

## North Carolina Visual Arts Education Standards, Grade 7

**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. (National Standard 1)*

**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. (National Standard 2)*

**Competency Goal 4:** *The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)*

**Competency Goal 5:** *The learner will understand the visual arts in relation to history and cultures. (National Standard 4)*

**Competency Goal 6:** *The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)*

**Competency Goal 7:** *The learner will perceive connections between visual arts and other disciplines. (National Standard 6)*

**Competency Goal 8:** *The learner will develop an awareness of art as an avocation and profession.*

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<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	Expand knowledge for organizing and creating art.	<b>SE:</b> 11, 12, 13, 18, 21, 27, 29, 31, 32–33, 38–39, 42–43, 50–51, 59, 56–57, 60–61, 75, 83, 88–89, 100–101, 104–105, 109, 116–117, 119, 126–127, 139, 140–141, 142–143, 156–157, 158–159, 160–161, 172–173, 174–175, 176–177, 188–189, 190–191, 192–193, 204–205, 206–207, 208–209, 220–221, 222–223, 224–225, 236–237, 238–239, 240–241, 242–243, 254–255, 256–257, 258–259, 270–271, 272–273, 274–275 <b>TWE:</b> 10, 15, 18, 24, 26, 34, 36, 37, 41, 49, 50, 51, 55, 59, 74, 76, 77, 82, 94, 96, 100, 103, 104, 124, 126, 137, 138, 144, 145, 151, 152, 163, 175, 177, 186, 191, 196, 201, 212, 218, 252, 255, 256, 257, 258, 271, 277
1.02	Develop strategies for imagining and implementing images.	<b>SE:</b> 5, 12–13, 21, 24, 32–33, 38–39, 42–43, 50–51, 56–57,

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1.03	Explore a variety of solutions in solving creative problems.	<b>SE:</b> 12–13, 39, 56–57, 59, 60–61, 83, 88–89, 100–101, 126–127, 140–141, 144–145, 158–159, 161, 207 <b>TWE:</b> 16, 27, 44, 74, 82, 103, 121, 124, 174, 177, 218, 228, 256, 258
1.04	Understand and discuss that ideas from reality and from fantasy may be used to create original art.	<b>SE:</b> 5, 12–13, 27, 29, 42–43, 83, 88–89, 100–101, 116–117, 120–121, 126–127, 139, 140–141, 142–143, 144–145, 161, 173, 176–177, 204–205, 206–207, 222–223, 224–225, 236–237, 242–243, 256–257, 266, 270–271 <b>TWE:</b> 3, 7, 8, 9, 10, 23, 27, 44, 64, 82, 103, 109, 110, 121, 124, 132, 139, 148, 159
1.05	Demonstrate the development of ideas across time.	<b>SE:</b> 31, 39, 50–51, 100–101, 221, 274–275 <b>TWE:</b> 27, 33, 50, 173, 177
1.06	Recognize and discuss the use of multiple senses in visual arts.	<b>SE:</b> 173, 206–207, 208–209 <b>TWE:</b> 17, 28, 40, 173
<b>Competency Goal 2:</b> <i>The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)</i>		
2.01	Identify various media techniques from visual examples.	<b>SE:</b> 12–13, 43, 73, 75, 119, 126, 135, 226

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2.02	Explore and identify the unique properties and potential of materials using proper vocabulary and terminology.	<b>SE:</b> 6, 13, 67, 79, 85, 88–89, 90, 104–105, 126–127, 144–145, 156–157, 160–161, 188–189, 173–174, 176–177, 206–207, 220–221, 222–223, 224–225, 236–237, 272–273 <b>TWE:</b> 40, 66, 67, 69, 70, 71, 73, 75, 77, 80–81, 84, 85, 88–89, 90, 117, 119, 138, 144–145, 155, 163, 164, 168, 170, 171, 174, 189, 223, 236, 253
2.03	Learn various techniques and processes for working with each material.	<b>SE:</b> 12–13, 56–57, 59, 69, 75, 79, 88–89, 104–105, 116–117, 119, 120–121, 126–127, 135, 139, 140–141, 142–143, 144–145, 156–157, 158–159, 160–161, 172–173, 174–175, 176–177, 188–189, 190–191, 192–193, 206–207, 208–209, 220–221, 222–223, 224–225, 236–237, 238–239, 240–241, 242–243, 256–257, 258–259, 270–271, 272–273 <b>TWE:</b> 33, 37, 41, 43, 74, 77, 78, 121, 137, 138, 143, 151, 155, 157, 163, 170, 201, 223, 225, 257, 258, 269, 275
2.04	Use a variety of media and techniques in an expressive manner.	<b>SE:</b> 12–13, 27, 42–43, 83, 104–105, 116–117, 121, 126–127, 140–141, 142–143, 161, 167, 173, 176–177, 188–189, 190–191, 192–193, 205, 221, 236–237, 238–239, 240–241, 256–257, 272–273 <b>TWE:</b> 16, 37, 44, 82, 103, 121, 132, 143, 180, 186, 201, 212, 256, 258, 275
2.05	Discuss and develop the concept of safety as it relates to art tools and materials.	<b>SE:</b> 105, 161, 221, 224, 241 <b>TWE:</b> 78, 160, 170, 225, 236
<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. (National Standard 2)</i>		
3.01	Explore and discuss the elements and	<b>SE:</b> 29, 61, 104–105, 120–121

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	principles of design found in the environment.	<b>TWE:</b> 12, 21, 23, 25, 27, 29, 30, 35, 36, 49, 58, 59, 63, 96, 106, 132, 255
3.02	Explore and apply the elements and principles of design used in an aesthetic composition.	<b>SE:</b> 2, 12–13, 29, 31, 32–33, 50–51, 56–57, 60–61, 75, 83, 88–89, 100–101, 104–105, 116–117, 119, 120–121, 126–127, 140–141, 142–143, 144–145, 156–157, 158–159, 160–161, 176, 190–191, 192–193, 198–199, 204–205, 206–207, 208–209, 220–221, 222–223, 224–225, 236–237, 238–239, 240–241, 242–243, 256–257, 258–259, 272–273 <b>TWE:</b> 2, 35, 36, 37, 41, 44, 54, 64, 74, 103, 132, 139, 140, 143, 163, 177, 180, 186, 191, 201, 256, 257, 258
3.03	Explore and discuss that diverse solutions are preferable to predetermined visual solutions.	<b>SE:</b> 5, 51 <b>TWE:</b> 12, 74
3.04	Explore and discuss the value of intuitive perceptions in the problem-solving process.	<b>SE:</b> 100–101, 104–105, 120–121, 126–127, 140–141, 156–157, 158–159, 176–177, 206–207, 221 <b>TWE:</b> 5, 20, 21, 57, 83, 103, 105, 121, 126–127, 137, 140, 173, 180, 252, 259
3.05	Explore and discuss the value of experimentation in the problem-solving process.	<b>SE:</b> 12–13, 42–43, 69, 75, 83, 88–89, 126–127, 139, 158–159, 160–161, 173, 181, 190–191, 192–193, 206–207, 220–221, 222–223, 224–225 <b>TWE:</b> 12, 16, 27, 41, 42–43, 57, 85, 141, 173, 256, 257, 259
3.06	Explore and discuss how artists use the elements and principles of design to impact the environment.	<b>SE:</b> 64, 68, 90, 129 <b>TWE:</b> 36, 82, 90, 106, 177, 214, 251, 256, 260
<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. (National Standard 3)</i>		
4.01	Use visual arts to persuade and communicate ideas.	<b>SE:</b> 12–13, 14–18, 27, 38–39, 42–43, 64, 56–57, 88–89, 100–101, 104–105, 116–117, 126–127, 140–141, 147, 156–157, 158–159, 172–173, 176–177,

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4.02	Demonstrate the use of life surroundings and personal experiences to express ideas and meanings visually.	<b>SE:</b> 18, 38–39, 56–57, 60–61, 83, 100–101, 116, 120–121, 126–127, 140–141, 144–145, 158–159, 172–173, 176–177, 190–191, 207, 220–221, 222–223, 224–225, 239, 242–243, 254–255, 256–257 <b>TWE:</b> 4, 16, 24, 38, 44, 52, 59, 64, 124, 132, 137, 139, 140, 152, 163, 175, 176–177, 191
4.03	Interpret the environment through art.	<b>SE:</b> 29, 31, 38–39, 42–43, 61, 69–83, 104–105, 120–121, 126–127, 160–161 <b>TWE:</b> 7, 44, 124, 132, 163, 164
4.04	Invent original imagery to convey meaning.	<b>SE:</b> 12–13, 27, 60–61, 83, 88–89, 100–101, 116–117, 144–145, 158–159, 204–205, 206–207, 208–209, 220–221, 222–223, 236–247, 242–243 <b>TWE:</b> 10, 17, 82, 103, 152, 205
4.05	Explore how artists develop personal imagery and style.	<b>SE:</b> 12–13, 20–21, 107, 116, 118–119, 155, 171, 192, 278 <b>TWE:</b> 4, 8, 10, 13, 20, 44, 53, 66, 78, 86, 107, 108, 134, 148, 157
<b>Competency Goal 5:</b> <i>The learner will understand the visual arts in relation to history and cultures. (National Standard 4)</i>		
5.01	Identify the history, purpose and functions of visual arts in various cultures.	<b>SE:</b> 39, 41, 51, 55, 106, 203, 222, 234 <b>TWE:</b> 9, 16, 31, 36, 39, 81, 86, 129, 222, 223, 234, 237, 239, 241, 246
5.02	Describe characteristics of specific works of art that belong to a particular culture, time and place.	<b>SE:</b> 9, 10, 41, 50, 51, 55, 78, 97, 116, 130–131, 145, 196, 227, 234, 328

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5.03	Describe relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.	<b>SE:</b> 9, 39, 145, 157, 169, 170, 195, 235, 256, 261 <b>TWE:</b> 14, 31, 35, 39, 74, 75, 79, 81, 115, 120, 125, 131, 132, 161, 171, 173, 177, 185, 186, 202, 211, 216, 219, 223, 227, 234, 245, 253, 260
5.04	Explore and discuss the existence of art movements, periods, and styles.	<b>SE:</b> 75, 118–119, 122 <b>TWE:</b> 75, 118, 119, 120, 121, 123, 124, 129, 130, 252, 257, 259
5.05	Explore and discuss the existence of universal theme in art throughout history.	<b>SE:</b> 159 <b>TWE:</b> 41, 108
5.06	Explore the aesthetic diversity of various cultures.	<b>SE:</b> 109 <b>TWE:</b> 86, 227
<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. (National Standard 5)</i>		
6.01	Explain how a work of art can meet its intended purpose.	<b>SE:</b> 2, 7, 33, 41, 50, 57, 61, 64, 99, 117, 119, 121, 127, 137, 147, 189, 191, 193, 203, 205, 207, 243, 255 <b>TWE:</b> 6, 10, 16, 18, 20, 22, 26, 29, 31, 33, 35, 36, 47, 53, 78, 81, 82, 89, 108, 109, 123, 127, 137, 154, 200
6.02	Identify the influences that had the greatest impact on a given work of art.	<b>SE:</b> 10, 144, 155, 177, 217 <b>TWE:</b> 9, 10, 36, 44, 53, 85, 107, 108, 109
6.03	Explain how other's work and ideas as unique expression of themselves.	<b>SE:</b> 13, 101, 117, 145, 191 <b>TWE:</b> 8, 145, 191
6.04	Incorporate constructive growth learned from unsuccessful efforts into the creative process.	<b>SE:</b> 69, 75, 97, 159, 204–205, 271, 272–273 <b>TWE:</b> 13, 39, 51, 61, 101, 117, 161, 191, 207, 225, 237
6.05	Critique artwork evaluating meaning, feeling, mood and ideas in oral and written expression.	<b>SE:</b> 2, 3, 44, 105, 117, 121, 127, 159, 161, 173, 175, 177, 183, 189, 193, 195, 196, 204–205, 207, 209, 221, 223, 225, 237 <b>TWE:</b> 2, 5, 20, 22, 26, 29, 31, 36, 53, 78, 79, 81, 100, 103,

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<b>Competency Goal 7:</b> <i>The learner will perceive connections between visual arts and other disciplines. (National Standard 6)</i>		
7.01	Explain connections, similarities and differences between the visual arts and other disciplines.	<b>SE:</b> 22–23, 27, 64–65, 121, 131, 133, 149, 163, 204–205, 254–255, 276–277 <b>TWE:</b> 36, 44, 45, 48, 50, 58, 80, 81, 95, 98, 100, 105, 112, 125, 128, 131, 164, 165, 173, 181, 187, 201, 207, 217, 246, 255, 261, 271
7.02	Explain various ways the art elements and design principles interrelate with other arts disciplines.	<b>SE:</b> 65, 206–207 <b>TWE:</b> 24, 53, 58, 59, 106, 131, 163, 174, 206, 217
7.03	Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.	<b>SE:</b> 131, 146–147, 162–163 <b>TWE:</b> 54, 123, 130, 132, 146–147, 185, 189, 194–195, 197, 200, 213, 245, 247
7.04	Discuss and describe the impact future technology will have on visual arts and other disciplines.	<b>SE:</b> 84 <b>TWE:</b> 84, 87, 187, 269
<b>Competency Goal 8:</b> <i>The learner will develop an awareness of art as an avocation and profession.</i>		
8.01	Identify and discuss visual arts as an avocation.	<b>SE:</b> 5, 175, 193, 241 <b>TWE:</b> 4, 225
8.02	Identify and discuss how broad visual arts is as a profession.	<b>TWE:</b> 5, 43, 60, 64, 89, 108, 128, 145, 146, 193, 203, 205, 209
8.03	Research how art provides an opportunity of involvement, both vocationally and avocationally.	<b>TWE:</b> 4, 5, 43, 141, 225