Understandings and benchmarks) are unique to each content area. With their most recent revision also being in 2010, the Big Ideas for visual art are the same as the Big Ideas for music. The five Big Ideas for visual art are:

- **Big Idea 1** - Critical thinking and reflection
- **Big Idea 2** - Skills, techniques, and processes
- **Big Idea 3** - Organizational structure
- **Big Idea 4** - Historical and global connections
- **Big Idea 5** - Innovation, technology, and the future

\* NCCAS and NGSSS standards were compared point-by-point, and a summary of the results and process can be found in Race to the Top FLDOE Developed Student Growth Models for Hard-to-Measure Course Content Areas (Music, Visual Arts, and Physical Education): Phase II, Vol. III, pg. 17.
Newly Developed Constructs (merging NCCAS and NGSSS)

An artistically literate individual demonstrates competency in the following:

- **Competency 1** - “Thinking, Responding, and Reflecting to Visual Art”
- **Competency 2** - “Historical and Global Connections in Visual Art”
- **Competency 3** - “Creating Innovative Works of Visual Art”
- **Competency 4** - “Organizing and Presenting Visual Art”
- **Competency 5** - “Connecting Skills, Techniques, and Processes”

Once the competencies were created, professional educators were surveyed in order to determine the most important constructs and corresponding skills. Practicing elementary, middle, and high school teachers deemed five of the five constructs as either important or very important. Using this information as a guide, the developed sample outcomes that should be assessed within the recommendations that follow are included in this document. These sample outcomes should be used as a guide to frame assessment activities within the comprehensive assessment model. It should be noted that these are sample outcomes. Much more thorough work needs to be done in order to determine the effectiveness and quality of these sample outcomes. It is recommended that a team of professional educators and assessment experts develop a final list of outcomes.

**Comprehensive Model of Assessment for Visual Art**

Comprehensive Assessment of visual art should incorporate evidence from three domains: cognitive, affective, and performance. Multiple assessments over time should be used in the evaluation of a student’s entire capacity to become an artistically literate individual. Furthermore, authentic assessments that encompass students’ creative development and presentation are imperative to a successful evaluation of the teaching and learning process. As such, portfolio assessment provides a means by which student learning, skills, and attitudes can be evaluated by multiple raters. Although a portfolio itself is not an assessment, it does provide a representative collection of evidence that can be used to assess the acquisition of knowledge and skills that have occurred over time.

**Three Domains of the Assessment Model**

**Domain 1: Cognitive Assessment** (35%) – Knowledge-based; Students complete a written test in order to demonstrate their knowledge about various concepts related to visual art.

**Domain 2: Affective Assessment** (25%) – Attitudinal/Value-based; Students complete reflections and self-assessments regarding their feelings about and experiences in the development of selection, interpretation, and creation of visual art.
Domain 3: Performance Assessment (40%) – Skills & Techniques; Students apply skills and techniques in the various presentation and creative settings necessary to demonstrate literacy in visual art.

What and When to Collect Artifacts

It’s important to collect enough artifacts to provide evidence of student progress. As such, there are some general guidelines to follow to enhance the likelihood of making valid and reliable decisions about student learning. It is recommended that breadth of art education is documented in the early and middle grades and depth is documented in the upper grades. Therefore, as a general guideline, portfolios should include a minimum of seven to ten artifacts incorporating the majority of the sample assessments listed above. It is imperative that students are afforded the opportunity to not only self-evaluate; but also, to reflect on their performance, learning, behavior, and overall level of proficiency.

In order to demonstrate progress over time, a variety of artifacts should be collected at multiple points throughout the academic year. For example, baseline evidence should be captured and documented in the portfolio during the early days of the school year. Then, at a minimum, various artifacts should be collected at least two additional times during the year. By collecting multiple pieces of evidence at various points throughout the year, it is more likely that student progress can be evaluated.

Sample artifacts include:

- **Checklists & rubrics** – used as tools by multiple raters to evaluate specified criteria
- **Student logs** – used as a record of participation in various activities that demonstrate actions over time, such as experimenting with materials; also used as a means to document progress toward goals established for presentations of art
- **Student journals** – used as a record of students reflections about their performance, attitudes, and feelings toward visual art
- **Student projects/work samples** – used as artifacts to demonstrate knowledge about and skills in visual art
- **Written tests/worksheets** – used as artifacts to demonstrate knowledge about visual art
- **Student responses to items on questionnaires** – used as artifacts to demonstrate appreciation, interpretation, analysis, evaluation, and critique of visual art
- **Performance records/event tasks** – grades or other evidence to demonstrate appropriate skill and technique acquisition; performed during a single instructional period

Competency 1: Thinking, reflecting, and responding to visual arts
Competency 1 focuses on building the skills necessary to appreciate and interpret visual art, and all three assessment domains are covered in these topics. Cognitive appraisal of artistic features may be measured through knowledge-based instruments, while affective values can be addressed through more personal, individualized artifacts such as reflections. Performance assessment can be used in some formats for the selected outcomes, though more formal assessments are suggested in later competencies to evaluate skills and techniques.

**Sample Assessments** for Competency 1: Thinking, reflecting, and responding to visual arts

**Student logs** – students can keep track of interesting buildings, artworks, etc. they have seen as a way to assess trends in their appreciation of visual art

**Student journals** – students can reflect on creative choices both in performance and viewing contexts to develop analytic skills

**Written tests/worksheets** – in addition to building skills for self- and peer-assessment, awareness of certain techniques may be tested using multiple choice or short-answer tests

**Student responses to items on questionnaires** – teachers may provide prompts to guide students in artistic interpretation, e.g. suggesting an artist’s intent and the student can agree or disagree

**Performance records/event tasks** – students should show evidence of creating art in casual contexts, either through digital images or in-class experimentation

**Skills** *(highlighted items should be assessed within your classroom and documented within the portfolio; all others should be assessed within your classroom):*

**Competency 1: Thinking, Reflecting, and Responding to Visual Arts – Associated Skills Deemed Appropriate by Florida Practitioners**

<table>
<thead>
<tr>
<th>Elementary (K-5)</th>
<th>Middle Level (6 – 8)</th>
<th>High (9 – 12)</th>
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<td>Analyzing artistic work</td>
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*Highlighted items were rated as ‘very important’ in a survey of teachers across Florida. For more detailed information, see the Race to the Top FLDOE Developed Student Growth Models for Hard-to-Measure Course Content Areas (Music, Visual Arts, and Physical Education): Phase II, Vol. II, pg. 16 & Vol. III, pg. 34.*
Competency 1: Thinking, responding, and reflecting to visual arts

Sample student performance indicators associated with skills listed above: (evidence should be included in the portfolio for the following sample outcomes)

**Grade K: The student will be able to (Merged from NGSSS and NCCAS):**
- Identify uses of art within one's personal environment
- Create and share personal works of art with others
- Describe personal choices made in the creation and/or selection of artwork

**Grade 1: The student will be able to:**
- Select and describe personal or others’ works of art that illustrate daily life experiences of one's self and others
- Use various art media and real or imaginary choices to create artwork
- Gather clues to help interpret and reflect on works of art

**Grade 2: The student will be able to:**
- Categorize images based on expressive properties
- Use the art-making process to communicate personal interests and self-expression
- Use suggestions from others to modify the structural elements of art
- Reflect on and discuss various possible meanings in works of art

**Grade 3: The student will be able to:**
- Speculate about processes used and the messages communicated by a work of art
- Use the art-making process to develop ideas for self-expression
- Assess personal artworks for completeness and success in meeting intended objectives by comparing others’ techniques and using constructive criticism
- Reflect on and interpret works of art, using observation skills, prior knowledge, and experience

**Grade 4: The student will be able to:**
- Compare responses to a work of art before and after working in similar media
- Integrate ideas during the art-making process to convey meaning in personal works of art
- Revise artworks to meet established criteria
• Describe observations and apply prior knowledge to interpret visual information and reflect on works of art

**Grade 5: The student will be able to:**

• Develop a range of interests in the art-making process to influence personal decision-making
• Create artworks to depict personal, cultural, and/or historical themes
• Analyze and revise personal artwork to articulate the motivations and intentions
• Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art

**Grades 6 – 8: The student will be able to:**

• Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others
• Create imaginative works to include background knowledge or information from other subjects
• Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
• Evaluate artwork objectively during group assessment to determine areas for refinement
• Apply a range of interests and contextual connections to influence the art-making and self-reflection processes
• Create a convincing and logical argument to support an evaluation of art

**Grades 9 – 12: The student will be able to:**

• Hypothesize ways in which art influences perception and understanding of human experiences
• Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work
• Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression
• Apply art knowledge and contextual information to analyze how content, media, and ideas are used in works of art
• Analyze how one's understanding of the world is affected by experiencing visual imagery
• Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme
- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
- Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective
- Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress

**Competency 2: Historical and global connections**

Competency 2 focuses on honoring people and cultures that can offer insight to the development of art in unfamiliar contexts. It also identifies the presence of artistic concepts in other academic disciplines, which students should learn to observe and utilize. This requires cognitive and affective processes that are evidenced by presentations of knowledge and respectful communication regarding other societies and time periods.

**Sample Assessments** for Competency 2 - Historical and global connections:

- **Checklists & rubrics** – used in classroom or small group discussions and presentations to document the student’s thorough coverage of an art topic
- **Student journals** – reflection and personal application of cross-cultural principles can be recorded in journal entries, or prompted by teacher-written starters
- **Student projects/work samples** – can show evidence of skill transfer and recognition of visual art in other subjects, such as mathematical symmetry
- **Written tests/worksheets** – historical knowledge, such as artist biographies, can be tested using these methods
- **Student responses to items on questionnaires** – students can identify their own cultural influences through questionnaire-style activities that may ask about preferences and experiences (e.g. an interest inventory)

**Skills** *(highlighted items should be assessed within your classroom and documented within the portfolio; all others should be assessed within your classroom):*

**Competency 2: Historical and Global Connections – Associated Skills Deemed Appropriate by Florida Practitioners**

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<thead>
<tr>
<th>Elementary (K-5)</th>
<th>Middle Level (6 – 8)</th>
<th>High (9 – 12)</th>
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Competency 2: Historical and global connections

Sample student performance indicators associated with skills listed above (evidence should be included in the portfolio for the following sample outcomes)

Grade K: The student will be able to (Merged from NGSSS and NCCAS):

- Describe art from selected cultures and places
- Explain how art-making can help people express ideas and feelings
- Compare selected artworks from various cultures to find differences and similarities

Grade 1: The student will be able to:

- Discuss how different works of art communicate information about a particular culture
- Understand that people from different places and times have made art for a variety of reasons
- Compare artworks from different cultures, created over time, to identify differences in style and media
- Identify connections between visual art and other content areas

Grade 2: The student will be able to:

- Identify skillful techniques used in works by peers and others
- Compare and contrast examples of cultural uses of artwork from different times and places
- Identify differences or similarities in artworks across time and culture
- Identify objects from everyday life that have been designed and created using artistic skills
- Describe connections made between creating with art ideas and creating with information from other content areas

Grade 3: The student will be able to:
• Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artwork
• Recognize that responses to art change depending on knowledge of the time and place in which it was made
• Describe cultural similarities and differences in works of art
• Compare differences or similarities in artworks across time
• Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms

**Grade 4: The student will be able to:**

• Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures
• Through observation, infer information about time, place, and culture in which a work of art was created
• Identify historical and cultural influences that have inspired artists to produce works of art
• Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines

**Grade 5: The student will be able to:**

• Identify and describe the importance a selected group or culture places on specific works of art
• Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society
• Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts
• Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas

**Grades 6 – 8: The student will be able to:**

• Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population
• Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity
• Describe social, ecological, economic, religious, and/or political conditions reflected in works of art
• Describe how previous cultural trends have led to the development of new art styles
• Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts

**Grades 9 – 12: The student will be able to:**

• Make connections between timelines in other content areas and timelines in the visual arts
• Create a timeline for the development of artists’ materials, including technological development, to show multiple influences on the use of art media
• Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities
• Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment
• Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork

**Competency 3: Creating innovative works of visual art**

Competency 3 centers on creativity and communication skills related to creating artwork, so the performance and affective assessment domains are needed to measure progress in these areas. For example, creative risk-taking would involve a mental process as well as an end product, and one or both can be selected to show that the skill has been mastered.

**Sample Assessments** for Competency 3: Creating innovative works of visual art

**Student journals** – writing ideas and trains of thought that influenced the creative process for a project would allow the student to identify and explain artistic development

**Student projects/work samples** – digital photos with written descriptions of open-ended creative tasks assigned by the teacher can serve as artifacts documenting risk-taking and originality in art making (e.g. a Renaissance-era painting could be modified using a modern technique to show divergent thought and a photo/description of it could be included as an artifact)

**Skills** *(highlighted items should be assessed within your classroom and documented within the portfolio; all others should be assessed within your classroom):*

**Competency 3: Creating Innovative Works of Visual Art – Associated Skills Deemed Appropriate by Florida Practitioners**

<p>| Elementary (K-5) | Middle Level (6 – 8) | High (9 – 12) |</p>
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**Competency 3: Creating innovative works of visual art**

**Sample student performance indicators associated with skills listed above: (evidence should be included in the portfolio for the following sample outcomes)**

**Grade K: The student will be able to (Merged from NGSSS and NCCAS):**

- Express ideas related to non-art content areas through personal artworks
- Engage in exploration and imaginative play with materials
- Explain the process of making art while creating

**Grade 1: The student will be able to:**

- Engage collaboratively in exploration and imaginative play with materials
- Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means
- Experiment with art processes and media to express ideas
- Explain how art impacts the community, e.g. appearances of items for sale in stores and information sharing through posters, etc.
- Describe the steps used in art production

**Grade 2: The student will be able to:**

- Brainstorm collaboratively multiple approaches to an art or design problem
- Repurpose objects to make something new
- Explore the advantages of having multiple solutions to solve an artistic problem
- Experiment with various materials and tools to explore personal interests in a work of art or design
Discuss and reflect with peers about choices made in creating artwork

**Grade 3: The student will be able to:**

- Elaborate on an imaginative idea
- Manipulate art media and incorporate a variety of subject matter to create imaginative artwork
- Explore the effects and merits of different solutions to solve an artistic problem
- Create personally satisfying artwork using a variety of artistic processes and materials
- Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design
- Identify places where artists or designers have made an impact on the community

**Grade 4: The student will be able to:**

- Brainstorm multiple approaches to a creative art or design problem
- Explore and invent art-making techniques and approaches
- Revise artwork in progress on the basis of insights gained through peer discussion
- Discuss how artists and designers have made an impact on the community

**Grade 5: The student will be able to:**

- Combine ideas to generate an innovative idea for art-making
- Experiment and develop skills in multiple art-making techniques through traditional and nontraditional uses of media
- Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork
- Create artistic statements using art vocabulary to describe personal choices in art-making
- Explore careers in which artworks and utilitarian designs are created, and describe the knowledge and skills necessary to do them

**Grades 6 – 8: The student will be able to:**

- Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
- Use technology skills to create an imaginative and unique work of art
- Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress
- Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks
- Identify art-related careers that have a financial impact on local communities

**Grades 9 – 12: The student will be able to:**
- Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention
- Use divergent thinking, abstract reasoning, and multiple approaches to demonstrate imaginative or innovative approaches to creative endeavors
- Engage in making a work of art or design without having a preconceived plan.
- Use technological tools to create art with varying effects and outcomes
- Research ideas to plan, develop, and market art-related goods, artworks, or services that influence consumer beliefs and behaviors

**Competency 4: Organizing and presenting works of visual art**

Competency 4 focuses on deciphering and explaining the structure of artistic pieces. The skills addressed are primarily cognitive and can also be measured through performance in the form of a presentation. Students should be able to select and interpret selections for presentation, while showing the ability to incorporate feedback from self and others to revise work.

**Sample Assessments** for Competency 4: Organizing and presenting works of visual art

- **Checklists & rubrics** – using these tools, student discussions or presentations can be assessed on whether they included enough information on the organization of a piece and used the proper vocabulary
- **Student projects/work samples** – presentation slides or written essays would be appropriate for measuring communication about art
- **Written tests/worksheets** – traditional testing methods can be used to evaluate the students’ knowledge about artistic structure and sequence of the creative process

**Skills** *(highlighted items should be assessed within your classroom and documented within the portfolio; all others should be assessed within your classroom):*

**Competency 4: Organizing and Presenting Works of Visual Art – Associated Skills Deemed Appropriate by Florida Practitioners**

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<thead>
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<th></th>
<th>Elementary (K-5)</th>
<th>Middle Level (6 – 8)</th>
<th>High (9 – 12)</th>
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</table>
Competency 4: Organizing and presenting works of visual art

Sample student performance indicators associated with skills listed above: (evidence should be included in the portfolio for the following sample outcomes)

Grade K: The student will be able to (Merged from NGSSS and NCCAS):

- Explore the placement of the structural elements of art in personal works of art
- Select art objects for personal portfolio and display, explaining why they were chosen

Grade 1: The student will be able to:

- Explain why some objects, artifacts, and artwork are valued over others in terms of structural and organizational elements
- Use observation and investigation in preparation for making a work of art
- Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation

Grade 2: The student will be able to:

- Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process
- Categorize artwork based on a theme or concept for an exhibit
- Describe the differences between using one’s own ideas, using someone else’s ideas as one’s own, and drawing inspiration from the works of others

Grade 3: The student will be able to:
• Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal
• Manipulate tools and media to enhance communication in personal artworks
• Develop a work of art based on observations of surroundings

**Grade 4: The student will be able to:**

• Use the structural elements of art and organizational principles of design to understand the art-making process
• Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork
• Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide

**Grade 5: The student will be able to:**

• Use media, technology, and other resources to inspire personal art-making decisions
• Organize the structural elements of art to achieve visual unity
• Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork

**Grades 6 – 8: The student will be able to:**

• Select, organize, and design images and words to make visually clear and compelling presentations
• Develop and apply criteria for evaluating a collection of artwork for presentation
• Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images
• Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist’s own history
• Combine creative and technical knowledge of organizational and structural principles to produce visually strong works of art

**Grades 9 – 12: The student will be able to:**

• Develop and use criteria to select works for a portfolio and defend one’s artistic choices with a written, oral, and/or recorded analysis
• Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy
• Analyze, select, and curate artifacts and/or artworks for presentation and preservation
Use and defend the choice of creative and technical skills to produce artworks.

Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.

**Competency 5: Connecting skills, techniques, and processes**

Competency 5 is centered on creating original works of visual art. As such, the most useful assessment technique is performance, with some potential for cognitive and affective pieces. Students should provide evidence of skill development using their own work and personal experiences.

**Sample Assessments** for Competency 5: Connecting skills, techniques, and processes

- **Checklists & rubrics** – teachers can supervise practice of skills, techniques, and processes and record student engagement using these tools
- **Student logs** – students could log the time spent on various techniques
- **Student journals** – observation and reflection journals may be included to aid students in exploring how to use their personal experiences
- **Student projects/work samples** – student work is the main focus of this competency, so artifacts showing a range of skill should provide evidence of progression in at least one chosen style
- **Performance records/event tasks** – students who are selected to take part in exhibits outside of class can include documentation as an artifact of skill development

**Skills** *(highlighted items should be assessed within your classroom and documented within the portfolio; all others should be assessed within your classroom):*

**Competency 5: Connecting Skills, Techniques, and Processes – Associated Skills Deemed Appropriate by Florida Practitioners**

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<thead>
<tr>
<th>Elementary (K-5)</th>
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Competency 5: Connecting skills, techniques, and processes

Sample student performance indicators associated with skills listed above (evidence should be included in the portfolio for the following sample outcomes)

**Grade K: The student will be able to (Merged from NGSSS and NCCAS):**
- Generate ideas and images for artwork based on memory, imagination, and experiences
- Create art to document and tell a story about a life experience
- Develop artistic skills through the repeated use of tools, processes, and media
- Practice skills to develop craftmanship
- Explore art processes and media to produce artwork

**Grade 1: The student will be able to:**
- Create imagery and symbols to express and document thoughts, feelings, and surroundings
- Create works of art to tell a personal story
- Practice correct use of tools with various art media, techniques, and processes
- Discuss the qualities of good craftmanship
- Identify times, places, and reasons by which students make art outside of school
- Use varied processes to develop artistic skill when expressing personal thoughts, feelings, and experiences
- Use art vocabulary to describe choices while creating art

**Grade 2: The student will be able to:**
- Use diverse resources to inspire expression of personal ideas and experiences in works of art
- Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works
- Follow sequential procedures focused on art production
- Demonstrate growth in craftmanship through purposeful practice
• Use imagination to create unique artwork incorporating personal ideas and selected media
• Use learned art vocabulary to express preferences about artwork as well as to identify connections among visual art and other contexts

**Grade 3: The student will be able to:**
• Use symbols, visual language, and/or written language to document self or others
• Work within safety guidelines while using tools, media, techniques, and processes
• Develop craftsmanship skills through repeated practice
• Use diverse resources to inspire artistic expression and achieve varied results
• Choose accurate art vocabulary to describe works of art and art processes

**Grade 4: The student will be able to:**
• Apply meaning and relevance to document self or others visually in artwork
• Organize the structural elements of art to achieve an artistic objective
• Explore and use media, technology, and other art resources to express ideas visually
• Demonstrate the ability to recall art procedures and focus on art processes through to the end of production
• Plan and produce art through ongoing practice of skills and techniques
• Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks
• Use accurate art vocabulary when analyzing works of art

**Grade 5: The student will be able to:**
• Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks
• Identify sequential procedures to engage in art production
• Use craftsmanship and technical ability in personal works to show refinement of skills over time
• Identify, describe, and visually document places and/or objects of personal significance
• Use media, technology, and other resources to inspire personal art-making decisions
• Use accurate art vocabulary to communicate about works of art and artistic and creative processes

**Grades 6 – 8: The student will be able to:**
Create a work of personal art using various media to solve an open-ended artistic problem

Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process

Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship

Apply two-dimensional techniques and media to create or enhance three-dimensional artwork

Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each

Create artwork requiring sequentially ordered procedures and specified media to achieve intended results

Use accurate art vocabulary to explain the creative and art-making processes

**Grades 9 – 12: The student will be able to:**

- Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form
- Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition
- Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience about personal awareness of current issues
- Document the process of developing ideas from early stages to fully elaborated ideas
- Use diverse media and techniques to create paintings that represent various genres and schools of painting
- Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design
- Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials
Not Just a Pretty Face - Self Portrait – Art Lesson

Proposed Benchmarks:

♦ Competency 1 - Thinking, responding and reflecting –
  o Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in
    the art-making process to demonstrate self-expression
  o Use critical-thinking skills for various contexts to develop, refine, and reflect on an
    artistic theme
♦ Competency 3 - Creating innovative works
  o Use divergent thinking, abstract reasoning, and multiple approaches to demonstrate
    imaginative or innovative approaches to creative endeavors
♦ Competency 4 - Organizing and presenting
  o Use and defend the choice of creative and technical skills to produce artworks

Objectives:

❖ Students will create a portrait that tells a story or expresses personal meaning and purpose
❖ Students will use a technique that emphasizes personal expression.
❖ Students will use a color scheme that relates to the personal statement.

Lesson Description:

Through this lesson, students have the opportunity to express personal meaning by telling a story
(narrative art), expound on a social or political statement, or practice expressive style and/or
emotion (Expressionism) through the process of creating a self-portrait. The portrait is not a
photographic replica. Portraits will be acrylic paint on mat board (18 x 24 for less advanced
students, 24 x 36 for more advanced students).

* For more detailed information on performance measurement and useful software, see the Race to
the Top FLDOE Developed Student Growth Models for Hard-to-Measure Course Content Areas