

## North Carolina Visual Arts Education Standards, Grades 9–12

**Competency Goal 1:** *The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.*

**Competency Goal 2:** *The learner will develop skills necessary for understanding and applying media, techniques, and processes.*

**Competency Goal 3:** *The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.*

**Competency Goal 4:** *The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.*

**Competency Goal 5:** *The learner will understand the visual arts in relation to history and cultures.*

**Competency Goal 6:** *The learner will reflect upon and assess the characteristics and merits of their work and the work of others.*

**Competency Goal 7:** *The learner will perceive connections between visual arts and other disciplines.*

**Competency Goal 8:** *The learner will understand relationships between music, the other arts, and content areas outside the arts.*

**Competency Goal 9:** *The learner will develop an awareness of art as an avocation and profession.*

<b>Glencoe/McGraw-Hill</b> <i>ArtTalk</i> © 2005 <b>North Carolina Visual Arts Level I Standards Grades 9–12</b>		
STANDARD	DEFINITION	PAGE NUMBER
<b>Competency Goal 1:</b> <i>The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.</i>		
1.01	Plan and organize for creating art.	<b>SE:</b> 7, 15, 16, 84, 85–90, 122–127, 158–163, 184–189, 214–219, 242–247, 274–279, 304–309 <b>TWE:</b> 13, 14, 17, 22, 28, 38, 64
1.02	Devise and use strategies for imagining and implementing images.	<b>SE:</b> 7, 15, 16, 78, 81, 94, 182, 204, 210, 233, 241, 295 <b>TWE:</b> 10, 13, 14, 17, 28, 38, 44, 64, 114, 139, 236, 238, 239, 257, 259, 265, 268
1.03	Create multiple solutions in problem solving and discuss that some solutions are better than others.	<b>SE:</b> 81, 82, 104, 115, 182 <b>TWE:</b> 84, 75, 122, 145, 146, 155, 184
1.04	Recognize and discuss that concepts and images from a variety of sources can be used to create original art.	<b>SE:</b> 12, 16, 20, 21 <b>TWE:</b> 12, 32, 54, 70, 71, 99, 100, 101, 103, 118, 132, 143
1.05	Show how ideas develop and evolve over a period of time.	<b>SE:</b> 14, 265, 322, 325, 326–329, 373, 381 <b>TWE:</b> 13, 74, 1114, 168, 257, 262, 263, 268
1.06	Manipulate sensory stimuli to develop perceptual awareness.	<b>SE:</b> 7, 15, 104, 107, 108, 112, 114, 115, 143, 174, 175, 231, 266

# Glencoe/McGraw-Hill

*ArtTalk* © 2005

## North Carolina Visual Arts Level I Standards Grades 9–12

STANDARD	DEFINITION	PAGE NUMBER
		<b>TWE:</b> 11, 13, 14, 17, 18, 72, 108, 109, 110, 137, 138, 172, 173, 176, 200, 202, 228, 232, 296
1.07	Use the vocabulary of art in written and oral form.	<b>SE:</b> 12, 28, 30, 176, 325, 331, 338, 345, 355, 365, 373, 377, 381, 383, 397, 398, 403, 413–426 <b>TWE:</b> 3, 11, 15, 18, 19, 22, 28, 29, 30, 32, 33, 35, 49, 52, 53, 56, 57, 59, 61, 64, 76, 78, 83, 85, 87, 89, 90, 91, 102, 107, 110, 116, 118, 121, 123, 125, 127, 129, 136, 138, 143, 146, 149, 157, 159, 161, 163, 165, 176, 180, 183, 183, 185, 187, 189, 202, 204, 207, 208, 210, 213, 215, 217, 219, 230, 233, 235, 238, 239, 240, 241, 243, 245, 247, 252, 259, 262, 263, 266, 269, 272, 273, 275, 277, 279, 290, 291, 295, 301, 302, 303, 305, 307, 309, 325, 412–426
<b>Competency Goal 2:</b> <i>The learner will develop skills necessary for understanding and applying media, techniques, and processes.</i>		
2.01	Explore and discuss unique properties and potential of art materials.	<b>SE:</b> 17, 42–49, 50–56, 57–61, 75, 76, 84–89, 100, 102, 117, 119, 120, 122–127, 158–163, 174, 175, 184–189, 214–219, 242–247, 274–279, 304–309 <b>TWE:</b> 42, 43, 45, 47, 48, 50, 51, 59, 61, 74, 98, 99, 144, 148, 151, 179, 205, 293, 428–442, 446–454
2.02	Demonstrate techniques and processes for working with each art material.	<b>SE:</b> 47, 49, 54, 60, 76, 81, 84–89, 100, 107, 120, 143, 149, 157 <b>TWE:</b> 42, 43, 45, 47, 50, 51, 61, 64, 98, 99, 151, 179, 293
2.03	Communicate and express ideas through a variety of materials and techniques.	<b>SE:</b> 73, 84–89, 94, 103, 104, 107, 109, 122–127, 158–163, 184–189, 204, 214–219, 241, 242–247, 261, 264, 273, 274–279, 295, 302, 304–309, 338

# Glencoe/McGraw-Hill

ArtTalk © 2005

## North Carolina Visual Arts Level I Standards Grades 9–12

STANDARD	DEFINITION	PAGE NUMBER
		<b>TWE:</b> 12, 38, 48, 64, 102, 107, 194, 194, 211, 293
2.04	Evaluate and select materials, techniques and processes to facilitate the creation of artwork.	<b>SE:</b> 47, 49, 54, 60, 76, 78, 83, 84–89, 102, 122–127, 143, 214–219, 242–247, 274–279, 304–309 <b>TWE:</b> 38, 42, 43, 48, 64, 94, 168, 314, 428–442, 446–454
2.05	Demonstrate the safe and responsible use of tools and materials.	<b>TWE:</b> 45, 46, 84–89, 101, 151, 214, 271, 307, 443, 444
<b>Competency Goal 3:</b> <i>The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.</i>		
3.01	Recognize, apply and evaluate the elements of art in an aesthetic composition.	<b>SE:</b> 3, 6, 7, 16, 17, 18, 20, 26, 30, 33, 35, 39, 45, 50, 57, 59, 70, 72, 74, 106, 107, 111, 112, 113, 338, 392 <b>TWE:</b> 38
3.02	Recognize, apply and evaluate the design principles used in composition.	<b>SE:</b> 26, 106, 107, 111, 112, 113, 116, 134, 135, 20, 231, 302, 337, 400 <b>TWE:</b> 8, 12, 58, 231, 264, 270, 298, 303
3.03	Use intuitive perception to solve problems.	<b>SE:</b> 43
3.04	Use experimentation to solve problems.	<b>TWE:</b> 28
3.05	Use critical thought and analysis in the problem-solving process.	<b>SE:</b> 39, 95, 315, 349, 409 <b>TWE:</b> 23, 39, 59, 106, 109, 123, 145, 202, 209, 221, 289, 323, 343, 354, 362, 370, 375, 376, 381, 401, 404
3.06	Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.	<b>SE:</b> 30, 32, 33, 34, 35, 41, 43, 50 <b>TWE:</b> 30, 32, 53, 85, 87, 89, 90, 91, 123, 125, 127, 128, 129, 159, 161, 163, 165, 185, 187, 189, 190, 191, 215, 217, 219, 220, 221, 243, 245, 247, 248, 249, 275, 277, 279, 280, 281, 305, 307, 309
<b>Competency Goal 4:</b> <i>The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.</i>		
4.01	Demonstrate the use of life surroundings and personal experiences to express ideas and feelings visually.	<b>TWE:</b> 11, 12, 14, 18, 38, 51, 70, 71, 72, 75, 81, 82, 94, 119, 157, 233, 272, 284
4.02	Interpret the environment through art.	<b>TWE:</b> 11, 51, 101, 119, 147, 182, 232

# Glencoe/McGraw-Hill

*ArtTalk* © 2005

## North Carolina Visual Arts Level I Standards Grades 9–12

STANDARD	DEFINITION	PAGE NUMBER
4.03	Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.	<b>SE:</b> 84–89, 122–127, 158–163, 184–189, 214–219, 242–247, 274–279, 304–309, 345 <b>TWE:</b> 12, 15, 17, 50, 75, 147, 272
4.04	Research and discuss how artists develop personal imagery and style.	<b>TWE:</b> 3, 4, 10, 15, 74, 269, 314
4.05	Apply subjects, symbols and ideas in artworks and use the skills gained to solve problems in daily life.	<b>SE:</b> 400
<b>Competency Goal 5:</b> <i>The learner will understand the visual arts in relation to history and cultures.</i>		
5.01	Know that the visual arts have a history, purpose and function in all cultures.	<b>SE:</b> 3, 8, 9, 18, 23, 28, 30, 46, 80, 84, 86, 88, 89, 99, 105, 122, 124, 126, 127, 151, 158, 160, 162, 171, 181, 184, 186, 188, 201, 214, 216, 218, 219, 227, 229, 242, 244, 246, 247, 255, 270, 274, 276, 278, 279, 287, 290, 299, 304, 306, 308, 309, 330, 351, 357, 365, 366, 373, 399 <b>TWE:</b> 3, 8, 14, 34, 35, 41, 48, 53, 67, 74, 1119, 120, 151, 153, 209, 212, 240, 264
5.02	Identify specific works of art as belonging to particular cultures, times and places.	<b>SE:</b> 14, 23, 32, 84, 86, 88, 122, 124, 126, 158, 160, 162, 184, 186, 188, 214, 216, 218, 227, 242, 244, 246, 255, 274, 276, 278, 304, 306, 308, 365, 373, 381 <b>TWE:</b> 4, 8, 35, 54, 67, 74, 114, 120, 153, 178, 235, 271, 297, 300
5.03	Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.	<b>SE:</b> 5, 23, 28, 39, 40, 41, 43, 65, 69, 83 <b>TWE:</b> 8, 9, 35, 74, 114, 120, 153, 178, 207, 235, 267, 297
5.04	Describe the existence of art movements, periods, and styles.	<b>SE:</b> 5, 12, 25, 30, 46, 69, 270, 325, 353, 355, 365 <b>TWE:</b> 13, 14, 67, 80, 114, 120, 153, 154
5.05	Describe universal themes that exist in art throughout history.	<b>SE:</b> 7, 8, 9, 23, 317
5.06	Recognize and discuss that cultures have	<b>SE:</b> 28, 260, 262, 318

# Glencoe/McGraw-Hill

*ArtTalk* © 2005

## North Carolina Visual Arts Level I Standards Grades 9–12

STANDARD	DEFINITION	PAGE NUMBER
	different aesthetics and each individual is a product of his or her culture.	<b>TWE:</b> 8, 9, 112, 140, 181, 197, 209, 235, 299, 323, 360, 380
<b>Competency Goal 6:</b> <i>The learner will reflect upon and assess the characteristics and merits of their work and the work of others.</i>		
6.01	Describe the various purposes for creating works of visual art.	<b>SE:</b> 9, 12, 15, 23 <b>TWE:</b> 7, 11, 14, 236, 261, 267
6.02	Describe how people's experiences influence the development of specific artworks.	<b>SE:</b> 10, 11, 12, 13, 18, 21, 22, 23, 29, 37, 38, 63, 64, 67, 81, 93, 94, 131, 132, 167, 168, 193, 194, 223, 224, 251, 252, 283, 284, 313, 314, 347, 348, 385, 386, 407, 408 <b>TWE:</b> 11, 13, 33
6.03	Accept other's work and ideas as unique expression of themselves.	<b>SE:</b> 90, 91, 128, 129, 164, 165, 190, 191, 220, 221, 248, 249, 280, 281, 310, 311
6.04	Explain why what is not understood is sometimes devalued.	<b>SE:</b> 20, 21 <b>TWE:</b> 153, 371
6.05	Explain how the constructive role of failure is often a part of the creative process.	<b>SE:</b> 89, 159, 161, 163, 215, 217, 243, 245, 247, 275, 277, 279 <b>TWE:</b> 89, 159, 161, 163, 215, 217, 243, 245, 247, 275, 277, 279
6.06	Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.	<b>SE:</b> 4, 10, 14, 15, 20–21, 30, 32, 34, 35, 36–37, 40, 57, 59, 62–63, 70, 72, 84, 89, 92–93, 117, 122, 127, 130–131, 134–135, 145, 146, 147, 148, 149, 151, 153, 155, 166–167, 171, 179, 181, 192–193, 198, 201, 212, 214, 219, 222–223, 238, 239, 240, 242, 247, 250–251, 255, 258, 268, 270, 274, 279, 282–283, 288, 289, 293, 295, 297, 299, 302, 303, 304, 309, 312–313, 318, 331, 336, 338, 343, 344, 346–347, 355, 357, 360, 361, 367, 369, 371, 374, 375, 378, 379, 380, 381, 382, 383, 384–385, 389, 406–407 <b>TWE:</b> 7, 18, 20–21, 28, 29, 31, 32, 47, 52, 53, 55, 58, 78, 79, 118, 147, 153, 154, 157, 175, 178, 179, 180, 208, 235, 237, 240, 257, 272, 290, 291, 294,

# Glencoe/McGraw-Hill

*ArtTalk* © 2005

## North Carolina Visual Arts Level I Standards Grades 9–12

STANDARD	DEFINITION	PAGE NUMBER
		301, 302
6.07	Explain the varied responses to specific artworks.	<b>SE:</b> 31, 33, 73 <b>TWE:</b> 15, 19, 28
6.08	Accept and offer constructive criticism.	<b>TWE:</b> 155, 194, 213
<b>Competency Goal 7:</b> <i>The learner will perceive connections between visual arts and other disciplines.</i>		
7.01	Identify connections, similarities and differences between the visual arts and other disciplines.	<b>SE:</b> 23, 39, 65, 95, 133, 169, 195, 225, 253, 285, 315, 348, 387, 409, 412–426 <b>TWE:</b> 24, 29, 40, 47, 58, 65, 68, 96, 115, 140, 170, 198, 224, 226, 240, 254, 263, 286, 318, 349, 524
7.02	Describe ways the art elements and design principles interrelate within all arts disciplines.	<b>SE:</b> 42, 132, 413–426, <b>TWE:</b> 111, 240
7.03	Read about and discuss universal themes that exist within the arts disciplines.	<b>SE:</b> 413–426
7.04	Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.	<b>SE:</b> 42, 348
7.05	Discuss and explain how current technology impacts visual arts and other disciplines.	<b>SE:</b> 59, 88, 126, 162, 188, 218, 246, 278, 308 <b>TWE:</b> 11, 46, 59, 60, 61, 72, 114, 128, 145, 156, 168, 175, 208, 216, 236, 244, 261, 302
<b>Competency Goal 8:</b> <i>The learner will develop an awareness of art as an avocation and profession.</i>		
8.01	List and discuss art related avocations.	<b>SE:</b> 405
8.02	List and discuss art professions.	<b>SE:</b> 23, 405 <b>TWE:</b> 90, 128, 164, 190, 220, 248, 280, 310
8.03	Articulate how art provides an opportunity for lifelong learning.	<b>SE:</b> 9, 405