

THEATRE



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The theatre standards provide teachers and curriculum coordinators with a summary of what theatre content should be taught from grade to grade, pre-kindergarten through high school. Adapted from highly regarded national and state standards, these theatre standards incorporate the comments and suggestions of local area teachers, administrators, teaching artists and community organizations.

The learning standards outline what learners of theatre should know and be able to demonstrate by the end of each grade or course. They detail the skills involved in creating and performing theatre, as well as the skills necessary to respond to existing plays, productions and theatre artists, that students are expected to acquire at a particular grade level.

There is a hunger to see the human presence acted out. As long as that need remains, people will find a way to do theater."

-Zelda Fichandler, Founding Director
Arena Stage, Washington, DC

Theatre is unique because it integrates content from all subjects and disciplines to actively express and observe the human condition. Through theatre we are able to actively dissect, discuss and illuminate history, the language arts, science and mathematics, deepening our understanding of these subjects by exploring and expressing them through personal perspective or narrative. Some may look at these standards and point out they are performance standards, not true content standards. However, the pure content of theatre encompasses all subject matter – history, language arts, science, and mathematics. What is unique to theatre is its active form and its ability to actively engage students of all learning styles.

It is unfortunate that most theatre available to students exists only as a co-curricular activity. In many instances, a student's only exposure to theatre is through a class play or school musical. While these opportunities are exciting and worthwhile, they limit student participation and experience. Theatre and drama, to be effective, must be included in the school curriculum and, when appropriate, integrated into other subject matters as a tool for active learning. The standards in theatre were created to provide a framework for educators to examine how they could include theatre and drama within the school curriculum. Each standard identifies an element within theatre that would enable students to know and understand theatre by practicing it.

The standards also teach broader learning concepts. The skills of critical thinking, problem solving, working with others, communication, and decision-making are integral to every element of theatre and carry over into all other subject areas. Recent studies have shown that students who participate in the arts, especially theatre, do better academically, and are more successful in their career endeavors, than those who do not.

¹⁰ Excerpted and adapted by David Snider, Artistic Director of Young Playwrights' Theater, Washington, DC, from the document Wisconsin's Model Academic Standards for Theatre.

Strand 1

Perform and participate in theatre improvisations and dramatizations to learn acting and scriptwriting fundamentals

PRE-KINDERGARTEN

- PK.1.1 Use dramatic play, costumes, and props to imagine being someone else or something else.
- PK.1.2 Create characters from familiar stories and life experiences through physical movement, gesture, sound, speech, facial expressions, and emotions.
- PK.1.3 Work cooperatively to perform an improvisation or dramatize a story.

KINDERGARTEN

GRADE 1

GRADE 2

- K.1.1 Retell familiar stories and relate life experiences through ensemble pantomimes and improvisations.
- K.1.2 Role-play to recreate situations in familiar settings.
- K.1.3 Perform imitative movements, rhythmical activities, and theatre games (e.g., freeze, statues, and mirrors).
- K.1.4 Demonstrate the ability to participate cooperatively in performing an improvisation or dramatizing a story.

- 1.1.1 Improvise familiar simple stories from classroom literature and life experiences with plots that have a beginning, middle, and end.
- 1.1.2 Use body and voice to improvise alternative endings to a story or concept.
- 1.1.3 Demonstrate thoughts and feelings through movement.
- 1.1.4 Demonstrate the ability to work cooperatively in an ensemble to create and present a tableau, an improvisation, or a pantomime.

- 2.1.1 Retell familiar stories with a focus on specifying character, setting, and conflict through dramatization.
- 2.1.2 Demonstrate how voice (diction, projection, pace, and mood) may be used to orally present multiple readings of a text.
- 2.1.3 Respond to voices and language of others through verbal and non-verbal means.
- 2.1.4 Demonstrate the ability to perform improvisational theatrical games in an ensemble.

THEATRE STANDARDS

Strand 1 Perform and participate in theatre improvisations and dramatizations to learn acting and scriptwriting fundamentals

GRADE 3

- 3.1.1 Write or improvise a monologue or scene using the five W's (who, what, where, when, and why) that demonstrates the role conflict plays in drama.
- 3.1.2 Create original scenes based on own experiences or stories, using language and tone of voice appropriate for the person, thing and/or event.
- 3.1.3 Make acting choices when dramatizing stories, myths, fables, and fairy tales from various cultures and times.
- 3.1.4 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.
- 3.1.5 Demonstrate confidence in discussing theatre vocabulary, activities and performances.

GRADE 4

- 4.1.1 Write or improvise short plays adapted from classroom literature that demonstrate the role conflict plays in drama.
- 4.1.2 Exemplify the emotional traits of a character through gesture and action.
- 4.1.3 Make acting choices when dramatizing cultural versions of similar stories from around the world.
- 4.1.4 Develop problem-solving and communication skills by participating in cooperative scriptwriting that demonstrates knowledge of basic blocking and stage areas.
- 4.1.5 Demonstrate confidence in creating and presenting performances in the classroom.

GRADE 5

- 5.1.1 Write or improvise scenes based on personal experiences that communicate ideas and feelings.
- 5.1.2 Create dialogue from personal experience and observation.
- 5.1.3 Make acting choices when dramatizing scenes from literature that explore universal themes and conflicts.
- 5.1.4 Develop problem-solving and communication skills by collaborating as an actor or playwright in creating formal or informal theatrical performances.
- 5.1.5 Demonstrate confidence in creating and presenting performances for an audience.

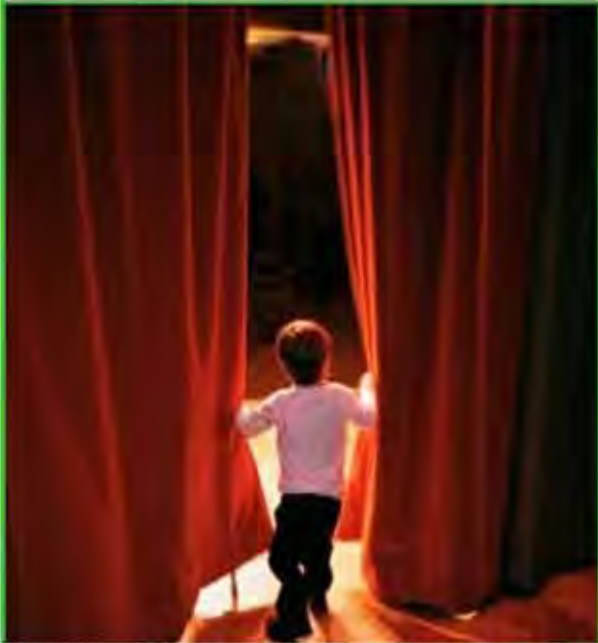


THEATRE STANDARDS

Strand 1 Perform and participate in theatre improvisations and dramatizations to learn acting and scriptwriting fundamentals

GRADE 6

- 6.1.1 Write, improvise, and evaluate scenes that reveal character motivation, demonstrate conflict, and advance action
- 6.1.2 Make acting choices when improvising in a manner that demonstrates an understanding of text, subtext, and context.
- 6.1.3 Use a variety of vocal expressions, gestures, facial expressions, and timing to create a range of characters.
- 6.1.4 Create scripts that reflect particular historical periods or cultures.



GRADE 7

- 7.1.1 Write, direct, and perform scenes or short plays that include monologue, dialogue, action, and environment together with a range of character types.
- 7.1.2 Make acting choices when developing scenes that employ cause and effect, problem-solving, and alternative resolutions to dramatic conflict through the element of plot.
- 7.1.3 Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.
- 7.1.4 Create scripts that include characters, actions, and scenes that exhibit tension and suspense.

GRADE 8

- 8.1.1 Write, improvise, and evaluate scenes that reveal character transformation.
- 8.1.2 Make acting choices when performing character-based improvisations, pantomimes, or monologues, using voice and gesture to enhance meaning.
- 8.1.3 Practice variation in pitch, stress, and tempo to convey mood and characterization.
- 8.1.4 Create short dramatizations with scripts in selected styles of theatre, such as melodrama, comedy, tragedy, and musical theatre.

Strand 1 Perform and participate in theatre improvisations and dramatizations to learn acting and scriptwriting fundamentals

HIGH SCHOOL PROFICIENT

HIGH SCHOOL ADVANCED

- HSP.1.1 Write and improvise dialogues and scenes that embody dramatic structure (e.g., exposition, complication, conflict, crisis, climax, and resolution).
- HSP.1.2 Write scenes or plays based on existing scripts, histories, myths, stories, or news events.
- HSP.1.3 Analyze and perform scenes or plays from a variety of theatrical periods and cultural and historical perspectives to determine production requirements.
- HSP.1.4 Make acting choices using script analysis, character research, reflection, and revision through the rehearsal process.
- HSP.1.5 Distinguish facial expression, physicality and gesture based on ones understanding of the character’s inner life.
- HSP.1.6 Explore interpersonal relationships among characters through exercises and scenes.
- HSP.1.7 Collaborate on the development of original dramatic pieces leading to performance.

- HSA.1.1 Write a complete theatrical piece (e.g., one-act, 10-minute play, one person show) that embodies dramatic structure and includes complex characters with unique dialogue that motivates the action and explicates the conflict.
- HSA.1.2 Incorporate metaphor, subtext, dramatic themes, and symbolic elements in original monologues and scenes to enhance plot and character.
- HSA.1.3 Design, direct, and perform plays from a variety of theatrical periods and cultural and historical perspectives, including the determination of production requirements.
- HSA.1.4 Make acting choices (e.g., accurate physical mannerisms and dialect) through script analysis and research to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.
- HSA.1.5 Create gestures, movement qualities, and physical attributes based on one’s interpretation and analysis of the inner workings characters.
- HSA.1.6 Demonstrate concepts of space, time, and energy in group improvisations.



Strand 2

Design and manage theatrical environments for formal and informal dramatization

PRE-KINDERGARTEN

PK.2.1 Use props to create story elements.

KINDERGARTEN

K.2.1 Create costumes and props to dramatize familiar events.

GRADE 1

1.2.1 Create costumes, props, and sets to reflect familiar stories.

1.2.2 Identify theatrical conventions, such as props, costumes, masks, and sets.

1.2.3 Use objects and sounds to create appropriate environments.

GRADE 2

2.2.1 Create costumes, props, and sets to reflect different characters from literature.

2.2.2 Describe the elements of theater production (e.g., costume, sound, light, set, props, and make-up).

2.2.3 Create environments that communicate locale, character, and mood.

GRADE 3

3.2.1 Research, identify and follow instructions to build appropriate props, sets, and costumes for a cultural celebration or pageant.

3.2.2 Explain the roles and responsibilities of the director, actors, and stage managers in the theatre.

3.2.3 Demonstrate knowledge of basic blocking and stage areas.

GRADE 4

4.2.1 Design and create costumes, props, and makeup/masks to communicate a character in formal and informal theatre performances.

4.2.2 Explain the roles and responsibilities of designers and technical artists in theatre.

4.2.3 Stage scenes or monologues that demonstrate spatial awareness.

GRADE 5

5.2.1 Design and select visual and aural elements suitable for character, locale, and situation in formal and informal theatre performances.

5.2.2 Explain the role of the playwright as a collaborating artist with the directors, actors, and designers in the theatre.

5.2.3 Demonstrate the use of blocking (stage areas, levels, and actor's position) in dramatizations.

Strand 2

Design and manage theatrical environments for formal and dramatizations

GRADE 6

- 6.2.1 Analyze a selected scene for technical and design requirements.
- 6.2.2 Research and create appropriate props, sets, and costumes for a cultural celebration or pageant.
- 6.2.3 Explain the importance of sets, lights, costumes and sound in communicating dramatic elements to an audience.
- 6.2.4 Describe characteristics of theatre technology and equipment, including various sound, lighting, and special effects systems.



GRADE 7

- 7.2.1 Analyze and research a play to make design choices about theatrical environments and articulate the rationale for all artistic choices.
- 7.2.2 Design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures.
- 7.2.3 Explain how scenery, lighting, sound, costumes and makeup work together to create a theatrical environment.
- 7.2.4 Demonstrate the ability to participate cooperatively in the different tasks required to create a theatrical production, including assisting with some of the technical equipment of theatre.

GRADE 8

- 8.2.1 Analyze recurring themes and patterns in a script to make production choices in design and direction.
- 8.2.2 Prepare renderings and sketches for sets and costumes for a short play.
- 8.2.3 Collaborate as a director or stage manager in creating formal or informal theatrical performances.
- 8.2.4 Operate available technical equipment in the theater production areas with attention to the safety rules.



Strand 2

Design and manage theatrical environments for formal and Informal dramatizations

HIGH SCHOOL PROFICIENT

HIGH SCHOOL ADVANCED

HSP.2.1 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leader, team members, or directors.

HSP.2.2 Create designs that use visual and aural elements to convey environments that clearly support the script.

HSP.2.3 Identify the process of scene, costume, property, lighting, sound, makeup design, construction, and operation in theatrical production.

HSP.2.4 Collaborate to create functional scenery, properties, lighting, sound, costumes, and makeup by applying technical knowledge and skills.

HSP.2.5 Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.

HSP.2.6 Create scenes incorporating sound, music, and voice.

HSP.2.7 Explain how technology has changed American theatre.

HSA.2.1 Create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.

HSA.2.2 Design production elements for plays from a variety of theatrical periods and cultural and historical perspectives to determine production requirements.

HSA.2.3 Communicate design and directorial choices to ensemble members using leadership skills, aesthetic judgment, and problem-solving skills.

HSA.2.4 Collaborate as directors and design team to research, develop, and convey unified production concepts for a performance.

HSA.2.5 Demonstrate an understanding of the principles of artistic unity, variety, and coherence in visual and aural design and articulate a variety of solutions to design problems.

HSA.2.6 Perform research and serve as a dramaturge for a play in collaboration with the actors and playwright.

HSA.2.7 Explain how scientific and technological advances have had an impact on set, light, sound, and costume design, and implementation for the theater.

THEATRE STANDARDS

Strand 3 Analyze, critique, and respond to theatre and dramatic media

PRE-KINDERGARTEN

- PK.3.1 Make specific observations of people, places and things.
- PK.3.2 Respond appropriately as an audience member.

KINDERGARTEN

- K.3.1 Use the vocabulary of theatre, such as *perform, imagination, movement, audience, actor, character, cooperation, ensemble* and *environment* to describe theatrical experiences.
- K.3.2 Distinguish between a performance space and an audience space, and respond appropriately to a theatrical experience as an audience member.

GRADE 1

- 1.3.1 Use the vocabulary of the theatre, such as *play, plot (beginning, middle, and end), playwright, improvisation, and stage*, to describe theatrical experiences.
- 1.3.2 Identify and discuss emotional reactions to a theatrical experience and describe the roles and responsibilities of audience and actor.
- 1.3.3 Observe and respond to actors' performances.

GRADE 2

- 2.3.1 Use the vocabulary of theatre, such as *monologue, dialogue, scene, design, and script*, to describe theatrical experiences.
- 2.3.2 Respond to a live performance by identifying its style (e.g., comedy, tragedy, musical) and describe its impact on the audience.
- 2.3.3 Respond to and describe an actor's use of voice, gesture, facial expression, and movement.

GRADE 3

- 3.3.1 Use the vocabulary of theatre, such as *character, setting, costumes, props, stage areas, and blocking* to describe theatrical experiences.
- 3.3.2 Respond to a work of theatre and explain either orally or in writing how the actors and playwright elicited that response.
- 3.3.3 Identify a character's objectives and motivations in stories/short plays to explain that character's feelings and behavior.

GRADE 4

- 4.3.1 Use the vocabulary of theatre, such as *plot, conflict, climax, tone, objectives, motivation, and theme* to describe theatrical experiences.
- 4.3.2 Describe how actors convey meaning or intent, including relationships between characters (conflict and resolution).
- 4.3.3 Identify themes by analyzing major ideas of stories/short plays.

GRADE 5

- 5.3.1 Use the vocabulary of theatre, such as *stage manager, cue, director, critic, protagonist, and antagonist* to describe theatrical experiences.
- 5.3.2 Compare the content or message in two different works of theatre, including the visual and aural elements used to create character, locale, and situation in each.
- 5.3.3 Identify and relate to universal characters, themes, or morals in stories/short plays from different periods and places.

Strand 3

Analyze, critique, and respond to theatre and dramatic media

GRADE 6

- 6.3.1 Use the vocabulary of theatre, such as *action/reaction, vocal projection, subtext, theme, mood, design, production values* and *stage crew*, to describe theatrical experiences.
- 6.3.2 Analyze the use of figurative language and imagery to create tone and mood in dramatic texts.
- 6.3.3 Identify dramatic elements within a script, such as *foreshadowing, crisis, rising action, catharsis, and denouement*, using the vocabulary of theatre.
- 6.3.4 Explain how a dramatic performance on video or film depicts a feeling or event the student may have experienced.
- 6.3.5 Develop criteria and write a formal review of a theatrical performance, using basic theatre terminology.

GRADE 7

- 7.3.1 Use the vocabulary of theatre, such as *playwright, rehearsal, dress rehearsal, run-through, and cold-reading* to describe theatrical experiences.
- 7.3.2 Evaluate variation in pitch, stress, and tempo to convey mood and characterization in theatre productions.
- 7.3.3 Critique design elements of theatre productions as they relate to tone, mood, time, and place.
- 7.3.4 Explore the theatrical elements of a ritual within a culture that marks a "rite of passage".
- 7.3.5 Develop criteria and write a formal review of a theatrical production incorporating elements such as script, actors, design, and direction.

GRADE 8

- 8.3.1 Use the vocabulary of theatre, such as *ensemble, proscenium, thrust, and arena staging* to describe theatrical experiences.
- 8.3.2 Analyze short dramatizations in selected styles of theatre, such as melodrama, comedy, tragedy, and musical theatre.
- 8.3.3 Critique the design elements of a performance (e.g., sets, lights, costumes, sound) relative to how they communicate the playwright's intentions and meaning.
- 8.3.4 Discuss responses to a theatrical performance explaining what ideas and feelings were conveyed and why the audience may have sympathized or was displeased with the main character.
- 8.3.5 Develop criteria and create a formal review of a theatrical production that analyzes the themes of the play.

Strand 3

Analyze, critique, and respond to theatre and dramatic media

HIGH SCHOOL PROFICIENT

HSP.3.1 Use the vocabulary of theatre, such as *style*, *genre*, *design*, and *theme* to describe theatrical experiences.

HSP.3.2 Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of each.

HSP.3.3 Document observations and perceptions on how a specific actor used theatre techniques to convey meaning in his or her performances.

HSP.3.4 Identify key figures, works, and trends in world theatrical history from various cultures and time periods.

HSP.3.5 Identify how a playwright utilizes character, dialogue, environment, and time as well as elements of spectacle, sound, and music to develop a script.

HSP.3.6 Use complex evaluation criteria and appropriate terminology to compare and contrast theatrical productions in a variety of genres (e.g., comedy, tragedy, musical).



HIGH SCHOOL ADVANCED

HSA.3.1 Use the vocabulary of theatre, such as *genre*, *style*, *theme*, and *design* to analyze theatrical experiences.

HSA.3.2 Assess the intent, structure, and quality of informal and formal theatre productions.

HSA.3.3 Document observations and perceptions of production elements of a play, noting mood, pacing, and use of space.

HSA.3.4 Compare and contrast specific styles and forms of theatre such as naturalism, expressionism, and theatre of the absurd.

HSA.3.5 Evaluate the relevance of scripts using both adapted and original material.

HSA.3.6 Compare treatments of the same play by different directors, designers, or theatre companies.

HSA.3.7 Read a review of a local theatre production analyzing the critic's writing style, approach to priorities in the production, and conclusions about the play in performance, discussing the points of agreement and disagreement.

THEATRE STANDARDS

Strand 4

Apply theatrical concepts to construct meaning and understanding in other subject areas

PRE-KINDERGARTEN

PK.4.1 Identify differences between real and imaginary characters, stories and places.

KINDERGARTEN

GRADE 1

GRADE 2

K.4.1 Use movement and voice to reinforce vocabulary (e.g., *fast/slow, in/on/through, over/under, big/little, loud/soft*).

1.4.1 Apply the theatrical concept of beginning, middle, and end to other content areas.

2.4.1 Dramatize a story or a current event from another subject area.

GRADE 3

GRADE 4

GRADE 5

3.4.1 Identify various theatrical experiences, including live theatre, television, and puppetry.

3.4.2 Use body, voice, and imagination to illustrate concepts in other content areas.

4.4.1 Compare and contrast how live theatre differs from filmed or taped performances.

4.4.2 Use improvisation and dramatization to explore concepts in other content areas.

5.4.1 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.

5.4.2 Use theatrical skills to dramatize events from other curriculum areas (e.g., reenacting the signing of the Declaration of Independence).

GRADE 6

GRADE 7

GRADE 8

6.4.1 Differentiate between and among the techniques used in theatre, television, and radio.

6.4.2 Identify examples of how theatre, television, and film can influence or be influenced by society, politics, and culture.

6.4.3 Use theatrical skills to identify and communicate rhetorical ideas from other curriculum areas (e.g., demonstration on persuasion and propaganda in advertising).

6.4.4 Compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot.

7.4.1 View different productions of the same scene and compare and contrast its portrayal through various mediums (e.g., video, film, and live performances).

7.4.2 Explain how cultural influences affect the content or meaning of works of theatre.

7.4.3 Use theatrical skills to present concepts or ideas from other curriculum areas (e.g., creating a musical based on a piece of literature) and explain how theatre enhances an understanding of that subject area.

7.4.4 Research and report on the theatrical traditions of different cultures over time, such as those in Egypt, Ancient Greece, Medieval Japan, China, and West Africa.

8.4.1 Compare and contrast different versions of the same play performed live, on film, or on tape.

8.4.2 Identify how production values can manipulate mood to persuade and disseminate propaganda.

8.4.3 Use theatrical skills to summarize a curricular unit in other subject areas (e.g., creating a video on cellular mitosis) and explain how theatre enhances an understanding of that subject area.

8.4.4 Compare and contrast production elements of various theatre styles throughout history (e.g., Ancient Greece, Elizabethan theatre, Kabuki theatre).

Strand 4 Apply theatrical concepts to construct meaning and understanding in other subject areas

HIGH SCHOOL PROFICIENT

HIGH SCHOOL ADVANCED

HSP.4.1 Compare and contrast aural, visual, and written images and other special effects used in film, theatre, television, and electronic media productions.

HSP.4.2 Compare and contrast a traditional interpretation of a play with an innovative interpretation.

HSP.4.3 Describe the ways in which playwrights reflect and influence history and culture with emphasis on American playwrights.

HSA.4.1 Analyze the influence of traditional and nontraditional theatre, film, television, and electronic media on values and behaviors.

HSA.4.2 Compare and contrast a traditional and innovative interpretation of a play.

HSA.4.3 Create projects using tools, techniques, and processes from the study and practice of theatre, film/video, and electronic media to advance understanding of other subject areas.



Acting Choices: determinations made by the actor about how to dramatically represent the character by speech, action, and gesture.

Actor: a person, male or female, who performs a role in a play or entertainment.

Antagonist: the main opponent of the protagonist.

Articulation: the clear and precise pronunciation of word.

Artistic choices: selections made by theatre artists about situation, action, direction, and design in order to convey meaning.

Blocking: where the actors move on stage; a way to organize the action onstage; a rehearsal device to clarify script, character, and stage picture by arranging floor patterns and performers' spatial relationship to each other and the set; performers follow blocking in performance.

Character: a person, animal, or entity in a story, scene, or play with specific distinguishing physical, mental, and attitudinal attributes.

Characterization: the process of creating a believable "person" by exploring the physical, social, and psychological dimensions of a role.

Climax: the point from which the major conflict can go no further without bringing about resolution; the highest point of dramatic tension.

Collaboration: The act of working together with others to achieve a specific purpose.

Comedy: a drama of light and amusing character, typically with a happy ending.

³ Glossary excerpted and adapted from the documents *Massachusetts Arts Curriculum Framework; Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve*; and *North Carolina Arts Education Standard Course of Study*.

Conflict: tension between two or more characters or between action and ideas; the fundamental struggle that leads to crisis and climax of a scene or play.

Context: the interrelated conditions in which a play exists or occurs.

Costume: any clothing worn by an actor during a performance.

Crisis: a decisive moment or turning point in the dramatic action.

Critique: opinions and comments based on predetermined criteria that may be used for self-evaluation or the evaluation of actors or theatrical productions.

Cue: a signal, either verbal or physical, that indicates something else, such as a line of dialogue or an entrance, is to happen.

Diction: the pronunciation of words, choice of words, and manner in which an actor expresses himself or herself.

Director: the person who oversees the entire process of staging a production.

Drama: a literary composition in verse or prose intended to portray a character, or tell a story usually involving conflicts and emotions exhibited through action and dialogue; the art of composing, writing, acting, or producing plays.

Dramatic Elements: six major elements of drama according to Aristotle: plot, character, theme, dialogue, music, and spectacle.

Dramaturge: a literary advisor who supplies information about past productions and interpretations of scripts and about the milieu out of which a play has come.

Electronic Media: means of communication through the use of technology (e.g., radio, television, and the Internet).

Ensemble: a group of theatre artists working together cooperatively in the creation of a theatre production.

Environment: physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

Formal Dramatic Productions: dramatic activity designed for presentation with the focus on final production before an audience.

Genre: a method of categorizing play scripts; major genres include tragedy, comedy, melodrama, and farce.

Gesture: the movement of a body part or combination of parts to express a concept, thought, word or feeling.

Imagery: a term for any expression, reference, or allusion that appeals to the senses, such as colors, sounds, smells, or visual description; the collective term for images or a pattern of images in a literary work.

Improvisation: the spontaneous use of movement and speech to create a character or object in a particular situation; an intuitive and immediate response rather than behavior that is rehearsed.

Informal Production: the exploration of all aspects of a dramatic work (such as visual, oral, and aural) in a setting where experimentation is emphasized — similar to classroom dramatizations with classmates and teachers as the usual audience.

Innovative Interpretation: a new or experimental approach to the design, directing, acting and production of a play that illuminates the play's meaning in a different way for a contemporary audience.

Lighting: the illumination of the stage or playing area by means of artificial light.

Makeup: cosmetics and sometimes hairstyles that an actor wears on stage to emphasize facial feature, historical period, or characterization.

Monologue: a long speech by a single character.

Mood: the feeling a work of art gives.

Motivation: a character's reason for doing or saying things in a play.

Movement: an expression of ideas or thoughts through gesture or transfer of weight.

Objectives: the desired goal of a character that motivates action.

Pantomime: a situation where a performer relies totally on gesture, facial expression, and movement, rather than speech.

Performance: the imitation of life in front of at least one other person; the presentation of any kind of entertainment, from play to rock concert, solo presentation to ensemble collaboration.

Physicality: the physical attributes of a person or character.

Play: the stage representation of an action or a story; a dramatic composition.

Playmaking: a term used to describe dramatic activities that lead to improvised drama with a beginning, middle, and end, and that employ the general form and some elements of theatre.

Playwriting: the act of creating the plot, theme, characters, dialogue, spectacle, and structure of a play and organizing it into a script form; the ability to imagine the entire production scene and to put it into written form so that others may interpret it for the stage.

Playwright: one who writes plays; dramatist.

Plot: the story as revealed through the action and dialogue of the characters; includes a beginning, middle, and end, and entails a problem, complications, and a solution.

Projection: an actor's placement and delivery of voice elements used effectively in communicating to an audience.

Properties (Props): objects used on stage such as furniture, utensils, ornaments, and personal possessions.

Proscenium: a theatre in which the audience sits on one side, facing towards the stage; action is viewed through an opening or frame (the proscenium arch), which separates the acting area from the audience space; in a thrust configuration, the stage extends into the audience space; in an arena theatre, the audience sits around the stage.

Protagonist: the principal character who carries the main thought of the play and with whom the audience identifies most strongly.

Rehearsal: repeated practice in preparation for a public performance.

Resolution: the final unfolding of the solution to the complications in the plot of a play.

Rising Action: term used in discussion of a play structure to designate the complications of the plot leading to the crisis or turning point.

Role: the characteristics and expected social behaviors of an individual in a given position (e.g., mother, doctor, sales clerk).

Role-play: improvising movement and dialogue to put oneself in another's place in a particular situation and often to examine the person(s) and/or situation(s) being improvised.

Run-through: a rehearsal moving from start to finish of a dramatic work without stopping for corrections or notes.

Scene: the subdivision of an act in a play, identified by place and time.

Script: the written dialogue, description, and directions provided by the playwright.

Setting: the time and place of a scene or play; when and where a story or drama takes place.

Stage: the area where actors perform.

Stage Manager: the head of the production staff who, once the play opens, takes charge of the stage, the actors, and the crews.

Subtext: information that is implied but not stated by a character; thoughts or actions of a character that do not express the same meaning as the character's spoken words.

Tableau: a silent and motionless depiction of a scene created by actors, often from a picture.

Text: the printed words, including dialogue and the stage directions of a script.

Theatre: the representation of life performed for other people; the performance of dramatic literature; drama; the place where dramatic performances take place.

Theatre Games: noncompetitive games designed to develop acting skills.

Traditional Interpretation: an approach to the design, direction, acting and production of a play based on years of precedent and previous interpretations of the same playwright.

Tragedy: plays of a poetic style with strong moral implications in which the defeat of the protagonist is brought about by an inability to overcome a character flaw or some event beyond human control, such as fate or the will of the gods.



VISUAL ARTS



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The following visual arts standards specify what students should know and be able to do as learners of visual arts at the end of each grade level or course in the District of Columbia. The learning standards provide teachers and administrators with a summary of what art content should be taught from grade to grade, pre-kindergarten through high school to meet high levels of art achievement. Adapted from the California content standards and informed by the Massachusetts frameworks, the standards incorporate the comments and suggestions of District of Columbia teachers, administrators, museum educators, and community organizations.

Reflecting a strong consensus among educators, these standards establish high expectations for all students. They detail the knowledge and skills involved in creating, as well as responding to works¹¹ of art that students are expected to acquire at a particular grade level.

Goal¹²

The visual arts are an integral part of a strong comprehensive educational program for all students. Art education offers students the opportunity to envision, set goals, determine a method to reach a goal, try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively, and apply self-discipline - all components of workplace skills identified as critical for the present and future. As they study and create in art, students use the potential of the human mind to its full and unique capacity. Essential guiding principles for art education programs are contained in the standards. First, art is a core subject, containing a distinct body of knowledge and skills. Academic rigor is a basic characteristic of a comprehensive education in the visual arts, including the following: learning through active creation of works of art; reading about art and artists; researching, writing and communicating about art; reflecting on art, writing one's observations, feelings, and ideas about art; and participating in art criticism on the basis of observation, knowledge and criteria. Strands in the standards require the student to connect and apply what is learned in the arts to reading, English language arts, mathematics, science, other art forms, careers, and is aligned to social studies. As technology represents an important career pathway in the visual arts, contemporary technologies are recognized for expanded forms of expression in digital and electronic media. The standards recognize and respect the diversity of cultures represented in District of Columbia schools and the world through the study of global education. Students will experience art from the perspectives of American culture and worldwide ethnic, racial, religious, and cultural groups. Another important goal of the standards is to capitalize on Washington's wealth of world-class museum collections, federal, and local architecture. As content is mastered, it is the goal of the sequential visual arts standards that all students of the District of Columbia will be prepared for post-secondary education, visually knowledgeable, artistically and culturally informed, creative contributors to society, and global citizens of the nation's capital and beyond.

¹¹ As outlined by the NAEP Arts Assessment (for reference see: <http://nces.ed.gov/nationsreportcard/arts/contentvisarts.asp>)

¹² Excerpted and adapted from the California Visual Arts Content Standards

Organization

The content standards are grouped under five strands: artistic perception; production and creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications. At each grade level, Pre-Kindergarten through grade eight, content standards are specified for each strand. For students in grades nine through twelve, the proficient level of achievement can be attained at the end of one semester or year of high school study after the student has attained the level of achievement required of all students in grade eight. The nine through twelve grade level represents the course of study taught in the "Art and Design Foundations", one of the courses that satisfy the 0.5 graduation requirement in art. Many students also elect to take additional art courses at the advanced level. That level can be attained at the end of a second year of high school study within an arts discipline after the proficient level of achievement has been attained.

Five Strands

Artistic Perception

Perceive and understand the components of visual language: the elements of art and the principles of design.

Production and Creative Expression

Apply artistic processes and skills in a variety of media to communicate meaning and intent in original works of art.

Historical and Cultural Context

Investigate and understand history and cultural dimensions of the visual arts and to construct meaning in the diverse ways in which human experience is expressed across time and place.

Aesthetics, Valuing and perspectives of Art

Respond to, describe, analyze, and make judgments about works in the visual arts.

Connections, Relationships, and Applications

Connect and apply what is learned in the visual arts to other art forms, content areas, Visual culture and communication, and careers.

Strand 1 Perceive and understand the components of visual language: the elements of art and principles of design (Artistic perception)

PRE-KINDERGARTEN

Develop perceptual skills, analyze elements of art and the principles of design

PK.1.1 Explore the significance and purposes of art.

PK.1.2 Name and describe objects (e.g., color, size, texture) seen in the real world and in artwork.

PK.1.3 Identify and name two-dimensional shapes (e.g., circles, squares, triangles) and three-dimensional forms (e.g., spheres, cones, cubes) of different sizes.

PK.1.4 Identify types of lines in nature, the environment and in artwork.

PK.1.5 Recognize the way artists use different objects to convey ideas and emotions.



VISUAL ARTS

VISUAL ARTS STANDARDS

Strand 1

Perceive and understand the components of visual language: the elements of art and principles of design (Artistic perception)

KINDERGARTEN

Develop perceptual skills, analyze elements of art and the principles of design

K.1.1 Explore the significance and purposes of art.

K.1.2 Name art materials (e.g., clay, paint, crayons) introduced in lessons.

K.1.3 Identify and name spatial relationships in 2-dimensional works of art and the real world (e.g., left, right, top, bottom, side, center, front, back, over and under).

K.1.4 Distinguish between 2-dimensional shapes and 3-dimensional forms (e.g., circle vs. sphere, square vs. cube).

K.1.5 Distinguish between 2-dimensional (no overlapping) and 3-dimensional (overlapping showing depth) visual fields.

K.1.6 Identify and name the elements of art (line, color, shape, and texture -sight/touch, rough/smooth) in objects in nature, in the environment, and in works of art. Examples such as Klee's Way to the Chapel, Bonnard's Open Window, and Hopper's Approaching a City can be viewed at The Phillips Collection. Other works can be seen at the Corcoran Gallery of Art.

K.1.7 Recognize and describe simple patterns found in the environment and works of art.

GRADE 1

Develop perceptual skills, analyze elements of art and the principles of design

1.1.1 Explore the significance and purposes of art.

1.1.2 Distinguish among various media (e.g., clay, paints, drawing materials) when looking at works of art, including his/her own.

1.1.3 Describe and replicate lines that show movement in figures and nature.

1.1.4 Identify the elements of art -line, color, shape, form, and texture in objects in the environment and works of art.

1.1.5 Distinguish between circle, square, triangle, rectangle, oval, and organic free-form shapes. Visit a local art museum to see shapes and original works of art.

1.1.6 Distinguish between sphere, cube, cylinder, cone, and forms of objects in nature.

1.1.7 Find, describe and replicate visual rhythms seen in nature, the environment, and works of art.

GRADE 2

Develop perceptual skills, analyze elements of art and the principles of design

2.1.1 Explore the significance and purposes of art.

2.1.2 Perceive and discuss the use of lines to represent objects in the environment.

2.1.3 Perceive and discuss differences in mood created by warm and cool colors.

2.1.4 View public (outdoor) sculpture and determine what the artist was trying to express.

2.1.5 Identify and name basic spatial relationships of objects seen in nature, the environment, and works of art, using art vocabulary: overlapping, foreground and background.

2.1.6 Identify and name color, line, shape, form, and texture seen in nature, the environment, and works of art based on a museum/gallery visit.

2.1.7 Find, describe and replicate visual rhythms and balance in nature, in the environment, and in works of art.

Strand 1 Perceive and understand the components of visual language: the elements of art and principles of design (Artistic perception)

GRADE 3	GRADE 4	GRADE 5
<p><u>Develop perceptual skills, analyze elements of art and the principles of design</u></p> <p>3.1.1 Explore the significance and purposes of art.</p> <p>3.1.2 Describe elements of art in works of art, emphasizing line, color, shape, form, texture, space, and value.</p> <p>3.1.3 Identify the elements of art in students' own art work.</p> <p>3.1.4 Describe how artists use tints and shades in painting.</p> <p>3.1.5 Describe how the illusion of 3-D objects are depicted in 2-D works of art.</p> <p>3.1.6 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.</p> <p>3.1.7 Identify and describe a contour drawing of an object found in the environment.</p> <p>3.1.8 Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, and computer).</p> <p>3.1.9 Perceive and describe rhythm and movement in works of art, in nature and the environment.</p>	<p><u>Develop perceptual skills, analyze elements of art and the principles of design</u></p> <p>4.1.1 Explore the significance and purpose of art.</p> <p>4.1.2 Identify various types of lines (e.g., straight/curved, thick/thin, long/short, vertical/horizontal/diagonal, contour, ruled lines, calligraphy, and other freehand studies from observation, imagination, and schematic studies).</p> <p>4.1.3 Describe and analyze the elements of art, (e.g., line, color, shape, form, texture, space, and value) emphasizing form, as they appear in nature, the environment and works of art found in the classroom, in art reproductions, in students' own work, during online research, or a museum visit, such as the Corcoran Gallery of Art.</p> <p>4.1.4 Identify, name and describe negative shapes and forms and positive shapes and forms seen in a selected work of art.</p> <p>4.1.5 Differentiate between visual and actual textures using objects in nature, the environment and works of art.</p> <p>4.1.6 Identify pairs of complementary colors (e.g. yellow/violet; red/green; blue/orange) and discuss how artists use them to communicate an idea or mood.</p>	<p><u>Develop perceptual skills, analyze elements of art and the principles of design</u></p> <p>5.1.1 Explore the significance and purpose of art.</p> <p>5.1.2 Use knowledge of all the elements of art to analyze similarities and differences in works of art and in the environment.</p> <p>5.1.3 Analyze and describe why and how value and contrast are used by artists to create shading as they appear in nature, the environment and works of art.</p> <p>5.1.4 Identify and describe how fore-ground, middle ground, background, and overlapping are used to create the illusion of space.</p> <p>5.1.5 Identify and describe works of art using one-point perspective.</p> <p>5.1.6 Identify, name, and describe the principles of design in visual compositions, emphasizing unity and harmony.</p> <p>5.1.7. Distinguish and describe the concept of proportion (e.g. in face, figure) and scale used in works of art.</p>

VISUAL ARTS STANDARDS

Strand 1

Perceive and understand the components of visual language: the elements of art and principles of design (Artistic perception)

GRADE 3

- 3.1.10 Name criteria of quality design.
- 3.1.11 Identify and describe representational, abstract and non-representational works of art.
- 3.1.12 Distinguish between representational and nonrepresentational sculpture seen on a visit to museums such as the Sculpture Gardens of the National Gallery of Art and the Hirshhorn Museum and Sculpture Garden.



GRADE 4

- 4.1.7 Perceive and describe contrast and emphasis in works of art, nature and in the environment.
- 4.1.8 Identify criteria of quality design .
- 4.1.9 Identify and describe a gesture drawing found in a work of art.
- 4.1.10 Discuss the style and techniques used to create portraits of the U.S. colonial and American Revolutionary heroes that can be seen at Art museums such as the National Portrait Gallery and/or the National Gallery of Art.

GRADE 5

- 5.1.8 Discuss the style and techniques used to create images of Industrial America and 20th century heroes that can be seen at art museums such as the Smithsonian American Art Museum.
- 5.1.9 Identify criteria of quality design.
- 5.1.10 Identify and describe the differences between contour and gesture drawing.
- 5.1.11 Perceive and explain how artists create unity and harmony in assemblage sculpture which can be seen at art museums such as the Hirshhorn Museum and Sculpture Garden or the Corcoran Gallery of Art.

VISUAL ARTS STANDARDS

Strand 1	Perceive and understand the components of visual language: the elements of art and principles of design (Artistic perception)		
	GRADE 6	GRADE 7	GRADE 8
	<p><u>Develop perceptual skills, analyze elements of art and the principles of design</u></p> <p>6.1.1 Explore the significance and purposes of art.</p> <p>6.1.2 Develop a working understanding of line drawing techniques. Interpret the technical characteristics of a drawing such as the convexity, specificity, technical qualities, and axis.</p> <p>6.1.3 Discuss the technique of implied line, value contrasts, and variations of value to provide shape identification and visual separation of objects.</p> <p>6.1.4 Identify and discuss works of art including the subject, theme, genre, style, function, and differences in media. Describe how an artist can use the same theme in a work of art using different media and style resulting in a different effect.</p> <p>6.1.5 Describe the differences between two and three-dimensional visual fields.</p> <p>6.1.6 Identify one point perspective and how artists use value, light and shadow to show emphasis in perspective drawings.</p>	<p><u>Develop perceptual skills, analyze elements of art and the principles of design</u></p> <p>7.1.1 Explore the significance and purposes of art.</p> <p>7.1.2 Identify drawing media (e.g. charcoal, conte' crayon, pen and ink) and discuss how different media are used to achieve different effects.</p> <p>7.1.3 Analyze various shading techniques used by artist (e.g. hatching, crosshatching, blending, and stippling) in drawings.</p> <p>7.1.4 Identify, name, and describe scale and proportion as applied to two-dimensional and three-dimensional works of art.</p> <p>7.1.5 View and describe ways subject matter is depicted.</p>	<p><u>Develop perceptual skills, analyze elements of art and the principles of design</u></p> <p>8.1.1 Explore the significance and purposes of art.</p> <p>8.1.2 Analyze how real objects are created from 3-D forms such as sphere, cone, cube, cylinder, pyramids and their variation or combinations.</p> <p>8.1.3 Use and identify hues, values, intermediate shades, tints, tones, complimentary, analogous, and monochromatic colors.</p> <p>8.1.4 Observe and explain how artists create unity and harmony in assemblage sculpture seen at the Hirshhorn Museum and Sculpture Garden.</p> <p>8.1.5 Explain criteria of quality aesthetic design.</p>

VISUAL ARTS STANDARDS

Strand 1

Perceive and understand the components of visual language: the elements of art and principles of design (Artistic perception)

GRADE 6

Nam June Paik, video artist, (SAAM*); Hayao Miyazaki, animated filmmaker.

* Smithsonian American Art Museum
 * The museums mentioned are for reference only. Most have examples of symmetry and asymmetry

GRADE 7

GRADE 8

HIGH SCHOOL PROFICIENT

Develop perceptual skills, analyze elements of art and the principles of design

- HSP.1.1 Explore the significance and purposes of art.
- HSP.1.2 Distinguish between types and expressive qualities of line. Analyze Jacob Lawrence’s The Migration Series at The Phillips Collection.
- HSP.1.3 Compare and contrast the concept of visual field in relation to shape and form.
- HSP.1.4 Explain and demonstrate basic and complex shapes through convexity, specificity and axis.
- HSP.1.5 Analyze systems of visualizing information and depicting space and volume (e.g., scale, vanishing point, linear, atmospheric, and isometric perspective); and create works using these systems.

HIGH SCHOOL ADVANCED

Develop perceptual skills, analyze elements of art and the principles of design

- HSA.1.1 Analyze complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art, including in series of their original works of art.
- HSA.1.2 Analyze students’ original works of art, explaining in detail their personal direction and style, including the use of elements to express mood in one or more of their works of art.
- HSA.1.3 Analyze and interpret works of art from various societies using sophisticated art historical and culturally specific vocabulary.

VISUAL ARTS STANDARDS

Strand 1 Perceive and understand the components of visual language: the elements of art and principles of design (Artistic perception)

HIGH SCHOOL PROFICIENT

HSP.1.6 Describe and analyze the way the elements of art - color, value, and texture are used to convey an intended concept based on works of art found in the classroom, in art reproductions, in students' own work, during online research, or a museum visit.

HSP.1.7. Write a critique of art that demonstrates use of the elements and principles of design in establishing a point of view, a sense of space and mood.

HSP.1.8 Analyze the principles of design as used in works of art.

HSP.1.9 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design (e.g. balance, unity, contrast, emphasis, proportion, pattern, movement, rhythm, harmony, variety).

HSP.1.10 Study a specific work of art in a museum/gallery and provide a critical analysis of the visual statement in terms of the elements and principles of design.

HSP.1.11 Explain criteria of quality aesthetic design.

HSP.1.12 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

HSP.1.13 Analyze works of art influenced by historical and cultural events utilizing an expanded art vocabulary

HIGH SCHOOL ADVANCED

HSA.1.4 Create artwork that demonstrates facility with elements and principles of design to establish a personal style.

HSA.1.5 Based on a museum visit, research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts in written paper and oral presentation.

HSA.1.6 Compare how distortion is used in photography or video with how the artist uses distortion in painting and sculpture.

Impact of Media Choice

HSA.1.7 Select works of art from students' portfolio and discuss the intent of the work and the use of the media.

HSA.1.8 Based on a museum visit, analyze the works of a well-known artist. Discuss the art media selected and the effect of that selection on the artist's style. Select a work of the artist in another medium and compare the effect.

HSA.1.9 Explain the role and influence of new technologies on contemporary works of art.

VISUAL ARTS STANDARDS

Strand 1 Perceive and understand the components of visual language: the elements of art and principles of design (Artistic perception)

HIGH SCHOOL PROFICIENT

Impact of Media Choice

HSP.1.14 Based on a museum visit, analyze the media used by a given artist and describe how its use influences the meaning of the work.

HSP.1.15 Compare and contrast similar styles of works of art using electronic and non-traditional media with media traditionally used in the visual arts.

HIGH SCHOOL ADVANCED



PRE-KINDERGARTEN

Skills, Processes, Materials, and Tools

PK.2.1 Use materials and tools safely.

PK.2.2 Create works of art using a variety of media and materials (e.g., pencils, crayons, paints, stamps, paper, and clay).

PK.2.3 Experiment with using several colors through the use of a variety of drawing materials and paints.

PK.2.4 Create two-dimensional patterns and three-dimensional arrangements (using manipulatives or blocks).

Expression Through Original Works of Art

PK.2.5 Create an image representing a person using lines and shapes (e.g., stick figure).

PK.2.6 Use several different materials to express several different feelings (e.g. joy, sadness, surprise) about life experiences, such as family events, birthdays, holidays, play, sudden events.

PK.2.7 Create and discuss personal artwork made in response to literature.



KINDERGARTEN

Skills, Processes, Materials, and Tools

K.2.1 Use materials and tools safely.

K.2.2 Assemble a collage with cut or torn paper shapes.

K.2.3 Use basic geometric shapes to create an image of a person.

K.2.4 Create symmetrical, patterned and random arrangements using lines, shapes, forms, and colors.

K.2.5 Create three-dimensional constructions using basic tools and art processes, such as paper and foam products, scissors, and glue.

Expression Through Original Works of Art

K.2.6 Express ideas about family and neighborhood using paint.

K.2.7 Create three-dimensional forms (e.g., a real or imaginary animal) using clay and other workable media.

GRADE 1

Skills, Processes, Materials, and Tools

1.2.1 Use materials and tools safely.

1.2.2 Draw a person using a variety of lines and shapes to show movement (e.g., bending parts).

1.2.3 Create two-dimensional and three-dimensional works of art using both real and visual textures.

1.2.4 Mix secondary colors from primary colors and describe the process.

1.2.5 Use basic tools and art-making processes, such as printing, crayon-rubbings, collage, and stencils.

Expression Through Original Works of Art

1.2.6 Use overlapping in a collaged still life composition.

1.2.7 Create two-dimensional artwork based upon observations of everyday scenes and in response to literature.

1.2.8 Create three-dimensional artwork actual of actual objects using clay, paper and other media.

1.2.9 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.

GRADE 2

Skills, Processes, Materials, and Tools

2.2.1 Use materials and tools safely.

2.2.2 Create a contour drawing of shapes.

2.2.3 Express personal thoughts and feelings using both warm and cool colors.

2.2.4 Create artworks using art media such as oil pastels, watercolors, and tempera paint.

2.2.5 Create an illustration of your family using 2-dimensional visual field (e.g., large to small size relationships).

2.2.6 Create form and texture in works of art using clay, paper, papier maché, and fibers.

Expression Through Original Works of Art
2.2.7 Represent people, animals and buildings with sculptural materials.

2.2.8 Create two and three-dimensional expressive artwork that explores abstraction using line, shape, color, and texture.

2.2.9 Create visual balance using line and rotational symmetry.

2.2.10 Create still life and genre paintings.

Strand 2 Apply artistic processes and skills in a variety of media to communicate meaning and intent in original works of art (Production and Creative Expression)

GRADE 3	GRADE 4	GRADE 5
<p>Skills, Processes, Materials, and Tools 3.2.1 Maintain the workspace, materials, and tools responsibly and safely.</p> <p>3.2.2 Create a contour drawing of shapes and forms that demonstrate the progression to real objects.</p> <p>3.2.3 Mix and apply tempera paints to create tints, shades, and neutral colors.</p> <p>3.2.4 Use fibers or other materials to create simple weaving. Visit museums such as the Textile Museum.</p> <p>3.2.5 Experiment with digital technologies to create art (e.g., CDs, computer software, digital photography).</p> <p>3.2.6 Create an illustration of people using 3-dimensional visual field (e.g., overlapping or foreground, middle ground, and background).</p> <p>Expression Through Original Works of Art 3.2.7 Show the illusion of space by using a background, foreground and overlapping objects in a two-dimensional painting or drawing (e.g., landscape, seascape, or cityscape).</p> <p>3.2.8 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.</p>	<p>Skills, Processes, Materials, and Tools 4.2.1 Maintain the workspace, materials, and tools responsibly and safely.</p> <p>4.2.2 Create a contour drawing of objects showing convexity.</p> <p>4.2.3 Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).</p> <p>4.2.4 Create a self portrait using proportional size relationships.</p> <p>4.2.5 Draw people in proportion to objects found in nature or in their environment.</p> <p>4.2.6 Work with contemporary technologies (e.g., internet access, library computer card catalogues) to create art.</p> <p>Expression Through Original Works of Art 4.2.7 Use the interaction between positive and negative space in a works of art.</p> <p>4.2.8 Create a portrait demonstrating personality or a figure drawing or painting, using proportional size relationships.</p> <p>4.2.9 Use additive and subtractive processes in making sculptural forms.</p>	<p>Skills, Processes, Materials, and Tools 5.2.1 Maintain the workspace, materials, and tools responsibly and safely.</p> <p>5.2.2 Create gesture and contour observational drawings demonstrating horizontal axis, vertical axis and diagonal axis.</p> <p>5.2.3. Use one-point perspective to create the illusion of space (e.g., hallway, railroad).</p> <p>5.2.4 Draw a figure study using the conventions of facial and figure proportions.</p> <p>5.2.5 Experiment with digital imagery (e.g., computer-generated art, digital photography, or videography).</p> <p>Expression Through Original Works of Art 5.2.6 Create an expressive abstract composition based on real objects using line characteristics (e.g. straight/curved. thick/thin/zigzag).</p> <p>5.2.7 Draw a landscape showing foreground, middle ground and background using overlapping to demonstrate perspective in a real or an imaginary scene.</p>

VISUAL ARTS STANDARDS

Strand 2

Apply artistic processes and skills in a variety of media to communicate meaning and intent in original works of art (Production and Creative Expression)

GRADE 3

3.2.9 Create an imaginative clay sculpture based on an organic form.

3.2.10 Use a printing process to create an original work of art emphasizing rhythm and movement.

GRADE 4

4.2.10 Use complementary colors in an original composition to show contrast (light and dark) and emphasis.

GRADE 5

5.2.8 Use the principles of unity and harmony to create an assemblage (a found object sculpture) or a mixed media two-dimensional composition that communicates a universal theme.

5.2.9 Communicate values, opinions, and/or personal insights in an original work of art.



VISUAL ARTS STANDARDS

Strand 2

Apply artistic processes and skills in a variety of media to communicate meaning and intent in original works of art (Production and Creative Expression)

GRADE 6

Skills, Process, Materials, and Tools

6.2.1 Apply the rules of one-point perspective in creating a thematic work of art (e.g. landscape).

6.2.2 Use curved lines to create a symmetrical and/or asymmetrical drawing using implied and overlapping lines.

6.2.3 Use varying values of tints, shades, and intensities when drawing (e.g. portraits, still life, landscapes) to define form.

6.2.4 Maintain the workspace, materials, and tools responsibly and safely.

Expression Through Original Works of Art

6.2.5 Select specific media and processes to express moods, feelings, themes, or ideas.

6.2.6 Design and create an expressive figurative sculpture.

6.2.7 Use contemporary technology to create original works of art (e.g., color and texture methods on computers, fonts/point systems, animation techniques, video teleconferencing, multimedia techniques).

GRADE 7

Skills, Process, Materials, and Tools

7.2.1 Apply the rules of 2- point perspective to show the illusion of depth on a two-dimensional surface, using overlapping shapes, relative size, and placement within the picture (e.g. landscape, cityscape).

7.2.2 Use scaled proportion in a drawing of forms (e.g., cube, cylinder, cone, and pyramid).

7.2.3 Use various shading methods in a drawing to show light and shadow (e.g. hatching, crosshatching, stippling, and blending).

7.2.4 Mix paints and show color relationships.

7.2.5 Using congruent triangles and area measurement create a patterned design (e.g. quilt).

7.2.6 Maintain the workspace, materials, and tools responsibly and safely.

Expression Through Original Works of Art

7.2.7 Select a medium to use to communicate a theme in a series of works of art.

7.2.8 Create a genre painting.

GRADE 8

Skills, Process, Materials, and Tools

8.2.1 Use variations or combinations of basic three dimensional forms (e.g. cube, cone, cylinder, sphere, pyramid) to draw or paint realistic objects (e.g., vase, pitcher, bed, automobile).

8.2.2 Demonstrate technical skills in using complex two-dimensional art media and processes such as the printing press and silk screening.

8.2.3 Use various observational drawing skills to depict a variety of subject matter, to include sculpture, outdoors or in museum.

8.2.4 Create a 3-D scale model using surface area and volume.

8.2.5 Maintain the workspace, materials, and tools responsibly and safely.

Expression Through Works of Art

8.2.6 Select a drawing medium (e.g., pencil, pen and ink, marker) to create a scaled up version of a painting from a chosen artist.

8.2.7 Design a work of public art appropriate to and reflecting a location, (e.g., a Metro station).

VISUAL ARTS STANDARDS

Strand 2

Apply artistic processes and skills in a variety of media to communicate meaning and intent in original works of art (Production and Creative Expression)

GRADE 6

GRADE 7

GRADE 8

7.2.9 Illustrate reality and fantasy in a work of art.

7.2.10 Create symmetrical designs using rotation, reflection and/or translation shapes on a measured grid.

7.2.11 Use contemporary technologies to create original works (e.g., film, photography, computer graphics, or video).

8.2.8 Design and create maquettes (small scale crafted models) for three-dimensional public sculptures for specific locations in Washington.

8.2.9 Combine film, photography, computer graphics, and/or video to create an original work of art. Describe artists' examples, such as Nam June Paik at the Smithsonian American Art Museum.



VISUAL ARTS

VISUAL ARTS STANDARDS

Strand 2

Apply artistic processes and skills in a variety of media to communicate meaning and intent in original works of art (Production and Creative Expression)

HIGH SCHOOL PROFICIENT

Skills, Processes, Materials and Tools

HSP.2.1 Illustrate images that demonstrate use of light and shadow, texture, reflection, and transparency.

HSP.2.2 Draw simple and complex three-dimensional objects demonstrating size, proportion, placement, linear perspective, and non-linear methods.

HSP.2.3 Illustrate designs of spaces and places (e.g. architectural, commercial and recreational spaces) in freehand or using computer software.

HSP.2.4 Design computer generated graphics for advertising and informational products in print or virtual (e.g., the layout of covers, posters, brochures, web sites).

HSP.2.5 Use electronic technology for reference and for creating original work, including the manipulation of digital imagery (either still or video).

HSP.2.6 Produce industrial designs (e.g., product, packaging, furniture, appliances, transportation, clothing, automotive).

HSP.2.7 Prepare a portfolio of original two and three-dimensional works of art that reflects refined craftsmanship and technical skills, and shows knowledge of unique characteristics of particular media, materials, and tools.

HSP.2.8 Assemble and display objects or works of art as a part of a public exhibition.

HIGH SCHOOL ADVANCED

Skills, Processes, Materials, and Tools

HSA.2.1 Render subtle differences of light and shadow, reflection, transparency, and utilize implied texture in solving drawing and painting problems.

HSA.2.2 Explore a single subject through a series of works that demonstrates a variety of media and mastery of materials, techniques and tools.

HSA.2.3 Create works of art that demonstrate use of local value, variations, irradiation, and aerial perspective.

HSA.2.4 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

HSA.2.5 Prepare floor plan and construct miniature building based on analysis and study of ancient buildings, obelisks, monuments, statues, and other architectural forms.

HSA.2.6 Skillfully apply traditional technologies (e.g., relief printing, acid printing, etching methods) and contemporary technologies (e.g., virtual reality design, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated designs) best suited to intended effect or impact.

HSA.2.7 Identify potential health hazards associated with materials and techniques, and possible substitutes for hazardous materials.

VISUAL ARTS STANDARDS

Strand 2

Apply artistic processes and skills in a variety of media to communicate meaning and intent in original works of art (Production and Creative Expression)

HIGH SCHOOL PROFICIENT

HSP.2.9 Demonstrate the effective and safe application of materials, equipment, and tools during the production of works of art.

Expression Through Original Works of Art

HSP.2.10 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

HSP.2.11 Create an expressive composition, focusing on unity, e.g., dominance and subordinate.

HSP.2.12 Create a two or three-dimensional work of art that addresses a social theme.

HIGH SCHOOL ADVANCED

Expression Through Original Works of Art

HSA.2.8 Demonstrate a personal style that communicates an idea, theme, or emotion in a series of compositions.

HSA.2.9 Use innovative visual metaphors and develop a distinct visual vocabulary in creating a work of art.

HSA.2.10 Present a universal concept in a multimedia or mixed media work of art.

HSA.2.11 Analyze and discuss art which demonstrates expressiveness of media.

HSA.2.12 Create artwork that consistently demonstrates an advanced knowledge of the elements and principles of design in expressing personal style.

Strand 3

Investigate and understand historical and cultural dimensions of the visual arts and to construct meaning in the diverse ways in which human experience is expressed across time and place (Historical and Cultural Context)

PRE-KINDERGARTEN

Historical development, role and cultural diversity of the visual arts

PK.3.1 Identify and describe art objects in daily life.

PK.3.2 Describe pictorial objects that appear in works of art.

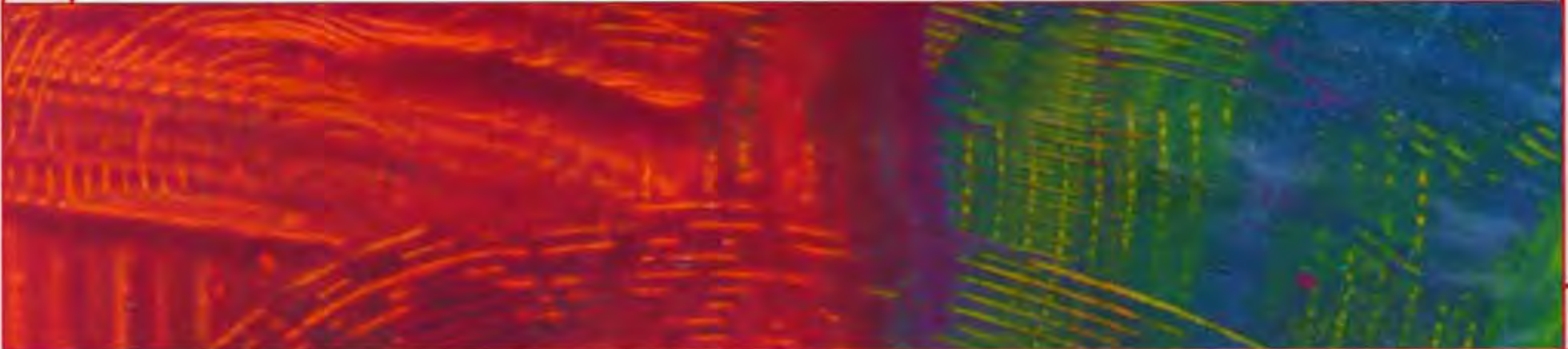
PK.3.3 Identify and describe activities in works of art that show people doing things together.

PK.3.4 Discuss and ask questions about art objects from various cultures in Washington, DC using art reproductions and online sources.

PK.3.5 Recognize symbols used to represent the United States (e.g., the American flag with stars and stripes, the bald eagle).

PK.3.6 Identify images of self, friends, and own family (including photographs and student's own work).

PK.3.7 Observe, describe and classify examples of local architecture and public spaces (e.g. houses, schools, parks).



VISUAL ARTS STANDARDS

Strand 3 Investigate and understand historical and cultural dimensions of the visual arts and to construct meaning in the diverse ways in which human experience is expressed across time and place (Historical and Cultural Context)

KINDERGARTEN	GRADE 1	GRADE 2
<p><u>Historical Development, Role and Cultural Diversity of the Visual Arts</u></p> <p>K.3.1 Describe functional and non-utilitarian art seen in daily life, (e.g., works of art that are used versus those that are for viewing).</p> <p>K.3.2 Recognize, describe, and discuss American and international flags and symbols.</p> <p>K.3.3 Investigate everyday objects from various time periods and cultures by comparing and contrasting them with objects students recognize from their daily lives (e.g. ceramic mug from US and ceramic tea bowl from Japan).</p> <p>K.3.4 Identify and describe works of art that show people working and living together (genre paintings or sculpture).</p> <p>K.3.5 Identify, describe, and discuss the meaning of visual elements and symbols of holidays, birthdays, and/or cultural events (e.g. birthday candles, piñatas, menorahs).</p>	<p><u>Historical Development, Role and Cultural Diversity of the Visual Arts</u></p> <p>1.3.1 Identify and describe real-life subject matter in landscapes, seascapes, cityscapes, portraits, still lifes, and scenes of everyday life. Examples can be viewed at The Phillips Collection.</p> <p>1.3.2 Identify and describe the artwork of Maya, Inca, Aztec, European American, and traditional African cultures, exploring the role of artists and how art objects were understood in cultural contexts. Examples can be found at local art museums.</p> <p>1.3.3 Recognize, list and pose relevant questions about important monuments from various time periods in North America.</p>	<p><u>Historical Development, Role and Cultural Diversity of the Visual Arts</u></p> <p>2.3.1 Articulate how artists use their work to share experiences and/or express ideas, comparing and contrasting specific examples.</p> <p>2.3.2 Describe the function and meaning of specific art objects from Africa. African art can be viewed at the Smithsonian’s National Museum of African Art.</p> <p>2.3.3 Discuss how art is used in events and celebrations in American culture, past and present, and relate to objects used for similar events and celebrations in other cultures.</p> <p>2.3.4 Explain how cultures have used design to communicate ideas. Artist examples can be viewed at the Museum of the American Indian, the Smithsonian museums, such as the Anacostia Museum, the Sackler/ Freer Galleries or the National Museum of African Art.</p>

VISUAL ARTS STANDARDS

Strand 3

Investigate and understand historical and cultural dimensions of the visual arts and to construct meaning in the diverse ways in which human experience is expressed across time and place (Historical and Cultural Context)

GRADE 3	GRADE 4	GRADE 5
<p><u>Historical Development, Role and Cultural Diversity of the Visual Arts</u></p> <p>3.3.1 Compare and describe various works of art that have a similar theme and were created at different time periods.</p> <p>3.3.2 Identify artists from his or her own community and discuss local or regional art traditions.</p> <p>3.3.3 Identify basic styles of art from student's own cultural background and other parts of the world.</p> <p>3.3.4 Compare and contrast the different purposes for which people of different cultures create art.</p> <p>3.3.5 Describe the function and meaning of specific works of art and objects from the Pacific Islands.</p> <p>3.3.6 Explore and form an opinion about public art and design in the neighborhood, such as monuments, parks, plazas, murals, buildings, and bridges. Explain how these structures contribute to the cultural life of the neighborhood.</p> <p>3.3.7 Identify and discuss works of art from different cultures that contribute to the history and art heritage of the District of Columbia.</p>	<p><u>Historical Development, Role and Cultural Diversity of the Visual Arts</u></p> <p>4.3.1 Articulate how art and artifacts play a role in reflecting early Native American life (e.g. in photography, quilts, architecture).</p> <p>4.3.2 Describe the function and meaning of works of art and objects from Europe. View Impressionist, post-Impressionist, and non-representational artists at The Phillips Collection.</p> <p>4.3.3 Describe an historic district observing the architecture and landscape; speculate how it has changed since its original construction.</p> <p>4.3.4 Describe a local historical house, sharing observations about how the structure and the objects in it present a picture of life in another era.</p> <p>4.3.5 Compare and contrast art objects that have a similar theme from different part of the world observed in visits to museums or galleries (e.g., puppets, masks, containers).</p>	<p><u>Historical Development, Role and Cultural Diversity of the Visual Arts</u></p> <p>5.3.1 Describe, compare, and contrast various depictions of the American West, posing relevant questions about the perspectives of the artists.</p> <p>5.3.2 Identify and describe examples of African-American art and architecture, explaining how African-American artwork reflects multicultural West African and European-American art and societies.</p> <p>5.3.3 Compare and contrast images of industrialization, discussing how they celebrate or criticize its impact.</p> <p>5.3.4 Relate six works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p>5.3.5 Identify and compare works of American art and architecture that show regional differences. View and discuss original examples that can be seen at a major local art museum, such as the National Building Museum, the Smithsonian American Art Museum or the Corcoran Art Gallery.</p> <p>5.3.6 Analyze the visual languages used in the fine art, advertising and propaganda of the World War II era.</p>

VISUAL ARTS STANDARDS

Strand 3 Investigate and understand historical and cultural dimensions of the visual arts and to construct meaning in the diverse ways in which human experience is expressed across time and place (Historical and Cultural Context)

GRADE 3	GRADE 4	GRADE 5
<p>3.3.8 Identify and discuss the Classical (Greco-Roman) influences in the monuments and special buildings of the Federal Government in Washington, DC which can be seen in art museums such as the Corcoran Gallery of Art.</p>	<p>4.3.6 Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to the District of Columbia's history and art heritage.</p> <p>4.3.7 Research and describe the influence of religious groups' history on art and architecture, focusing primarily on buildings in the District of Columbia both past and present.</p> <p>4.3.8 Identify and describe how a person's own cultural content influences responses to works of art. Create a composition that illustrates a personal cultural celebration.</p>	<p>5.3.7 Identify and describe how various cultures define and value art differently.</p> <p>5.3.8 Research the role of visual art and arts during the Harlem Renaissance, exploring how visual arts reflect society and relate to other art forms (e.g. music, dance & theatre).</p>



VISUAL ARTS STANDARDS

Strand 3 Investigate and understand historical and cultural dimensions of the visual arts and to construct meaning in the diverse ways in which human experience is expressed across time and place (Historical and Cultural Context)

GRADE 6	GRADE 7	GRADE 8
<p><u>Historical Development, Role and Cultural Diversity of the Visual Arts</u></p> <p>6.3.1 Identify the characteristics and purposes of works of world art in historical and cultural contexts.</p> <p>6.3.2 Describe the various ways that ethnic groups in the U.S., world regions and countries, understand and value art and design.</p> <p>6.3.3 Describe the function and meaning of specific works of art and objects from Asia.</p> <p>6.3.4 Describe how selected works of art from ethnic groups in selected world regions and countries have changed or not changed in theme and content over a period of time.</p> <p>6.3.5 Demonstrate a fundamental awareness of architectural styles and the ways that these have influenced painting and sculpture.</p> <p>6.3.6 Compare, in oral or written form, representative images or designs from at least two selected cultures, to identify universal symbols and themes, based on museum internet research or a museum visit.</p>	<p><u>Historical Development, Role and Cultural Diversity of the Visual Arts</u></p> <p>7.3.1 Describe the main function and meaning of works of art from Ancient Civilizations and the Middle East (e.g., ancient Greece, the Persian Empire, Egypt, Rome, India, China, and the Silk Road).</p> <p>7.3.2 Relate works in the arts chronologically to historical events (e.g., 10,000 B.C to present), including a graphic benchmark timeline.</p> <p>7.3.3 Participate in a DC sponsored art event; recognize how painting a mural or reclaiming a public space helps to transform a neighborhood and improves the quality of life.</p> <p>7.3.4 Research and describe how art and architecture can reflect cultural values in traditions throughout the world.</p> <p>7.3.5 Relate works of art to varying styles and genres to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others). Use museum internet research and museum observation for research.</p>	<p><u>Historical Development, Role and Cultural Diversity of the Visual Arts</u></p> <p>8.3.1 Compare, contrast, and analyze styles of art from a variety of early, colonial and contemporary America, drawing on a museum visit and research.</p> <p>8.3.2 Explain the function and meaning of works of art from its historical perspective.</p> <p>8.3.3 Examine and report on the role of a work of art created to make social comment or protest social conditions. The works of Jacob Lawrence and Honore Daumier can be viewed at The Phillips Collection.</p> <p>8.3.4 Investigate the origin and/or preservation history of a historic site, a subway station, or public work of art through a site visit. Recognize how artists/designers can change the public's perception of a space.</p> <p>8.3.5 Discuss the artistic contributions of various native and immigrant cultures in the United States (e.g., Native American, German, Irish, Italian, African, Caribbean, Hispanic, Mexican). Artworks can be seen at museums such as the Corcoran Gallery of Art.</p>

VISUAL ARTS STANDARDS

Strand 3 Investigate and understand historical and cultural dimensions of the visual arts and to construct meaning in the diverse ways in which human experience is expressed across time and place (Historical and Cultural Context)

GRADE 6	GRADE 7	GRADE 8
<p>6.3.7 Describe the influence of religious groups' history on art and architecture, focusing primarily on buildings in the District of Columbia both past and present.</p>	<p>7.3.6 Explain how objects made for functional, ritual, and other purposes are considered art in different contexts.</p>	<p>8.3.6 Identify and discuss the classical influences in the monuments and special buildings of the Federal Government in Washington, DC.</p> <p>8.3.7 Identify the message of major works of art created by women during identified times. Describe the societal impact of those works. Utilize internet research and site visits (e.g., Primary sources can be viewed at the National Museum of Women in the Arts).</p>



VISUAL ARTS STANDARDS

Strand 3

Investigate and understand historical and cultural dimensions of the visual arts and to construct meaning in the diverse ways in which human experience is expressed across time and place (Historical and Cultural Context)

HIGH SCHOOL PROFICIENT

HIGH SCHOOL ADVANCED

Historical development, role and cultural diversity of the Visual Arts

HSP.3.1 Identify contemporary artists of merit worldwide who have achieved regional, national, or international recognition and discuss ways in which their works reflect, play a role in, and influence present-day culture. Perform online research by visiting museum Web sites.

HSP.3.2 Identify examples of historic and contemporary masterpieces associated with global regions, across a range of styles, periods, symbols, iconography, subject matter, materials, and techniques. (e.g., African, Asian, Caribbean, Europe, Mexican, Latino, Middle Eastern, Native-American, and Pacific Asian).

HSP. 3.3 Discuss the similarities and differences between several comparable works of art from the same cultural domain (region or ethnicity) across long durations of time (centuries).

HSP.3.4 Identify an architectural structure/form in a world culture and analyze its relationship to the culture and the environment.

HSP.3.5 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art (e.g., Explore the period of the Harlem Renaissance during the 1920's and 1930's. Trace the development of cultural awareness throughout the African Diaspora). Use examples from Washington, DC museums.

Historical Development, Role and Cultural Diversity of the Visual Arts

HSA.3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined. Visit a major local museum to see original examples.

HSA. 3.2 Discuss the similarities and differences between several comparable works of art from the same cultural domain (region or ethnicity) across long durations of time (centuries).

HSA.3.3 Categorize and distinguish artistic styles of the late 19th, 20th and 21st centuries in terms of purpose, interpretive approach and historical context.

HSA.3.4 Recognize major historic and contemporary masterpieces associated with global regions, taking into consideration styles, periods, symbols, iconography, subject matter, materials, and techniques. (e.g., African, Asian, Caribbean, Europe, Mexican, Latino, Middle Eastern, Native-American, and Pacific Asian).

HSA.3.5 Identify and demonstrate how a historic and cultural idea has been represented and has changed or remained static over time and location (e.g., Egyptian Pharonic sculpture; representations of Buddha; the human figure in European art).

VISUAL ARTS STANDARDS

Strand 3

Investigate and understand historical and cultural dimensions of the visual arts and to construct meaning in the diverse ways in which human experience is expressed across time and place (Historical and Cultural Context)

HIGH SCHOOL PROFICIENT

HSP.3.6 Discuss the purposes of art in selected classical and contemporary cultures. (e.g., African/African-American, Asian/Asian-American, Caribbean, Europe/European-American, Hispanic/Latino-American, Middle Eastern, Native-American, and Pacific Asian).



HIGH SCHOOL ADVANCED

HSA.3.6 Compare and contrast architectural structures that serve similar purposes from different parts of the world. Demonstrate how geography and culture have an impact on choice of materials, design, and aesthetic qualities of these structures.

HSA.3.7 Investigate and discuss universal concepts expressed in works of art, articulating the various ways (both similar and different) through which these concepts are expressed across diverse cultures.

HSA.3.8 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.

HSA.3.9 Examine artworks of world culture with regard to major periods of art from the ancient era to early modern times, and genres from various geographic regions.

VISUAL ARTS STANDARDS

Strand 4

Respond to, analyze and make judgements about works in the visual arts (Aesthetics, Valuing & Perspectives of Art)

PRE-KINDERGARTEN

Meaning and Informed Judgments

PK.4.1 Ask questions about what is seen in art (reproductions) and student work displayed in the school or elsewhere, and state opinions, giving reasons, about aspects of works of art.

KINDERGARTEN	GRADE 1	GRADE 2
<p><u>Meaning and Informed Judgments</u></p> <p>K.4.1 Discuss the objects in own works of art, using appropriate art vocabulary (e.g., color, shape, form, texture. Student holds art and says, "This is my mommy wearing a yellow color and me wearing blue stripes).</p> <p>K.4.2 Discuss subject of the work and how it relates to the color, shape, form, and texture.</p> <p>K.4.3 Discuss how and why students made a specific work of art and provide reasons why they like it, using appropriate art vocabulary.</p> <p>K.4.4 Describe various reasons that he/she has made art in the way that it was done.</p>	<p><u>Meaning and Informed Judgments</u></p> <p>1.4.1 Discuss the subject of works of art created in the classroom, focusing on selected elements of art (e.g., shape, form, texture, line, color), and using appropriate art vocabulary.</p> <p>1.4.2 Describe how and why students made a selected work of art, focusing on the media and technique and explain what the work means to them, what they like about their works of art and what they might change.</p> <p>1.4.3 Describe what is seen, including both literal and expressive content, in selected works of art.</p>	<p><u>Meaning and Informed Judgments</u></p> <p>2.4.1 Compare the subjects, and elements of art and expressive content used in students' original work with those found in the works of others.</p> <p>2.4.2 Articulate qualities in a work of art that make him/her like it and compare to qualities of good design .</p> <p>2.4.3 Compare different responses to the same work of art in group discussion.</p> <p>2.4.4 Describe the successful use of an element in one of student's works of art, using appropriate art vocabulary.</p> <p>2.4.5 Contrast reactions to varying styles(e.g., stylized exaggeration, realism, impressionism, abstract, expressionism) of original works of art in a museum or gallery.</p>

Strand 4 Respond to, analyze and make judgements about works in the visual arts
(Aesthetics, Valuing & Perspectives of Art)

GRADE 3	GRADE 4	GRADE 5
<p><u>Meaning and Informed Judgments</u> 3.4.1 Respond to works of art and design using the critique process of determining:</p> <ul style="list-style-type: none"> • What the artwork looks like (describe) • How it is made (describe) • How the parts of the artwork are arranged (analyze) • How the work affects feelings, mood, expresses ideas, or themes (interpret) • Is it successful? (judgment) <p>3.4.2 Compare and contrast appearance and content of selected works of art using appropriate vocabulary of art.</p> <p>3.4.3 Judge own work against a rubric. Discuss what was successful or less successful in his/her work, giving reasons based on the visual characteristics.</p> <p>3.4.4 Identify successful and less successful compositional qualities of student works of art using the principles of design and describe what might be done to improve them.</p> <p>3.4.5 Look at public (outdoor) sculpture and determine what the artist was trying to express.</p>	<p><u>Meaning and Informed Judgments</u> 4.4.1 Analyze works of art and design using a critique process.:</p> <ul style="list-style-type: none"> • Description of elements (describe) • How it was made (explain) • How the parts of the artwork are arranged as a whole (analyze) • How the work affects feelings or mood, and presents ideas or themes (interpret) • How the artwork is related to events in the artist's life themes (investigate/ interpret) • How it may relate to events or social trends of the period (investigate/interpret) <p>4.4.2 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.</p> <p>4.4.3 Describe how the individual experiences of an artist may influence the development of specific works of art.</p> <p>4.4.4 Using appropriate vocabulary of art, explain the successful compositional and communicative qualities of an artist's work.</p>	<p><u>Meaning and Informed Judgments</u> 5.4.1 Make judgments about works of art and design using a context and critique process involving elements of background history</p> <ul style="list-style-type: none"> • Description (describe) • Technical qualities (explain & analyze) • Composition (analysis) • Meaning, theme, or message (interpret) • Perspective on interpretation of subject content • Expressive qualities (interpret)Relationship to period or society of origin (investigate/interpret) • Significance (judgment) <p>5.4.2 Analyze how works of art are organized by determining how the principles of design are used and how they affect personal responses and evaluation.</p> <p>5.4.3 Develop and use specific criteria individually and in groups to assess works of art.</p> <p>5.4.4 Using specific criteria, students assess their own works of art and describe what changes they would make for improvement</p>

VISUAL ARTS STANDARDS

Strand 4 Respond to, analyze and make judgements about works in the visual arts (Aesthetics, Valuing & Perspectives of Art)

GRADE 6	GRADE 7	GRADE 8
<p><u>Meaning and Informed Judgments</u> 6.4.1 Construct and describe interpretations of what is perceived in works of art using aesthetic valuing vocabulary - the subject (the image viewers can identify), the composition (the way the principles of design are used to organize the elements of design), and content (the message the work communicates):</p> <ul style="list-style-type: none"> • Subject • Composition • Content • Description • Significance • Merit <p>6.4.2 Judge own work against a rubric. Discuss what he/she liked about the work and what he/she did not like about the work, in writing, using appropriate visual and qualitative (aesthetic) vocabulary.</p> <p>6.4.3 Identify and describe ways in which culture is reflected in current works of art.</p>	<p><u>Meaning and Informed Judgments</u> 7.4.1 Construct an interpretation of a work of art based on aesthetic valuing vocabulary- description (size, medium, process, subject, elements), analysis (how the work is organized, facts about the elements and principles), interpretation (the meaning, mood, message or idea the viewer feels the artist is trying to communicate):</p> <ul style="list-style-type: none"> • Subject • Composition • Content • Description • Analysis • Interpretation <p>7.4.2 Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.</p> <p>7.4.3 Develop and apply specific criteria individually or in groups to assess and critique works of art in writing.</p> <p>7.4.4 Identify changes in a personal work of art and explain how those changes improved the work.</p>	<p><u>Meaning and Informed Judgments</u> 8.4.1 Verbalize interpretations of aesthetic valuing in writing and speaking about works of art, including judgment (determination of the degree of merit and whether the work is successful):</p> <ul style="list-style-type: none"> • Subject • Composition • Content • Description • Analysis • Interpretation • Judgment <p>8.4.2 Present a reasoned argument about the artistic value of a work of art after viewing a museum reproduction. Respond to the arguments put forward by others within a classroom setting.</p> <p>8.4.3 Develop and discuss possible theories about the artist's intent in a series of works of art, using reasoned statements to support personal opinions (e.g., Jacob Lawrence's Migration Series, Phillips Collection; Claude Monet's Rouen Cathedrals, National Gallery of Art).</p>

VISUAL ARTS STANDARDS

Strand 4 Respond to, analyze and make judgements about works in the visual arts (Aesthetics, Valuing & Perspectives of Art)

GRADE 6	GRADE 7	GRADE 8
<p>6.4.4 Develop specific criteria alone or in groups to assess and critique works of art.</p> <p>6.4.5 Articulate reasons for changing, editing, or revising personal works of art after a critique and museum visit.</p>		<p>8.4.4 Develop and apply specific criteria alone or in groups to assess and critique works of art.</p> <p>8.4.5 Select a grouping of their own works of art that reflects growth over time and describe the progression based on the same criteria.</p>



VISUAL ARTS STANDARDS

Strand 4 Respond to, analyze and make judgements about works in the visual arts
(Aesthetics, Valuing & Perspectives of Art)

HIGH SCHOOL PROFICIENT

Derive Meaning

HSP.4.1 Employ the conventions of art criticism in writing and speaking about works of art:

- Description
- Visual Analysis Historical analysis (context)
- Interpretation
- Judgment

HSP.4.2 Assess examples works of art by historical or contemporary artists, using a set of criteria (rubric) and assess his/her own art using the same criteria, expressing (in writing) what was successful or less successful, giving reasons based on the visual characteristics.

HSP.4.3 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

HSP.4.4 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the judgment of merit works of art.

HSP.4.4 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form. View artist's original work in museum/gallery.

HIGH SCHOOL ADVANCED

Derive Meaning

HSA.4.1 Analyze and articulate how society influences the interpretations and message of a work of art using art critiques from newspapers, periodicals, art journals, or texts.

HSA.4.2 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor, including the relationship between the artist, the art process, the artwork, and the viewer. Include observation and study of at least one original work in a museum or gallery.

HSA.4.3 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.

HSP.4.4 Assess examples works of art by historical or contemporary artists, using a set of criteria (rubric) and assess his/her own art using the same criteria. Formulate in writing what was successful or less successful, giving reasons based on the visual characteristics.

HSA.4.5 Develop and apply written criteria for the selection of a body of work for individual student portfolios that represents significant technical and expressive achievements.

HSA.4.6 Apply various art-related theoretical perspectives to student's own works of art and the work of others in classroom critiques.

VISUAL ARTS STANDARDS

Strand 4 Respond to, analyze and make judgements about works in the visual arts (Aesthetics, Valuing & Perspectives of Art)

HIGH SCHOOL PROFICIENT

HSP.4.5 Articulate a process and rationale for refining and reworking an original student work of art.

HSP.4.6 Analyze the work of self and classmates stating facts about the elements and principles of design and effectiveness of communicated meaning in a class critique.

HSP.4.7 Formulate and support a position regarding the aesthetic value of a specific work of art viewed on museum Web site and change or defend that position after considering the opinions of others.

HIGH SCHOOL ADVANCED

HSA.4.7 Construct a rationale for the validity of a specific work of art that falls outside of student's common conception of art. Observe and study the original work.

HSA.4.8 Choose an artist represented in a Washington, DC museum or gallery to study and respond with their own series of artworks and a written commentary.



Strand 5

Connect and apply what is learned in the visual arts to other forms, subject areas, visual culture and communications, and to careers (Connections, Relationships, Applications)

PRE-KINDERGARTEN

Connections and Applications

PK.5.1 Name colors and draw an object using the colors (e.g., yellow flower, red apple, blue lunch box, green leaves, brown tree, orange fruit, purple grapes).

PK.5.2 Recognize, describe, duplicate, extend, and create simple patterns. (Connection to mathematics)

PK.5.3 Create visual patterns (e.g., line, line, dot; line, line, dot) to match rhythms made by clapping or drumming the beat found in selected poems or songs.

PK.5.4 Draw geometric shapes and similar shapes in the natural and built environment.

Visual Literacy

PreK.5.5 Identify images of self, friends, and family (including snapshots and students' own works of art).

Careers and Career-Related Skills

PreK.5.6 Discuss how art is used to illustrate story books, texts, comics, and cartoons on television and computers.

PK.5.7 Discuss the design of everyday objects (e.g. cereal box, toothpaste and toy box packaging, chairs, telephone).

VISUAL ARTS STANDARDS

Strand 5

Connect and apply what is learned in the visual arts to other forms, subject areas, visual culture and communications, and to careers (Connections, Relationships, Applications)

KINDERGARTEN

Connections and Applications

K.5.1 Draw lines (e.g., curved, straight, parallel) to represent movements used in play.

K.5.2 Draw geometric shapes (e.g., circles, squares, triangles) and repeat them in dance/movement sequences.

K.5.3 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.

Visual Literacy

K.5.4 Identify art forms (e.g., photographs, paintings, murals, ceramics, sculptures) and images found at home, in school, and in the community.

K.5.5 Recognize American symbols (flag colors and shapes, monuments, the statue of Liberty) and symbols used in commercial products created by artists and designers that can be seen at an art museum such as the Corcoran Gallery of Art.

GRADE 1

Connections and Applications

1.5.1 Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns.

1.5.2 Recognize symbols/icons used in the country and local community (e.g., U.S. flag, dollar sign, monuments).

Visual Literacy

1.5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape, form, texture).

Career and Career-Related Skills

1.5.4 Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.

GRADE 2

Connections and Applications

2.5.1 Use various techniques to show opposites (e.g., up/down, in/out, over/under, in front of/behind, together/apart, far/near, fast/slow, stop/go).

2.5.2 Select and use expressive colors to create mood and to show the personality of a hero (from long ago to the present) in a portrait.

Visual Literacy

2.5.3 Identify and sort pictures into categories according to subject, theme and mood.

Career and Career-Related Skills

2.5.4 Find examples of various works of art in the city (e.g., murals, paintings, sculpture), discuss their purpose, and type of media used.

VISUAL ARTS STANDARDS

Strand 5

Connect and apply what is learned in the visual arts to other forms, subject areas, visual culture and communications, and to careers (Connections, Relationships, Applications)

VISUAL ARTS

GRADE 3

Connections and Applications

3.5.1 Create a folded paper book (using book arts) on the subject of reading or mathematics content (e.g., vocabulary pictures, multiplication facts).

3.5.2 Represent and construct architectural features (e.g., arches, columns, symmetry, domes, post and beam) identifying mathematical concepts.

3.5.3 Describe how costumes contribute to the meaning of a dance.

Visual Literacy

3.5.4 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.

Careers and Career-Related Skills

3.5.5 Identify artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, illustrations, sculpture, buildings).

GRADE 4

Connections and Applications

4.5.1 Write and illustrate a book (using book arts) implementing the writing process (e.g., prewriting, drafting, revising, editing/proofreading, publishing/presenting) demonstrating a unified drawing style.

4.5.2 Identify through research twentieth-century artists who have used symmetry in their work and then create a work of art, using bilateral or radial symmetry.

Visual Literacy

4.5.3 Draw diagrams, maps, graphs, timelines, or illustrations to communicate ideas or tell a story about a historical event.

Careers and Career-Related Skills

4.5.4 Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time periods or culture.

GRADE 5

Connections and Applications

5.5.1 Write and illustrate a book (using book arts) implementing the writing process (e.g., prewriting, drafting, revising, editing/proofreading, publishing/presenting) demonstrating a unified drawing style.

5.5.2 Use linear perspective to depict geometric objects in space.

5.5.3 Interpret an abstract painting relating it to dance/ movement.

5.5.4 Design a poster that illustrates a theme.

Visual Literacy

5.5.5 Identify and design icons, logos, and other graphic devices as symbols for ideas and information. Write how the design represents the idea or information.

Careers and Career-Related Skills

5.5.6 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.

VISUAL ARTS STANDARDS

Strand 5

Connect and apply what is learned in the visual arts to other forms, subject areas, visual culture and communications, and to careers (Connections, Relationships, Applications)

VISUAL ARTS

GRADE 6	GRADE 7	GRADE 8
<p><u>Connections and Applications</u></p> <p>6.5.1 Research how traditional characters (such as the trickster) found in a variety of cultures past and present are represented in illustrations.</p> <p>6.5.2 Write a poem or story inspired by original works of art.</p> <p>6.5.3 Write and illustrate a journal using the writing process (e.g., prewriting, drafting, revising, editing/proofreading, publishing/presenting).</p> <p>6.5.4 Create a line design using a variety of angles, triangles, quadrilaterals, and polygons. Identify the lines and shapes used.</p>	<p><u>Connections and Applications</u></p> <p>7.5.1 Construct a book (using book arts) combining text and illustration using the writing process (e.g., prewriting, drafting, revising, editing/proofreading, publishing/presenting), that summarizes information.</p> <p>7.5.2 Study the music and art of a selected historical era and create a multimedia presentation that reflects that time and culture.</p> <p>7.5.3 Use mathematical ratios and proportions to represent the human figure.</p> <p>7.5.4 Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.</p>	<p><u>Connections and Applications</u></p> <p>8.5.1 Construct a book (using book arts) combining text and illustration using the writing process (e.g., prewriting, drafting, revising, editing/proofreading, publishing/presenting), that summarizes information, relates new information, and extends ideas.</p> <p>8.5.2 Select a favorite artist and some of his or her works of art and create a music video that expresses personal ideas and views about the artist.</p> <p>8.5.3 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.</p> <p>8.5.4 Design a poster that illustrates a theme.</p>

VISUAL ARTS STANDARDS

Strand 5

Connect and apply what is learned in the visual arts to other forms, subject areas, visual culture and communications, and to careers (Connections, Relationships, Applications)

GRADE 6	GRADE 7	GRADE 8
<p>6.5.5 Create a tessellation showing a translation, reflection or rotation. Distinguish the three types.</p> <p><u>Visual Literacy</u> 6.5.6 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.</p> <p><u>Careers and Career-Related Skills</u> 6.5.7 Establish criteria to use in selecting works of art for a specific type of art exhibition.</p> <p>6.5.8 Access a variety of resources such as books, a CD-ROM or visit a museum website to research an artist or art movement; share new information with classmates, e.g. National Gallery of Art: www.nga.gov; The Metropolitan Museum of Art's Timeline of Art History: www.metmuseum.org/toah; Art Institute of Chicago: www.artic.edu/aic/collections/index.php.</p>	<p>7.5.5 Research and present the ways art illustrates and/or commemorates historical people and events through sculpture, paintings, photographs, and maps.</p> <p><u>Visual Literacy</u> 7.5.6 Examine art, photography, and other two- and three-dimensional images in order to compare how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.</p> <p><u>Career and Career-Related Skills</u> 7.5.7 Identify professions in or related to the visual arts and some of the specific skills needed for those professions e.g. studio artist, art educator, web designer, stone mason, architect, curator, museum educator.</p> <p>7.5.8 Invite a local artist to work on a project in the school. Recognize how an artist plans a project, prepares materials, executes the project, involves the school community, extends learning and makes a positive impact on the learning environment.</p>	<p>8.5.5 Create a design for a child-friendly play space in a park-like setting, inspired by architectural styles from Washington, DC monuments.</p> <p><u>Visual Literacy</u> 8.5.6 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on various aspects of society.</p> <p><u>Career and Career-Related Skills</u> 8.5.7 Visit a local artist or designer in his/her studio; notice how the artist organizes the studio; observe his/her work habits; and learn how the artist contributes to the community.</p> <p>8.5.8 Work collaboratively with a community artist to create a work of art, such as a mural and write a report about the skills needed to become a professional artist.</p>

VISUAL ARTS STANDARDS

Strand 5 Connect and apply what is learned in the visual arts to other forms, subject areas, visual culture and communications, and to careers (Connections, Relationships, Applications)

HIGH SCHOOL PROFICIENT

Connections and Applications

HSP.5.1 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

HSP.5.2 Create a unified literary work combining text and illustration using the writing process (e.g., prewriting, drafting, revising, editing/proofreading, publishing/presenting), that summarizes information, relates new information, and extends ideas. The literary text and visuals should explain the theme, viewpoint and setting.

HSP.5.3. Create a pattern which demonstrates symmetry of geometric figures.

HSP.5.4 Produce a drawing or painting using various types of polygons in an architectural setting.

HSP.5.5 Illustrate or sculpt a commemoration of a historical person or event producing a painting, photography, a map, or 3-dimensional media.

HSP.5.6 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.

HSP.5.7 Illustrate and describe the structure and function of biological forms.

HIGH SCHOOL ADVANCED

Connections and Applications

HSA.5.1 Speculate on how advances in technology might change the definition and function of the visual arts.

HSA.5.2 Visit a specialized library collection to view a work of art or manuscript in collection storage or study rooms; note the setting, special environmental conditions, display, and preservation requirements.

HSA.5.3 Produce a drawing or painting using various types of polygons and polyhedrons to solve visual problems.

HSA.5.4 Determine size and proportion of illustrated objects by measuring dimensions, area and volume.

HSA.5.5 Illustrate and describe the cycles of biotic (living) and abiotic (non-living such as a rock, the sky, air) factors in an ecosystem.

HSA.5.6 Create a mock-up of a site-specific building or public art piece and write a proposal articulating how it serves the location and community for which it is designed. Address relevance to aesthetic, social, environmental, cultural, political issues as appropriate.

HSA.5.7 Research the role in the community, the operations and curatorial processes of a local art gallery.

HSA.5.8 Apply art and design as a means of problem solving global issues.

VISUAL ARTS STANDARDS

Strand 5 Connect and apply what is learned in the visual arts to other forms, subject areas, visual culture and communications, and to careers (Connections, Relationships, Applications)

HIGH SCHOOL PROFICIENT

HSP.5.8 Create a gallery and museum guide for young adults. Research several galleries and museums and using the internet create an annotated list of exhibitions that would appeal to middle and high school students. Design an interactive activity to focus a visit.

HSP.5.9 Apply art and design as a means of understanding global issues.

HSP.5.10 Explore cultural comparisons and contrasts in developing themes and universal understanding connected to world language and health and physical education.

Visual Literacy

HSP.5.11 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

HSP.5.12 Write an introductory text panel and labels to accompany a student-organized exhibition using the language of the art world.

Careers and Career-Related Skills

HSP 5.13 Demonstrate an understanding of the various skills of an artist (e.g., art critic, art historian, art collector, art gallery owner, art therapist, and philosopher of art/ aesthetician).

HSP 5.14 Research visual arts and design careers and post-secondary institutions that provide training.

HIGH SCHOOL ADVANCED

HSA.5.9 Create a game that represents a set of data using a 3-D modeling software program.

HSA.5.10 Design a computer-generated image that demonstrates the function of visual arts technology (motion, space and perception).

Visual Literacy

HSA.5.11 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.

HSA.5.12 Identify one or more issues raised by a political work of art, based upon visual clues. Discuss the power of art to challenge and provoke the viewer.

HSA.5.13 Compose a brochure essay that articulates the style, impact, and unifying theme of an exhibition of world culture, using visual and/or literary arts vocabulary as well as art historical and culture-specific language and concepts.

Career and Career-Related Skills

HSA. 5.14 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.

HSA. 5.15 Develop career tools such as a professional quality portfolio, a resume, cover letters, and competition entries.

HSA. 5.16 Research and participate in pre-college programs, (e.g. student portfolio days) at colleges and universities, such as the Corcoran College of Art and Design.

MAJOR ART MUSEUMS LISTING

The Smithsonian Museums And Other Museums

Anacostia Museum
www.anacostia.si.edu
1901 Fort Place SE
202.287.3306

Freer Gallery of Art
www.asia.si.edu
Jefferson Dr. SW at 12th St. SW
202.633.4880

Hirshhorn Museum and Sculpture Garden
www.hirshhorn.si.edu
Independence Ave. SW at 7th St. SW
202.633.4674

National Museum of African Art
www.si.edu/nmafa/africart
950 Independence Ave. SW
202.633.4600

Smithsonian American Art Museum
www.americanart.si.edu
8th & F Streets NW
202.633.1000

National Museum of the American Indian
www.si.edu/nmai
4th St. & Independence Ave. SW
202.633.1000

National Portrait Gallery
www.npg.si.edu
8th & F Streets NW
202.633.8300

Del Sol Visual Art and Media Center
www.fondodelsol.org
2112 R St. NW
202.483.2777

Dumbarton Oaks Museum
www.doaks.org/museum
1703 32nd St. NW
202.338.8278

Hillwood Museum
www.hillwoodmuseum.org
4155 Linnean Ave. NW
202.686.5807

Kreeger Museum
www.kreegermuseum.org
2401 Foxhall Rd. NW
202.337.3050 (Business Office)
202-338-3552 (Reservations)

National Building Museum
www.nbm.org
F St. between 4th & 5th Streets NW
202.272.2448

National Gallery of Art
East Building
www.nga.gov/exhibitions
Madison Dr. & 4th St. NW
202.737.4215

West Building
www.nga.gov/exhibitions
Madison Dr. & 4th St. NW
202.737.4215

Renwick Gallery
www.americanart.si.edu/renwick
17th St. & Pennsylvania Ave. NW
202.633.2850

Arthur M. Sackler Gallery
www.asia.si.edu
1050 Independence Ave. SW
202.633.4880

Art Museum of the Americas
www.museum.oas.org
201 18th St. NW
202.458.6016

Corcoran Gallery
www.corcoran.org
17th St. & New York Ave. NW
202.638.1439

National Museum of Women in the Arts
www.nmwa.org
1250 New York Ave. NW
202.783.5000

The Phillips Collection
www.phillipscollection.org
1600-1612 21st St. NW
202.387.2151

Textile Museum
www.textilemuseum.org
2320 S St. NW
202.667.0441

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SMITHSONIAN AMERICAN ART MUSEUM



abstract. Reduced or distilled down to the essential qualities of a subject, mood or interpretation, in order to emphasize particular characteristic; often used loosely as similar to "non-representation" though there are differences.

abstracted. Artwork in which the subject matter is stated in a brief, stylized manner. Little or no attempt is made to represent images in detail, and objects are often simplified or distorted.

additive. Refers to the process of joining a series of parts together to create a sculpture.

aerial perspective. Aerial or atmospheric perspective achieved by using bluer, lighter, and duller hues for distant objects in a two-dimensional work of art.

aesthetics. A branch of philosophy; the study of art and theories about the nature and components of aesthetic experience.

analogous. Refers to closely related colors; a color scheme that combines several hues next to each other on the color wheel.

arbitrary colors. Colors selected and used without reference to those found in reality.

art criticism. An organized system for looking at the visual arts; a process of appraising what students should know and be able to do.

art elements. Sensory components used to create works of art: line, color, shape, form, texture, value, space.

assemblage. A three-dimensional composition in which a collection of objects is unified in a sculptural work.

asymmetry. A balance of parts on opposite sides of a perceived midline, giving the appearance of equal visual weight.

atmospheric perspective. See aerial perspective.

background. The part of the picture plane that seems to be farthest from the viewer.

balance. The way in which the elements in visual arts are arranged to create a feeling of equilibrium in a work of art. The three types of balance are symmetry, asymmetry, and radial.

collage. An artistic composition made of various materials (e.g., paper, cloth, or wood) glued on a surface.

¹ Excerpted and adapted from the California Visual Arts Content Standards

color. The visual sensation dependent on the reflection or absorption of light from a given surface. The three characteristics of color are hue, value, and intensity.

color relationships. Also called color schemes or harmonies. They refer to the relationships of colors on the color wheel. Basic color schemes include monochromatic, analogous, and complementary.

color theory. An element of art. color has three properties: hue, value, and intensity.

complementary colors. Colors opposite one another on the color wheel. Red/green, blue/orange, and yellow/violet are examples of complementary colors.

composition. The organization of elements in a work of art.

congruence. The sense that the visual elements of a work of art are closely related to one another in a way to produce an overall, harmonious effect.

content. Message, idea, or feelings expressed in a work of art.

contour drawings. The drawing of an object as though the drawing tool is moving along all the edges and ridges of the form.

contrast. Difference between two or more elements (e.g., value, color, texture) in a composition; juxtaposition of dissimilar elements in a work of art; also, the degree of difference between the lightest and darkest parts of a picture.

cool colors. Colors suggesting coolness: blue, green, and violet.

curvature. The act of curving or bending. One of the characteristics of line.

curvilinear. Formed or enclosed by curved lines.

design. The plan, conception, or organization of a work of art; the arrangement of independent parts (the elements of art or elements of design) to form a coordinated whole.

Dissonance. The sense that different visual elements are purposefully played off against each other to create a contrasting, dynamic or disruptive effect.

distortion. Condition of being twisted or bent out of shape. In art, distortion is often used as an expressive technique.

dominance. The importance of the emphasis of one aspect in relation to all other aspects of a design. elements of art/design. Sensory components used to create works of art: line, color, shape, form, texture, value, space.

emphasis. Special stress given to an element to make it stand out.

expressive content. Ideas that express ideas and moods.

figurative. Pertaining to representation of form or figure in art.

foreground. Part of a two-dimensional artwork that appears to be nearer the viewer or in the front. Middle ground and background are the parts of the picture that appear to be farther and farthest away.

focal point. The place in a work of art on which attention becomes centered because of an element emphasized in some way.

form. A three-dimensional volume or the illusion of three dimensions (related to shape, which is two-dimensional); the particular characteristics of the visual elements of a work of art (as distinguished from its subject matter or content).

function. The purpose and use of a work of art.

genre. The representation of people, subjects, and scenes from everyday life.

gesture drawing. The drawing of lines quickly and loosely to show movement in a subject.

harmony. The principle of design that combines elements in a work of art to emphasize the similarities of separate but related parts.

hue. Refers to the name of a color (e.g., red, blue, yellow, orange).

illusionistic. Creating a visual or expressive effect that appears nearly real, or dreamlike;

installation art. The hanging of ordinary objects on museum walls or the combining of found objects to create something completely new. Later, installation art was extended to include art as a concept.

intensity. Also called chroma or saturation. It refers to the brightness of a color (a color is full in intensity only when pure and unmixed). Color intensity can be changed by adding black, white, gray, or an opposite color on the color wheel.

line. A point moving in space. Line can vary in width, length, curvature, color, or direction.

linear perspective. A graphic system used by artists to create the illusion of depth and volume on a flat surface. The lines of buildings and other objects in a picture are slanted, making them appear to extend back into space.

line direction. Line direction may be horizontal, vertical, or diagonal.

line quality. The unique character of a drawn line as it changes lightness/darkness, direction, curvature, or width.

maquette. A small preliminary model (as of a sculpture or a building).

VISUAL ARTS GLOSSARY

- mass.** The outside size and bulk of a form, such as a building or a sculpture; the visual weight of an object.
- media.** Plural of medium , referring to materials used to make art; categories of art (e.g., painting, sculpture, film).
- middle ground.** Area of a two-dimensional work of art between foreground and background.
- mixed media.** A work of art for which more than one type of art material is used to create the finished piece.
- monochromatic.** A color scheme involving the use of only one hue that can vary in value or intensity.
- mood.** The state of mind or feeling communicated in a work of art, frequently through color.
- motif.** A unit repeated over and over in a pattern. The repeated motif often creates a sense of rhythm.
- movement.** The principle of design dealing with the creation of action.
- multimedia.** Computer programs that involve users in the design and organization of text, graphics, video, and sound in one presentation.
- naked.** Refers to the exposed human body in art, especially when it emphasizes the physical, realistic or imperfect aspects of the form. (see: nude)
- negative.** Refers to shapes or spaces that are or represent areas unoccupied by objects.
- neutral colors.** The colors black, white, gray, and variations of brown. They are included in the color family called earth colors.
- nonobjective.** Having no recognizable object as an image. Also called nonrepresentational.
- nude.** Refers to the unclothed human body in art, especially when it emphasizes the idealized, perfected aspects of the form or to represent an abstract concept or allegory (see: naked)
- objective.** Based in the characteristics of the object (work of art) being studied or viewed, as in an objective opinion being based on plentiful specific evidence of the example of art. (see; subjective)
- observational drawing skills.** Skills learned while observing firsthand the object, figure, or place.
- one-point perspective.** A way to show three-dimensional objects on a two-dimensional surface. Lines appear to go away from the viewer and meet at a single point on the horizon known as the vanishing point.
- organic.** Refers to shapes or forms having irregular edges or to surfaces or objects resembling things existing in nature.
- pattern.** Anything repeated in a predictable combination.

performance art. A type of art in which events are planned and enacted before an audience for aesthetic reasons.

perspective. A system for representing three-dimensional objects viewed in spatial recession on a two-dimensional surface.

point of view. The angle from which the viewer sees the objects or scene.

portfolio. A systematic, organized collection of student work.

positive. Shapes or spaces that are or represent solid objects.

primary colors. Refers to the colors red, yellow, and blue. From these all other colors are created.

printmaking. The transferring of an inked image from one surface (from the plate or block) to another (usually paper).

principles of design. The theoretical organization of works of art. They involve the ways in which the elements of art are arranged to form a composition (balance, contrast, emphasis, movement, repetition, rhythm, variation, unity).

properties of color. Characteristics of colors: hue, value, intensity.

proportion. The size relationships of one part to the whole and of one part to another.

realistic. Appearing to be real, authentic or tangible, even when the subject is not.

rectilinear. Formed or enclosed by straight lines to create a rectangle.

reflection. Personal and thoughtful consideration of an artwork, an aesthetic experience, or the creative process.

rhythm. Intentional, regular repetition of lines or shapes to achieve a specific repetitious effect or pattern.

rubric. A guide for judgment, scoring or coaching; a description of expectations using a four-level quality scale of criteria.

scale. Relative size, proportion. Used to determine measurements or dimensions within a design or work of art.

sculpture. A three-dimensional work of art either in the round (to be viewed from all sides) or in bas relief (low relief in which figures protrude slightly from the background).

secondary colors. Colors that are mixtures of two primaries. Red and yellow make orange, yellow and blue make green, and blue and red make violet.

shade. Color with black added to it.

shape. A two-dimensional area or plane that may be open or closed, free-form or geometric. It can be found in nature or is made by humans.

space. The emptiness or area between, around, above, below, or contained within objects. Shapes and forms are defined by the space around and within them, just as spaces are defined by the shapes and forms around and within them.

still life. Arrangement or work of art showing a collection or grouping of inanimate objects.

structure. The way in which parts are arranged or put together to form a whole.

style. A set of characteristics of the art of a culture, a period, or school of art. It is the characteristic expression of an individual artist.

stylized. Simplified; exaggerated.

subjective. Based in the viewer or the viewer's experience, such as a subjective opinion which is generally a positive or negative preference (see: objective).

subordination. Making an element appear to hold a secondary or lesser importance within a design or work of art.

subtractive. Refers to sculpting method produced by removing or taking away from the original material (the opposite of additive).

temporal. Refers to the expressive use of time in works of art, literally (film) or figurative (implied narrative).

texture. The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art.

theme. An idea based on a particular subject.

three-dimensional. Having height, width, and depth. Also referred to as 3-D.

tint. Color lightened with white added to it.

tone. Color shaded or darkened with gray (black plus white).

two-dimensional. Having height and width but not depth. Also referred to as 2-D.

two-point perspective. A system to show three-dimensional objects on a two-dimensional surface. The illusion of space and volume utilizes two vanishing points on the horizon line.

unity. Total visual effect in a composition achieved by the careful blending of the elements of art and the principles of design.

VISUAL ARTS GLOSSARY

value (aesthetic). A positive quality of merit, either visual or interpretive, in a work of art (such as originality, harmony, delicacy, boldness).

value (visual). Lightness or darkness of a hue or neutral color. A value scale shows the range of values from black to white.

value scale. Scale showing the range of values from black to white and light to dark.

vanishing point. In perspective drawing, a point at which receding lines seem to converge.

variety. A principle of art concerned with combining one or more elements of art in different ways to create interest.

virtual. Refers to an image produced by the imagination and not existing in reality.

visual literacy. Includes thinking and communication. Visual thinking is the ability to transform thoughts and information into images; visual communication takes place when people are able to construct meaning from the visual image.

visual metaphor. Images in which characteristics of objects are likened to one another and represented as that other. They are closely related to concepts about symbolism.

volume. The space within a form (e.g., in architecture, volume refers to the space within a building).

warm colors. Colors suggesting warmth: red, yellow, and orange.

watercolor. Transparent pigment mixed with water. Paintings done with this medium are known as *watercolors*.

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