



OHIO
Academic Content Standards
Arts – Visual Art Grades 9-12
Creating & Understanding Drawings © 2001

BENCHMARKS	PAGE REFERENCES
<p>Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.</p>	
<p>Benchmark A: Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.</p>	<p>SE: 202-233 The teacher can use this information for a class discussion about the context in which art is made. <i>Activity 207</i></p>
<p>Benchmark B: Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p>	<p>SE: <i>Thinking Critically About Art #3, 287</i> Students can be asked to compare the pieces on the basis of historical, cultural, social, historical and political influences.</p>
<p>Benchmark C: Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.</p>	<p>SE: 232 fig 11.36 The Abstract Expressionist movement can be discussed in connection to this work.</p>
<p>Benchmark D: Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.</p>	<p>This objective can be met during teacher/class time when the student works on his/her art work.</p>
<p>Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.</p>	
<p>Benchmark A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p>	<p>SE: <i>Activity 183</i> <i>Studio Project 21, 36, 37</i> <i>Try This . . . 35</i></p>
<p>Benchmark B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.</p>	<p>SE: <i>Activity 29</i> <i>Developing Your Portfolio 179</i> <i>Studio Project 75, 126-127, 162</i></p>
<p>Benchmark C: Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p>	<p>SE: <i>Developing Your Portfolio 5, 39, 61</i> <i>In Your Sketchbook 77</i></p>

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<p>Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.</p>	
<p>Benchmark A: Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p>	<p>SE: 74 <i>Developing Your Portfolio</i> 81 <i>Unit 1 Review, Chapter 4 #2, 76</i></p>
<p>Benchmark B: Explain how form, subject matter and context contribute to meanings in works of art.</p>	<p>SE: <i>Try This . . .</i> 175</p>
<p>Benchmark C: Critique their own work, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.</p>	<p>SE: 156 <i>Developing Your Portfolio</i> 133 <i>Unit 3 Review, Chapter 7 #2, 164</i></p>
<p>Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.</p>	
<p>Benchmark A: Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.</p>	<p>SE: 82-83, 86-89, 136-137, 140-141 <i>Unit 3 Review, Chapter 7 #3, 164</i></p>
<p>Benchmark B: Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.</p>	<p>SE: 89 Students learn that there are three aesthetic theories. <i>Try This . . .</i> 85, 139</p>
<p>Benchmark C: Judge the merit of selected artworks and provide the aesthetic basis for their positions.</p>	<p>SE: 176-177 Students learn when to apply each of the three aesthetic theories. <i>Thinking Critically About Art #3, 77</i> <i>Try This . . .</i> 175</p>
<p>Connections, Relationships and Applications Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.</p>	
<p>Benchmark A: Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art.</p>	<p>SE: 202-233 The teacher can use the information presented as a springboard for further discussion about historical events and movements.</p>
<p>Benchmark B: Formulate and solve a visual art problem using strategies and perspectives from other disciplines.</p>	<p>SE: <i>Making Art Connections (Music) (Dance)</i> 77 <i>Making Art Connections (Mathematics)</i> 129 Students can be instructed to create a drawing using the Golden Rectangle. <i>Studio Project</i> 114-115 <i>Unit 2 Review, Chapter 6 #1, 128</i></p>
<p>Benchmark C: List and explain opportunities for lifelong involvement in the visual arts.</p>	<p>SE: 272-285</p>