

California
Visual Arts Grades Nine Through Twelve Proficient
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OBJECTIVES	PAGE REFERENCES
1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	
<i>Develop Perceptual Skills and Visual Arts Vocabulary</i>	
1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.	SE: 18–19, 21, 37, 39, 63, 89, 93, 123, 125, 159, 169, 187, 191, 198–213, 215, 217, 219, 220–221, 223, 225, 226–241, 243, 245, 247, 248–249, 251, 253, 254–273, 275, 277, 279, 280–281, 283, 285, 286–303, 305, 307, 309, 310–311, 313, 315, 347, 349, 385, 407 TWE: 53, 91, 116, 118, 163, 165, 175, 193, 201, 202, 203, 204, 207, 208, 211, 221, 231, 232, 233, 235, 236, 237, 240, 241, 244, 246, 249, 257, 259, 262, 263, 267, 281, 291, 293, 294, 297, 299, 303, 340, 355, 379, 394, 402
1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.	SE: 89, 123, 136, 277, 287, 289–295, 306–307, 310–311, 313, 315, 351 TWE: 155, 175, 257, 286, 290, 329, 333, 335, 379, 407
<i>Analyze Art Elements and Principles of Design</i>	
1.3 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.	Research projects can be assigned with the following content: SE: 12–13, 21, 23, 24–25, 30, 34–35, 39, 41, 46–47, 63, 69, 88, 93, 97, 105, 124, 135, 151, 162, 167, 170–171, 179, 181, 193, 199, 201, 212, 223, 229, 255, 270, 283, 287, 299, 306, 313, 330, 347, 351, 365, 385, 389, 399, 407 TWE: 3, 25, 38, 41, 51, 59, 62, 74, 78, 80, 86, 97, 104, 109, 119, 153, 154, 171, 178, 182, 186, 197, 212, 222, 269, 271, 274, 276, 293, 300, 306, 317, 367, 376, 379, 389, 411

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.	<p>SE: 165, 198, 213, 215, 217, 219, 220–221, 222–223, 226–241, 243, 245, 247, 248–249, 250–251, 254–255, 274–275, 280–281, 282–283, 285, 288–295, 315</p> <p>TWE: 27, 201, 209, 221, 236, 240, 249, 258, 259, 279, 290, 291, 294</p>
<i>Impact of Media Choice</i>	
1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.	<p>SE: 37, 50, 63, 90–91, 97, 131, 152, 170–171, 186, 193, 243, 252, 303, 336–337, 342–343</p> <p>TWE: 8, 41, 43, 47, 59, 84, 157, 166, 186, 214, 272, 300, 389</p>
1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.	<p>SE: 60</p> <p>TWE: 46, 59, 189</p>
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p>	
<i>Skills, Processes, Materials, and Tools</i>	
2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.	<p>SE: 15, 16, 47, 49, 54, 60, 64, 73, 78, 84–85, 86–87, 88–89, 100, 102, 104, 107, 115, 120–121, 122–123, 124–125, 126–127, 132, 142, 149, 158–159, 160–161, 162–163, 184–185, 186–187, 188–189, 204, 208, 210, 214–215, 216–217, 218–219, 231, 233, 238, 241, 242–243, 244–245, 246–247, 261, 264, 273, 274–275, 276–277, 278–279, 289, 295, 302, 304–305, 306–307, 308–309, 314, 338, 345, 392, 400, 413, 426</p> <p>TWE: 22, 32, 50, 51, 53, 64, 72, 94, 99, 101, 105, 139, 140, 141, 147, 157, 159, 168, 194, 207, 212, 213, 224, 229, 230, 232, 237, 259, 270, 272, 293, 298, 309, 313, 314, 328, 335, 338, 364, 368, 374, 382, 386, 408</p>
2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.	<p>SE: 91, 129, 165, 191, 221, 281, 311</p> <p>TWE: 85, 87, 91, 123, 125, 127, 161, 163, 165, 185, 189, 191, 219, 243, 247, 277, 281, 305, 311</p> <p><i>Note: Any of the completed studio projects may be a candidate for students' portfolios.</i></p>

<p>2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).</p>	<p>SE: 16, 47, 49, 54, 60, 73, 76, 78, 81, 82, 83, 88–89, 100, 102, 104, 107, 108, 112, 115, 121, 126–127, 142, 149, 152, 157, 162–163, 174, 175, 183, 188–189, 204, 206, 208, 210, 218–219, 231, 233, 238, 241, 246–247, 261, 264, 266, 273, 278–279, 289, 295, 302, 308–309</p> <p>TWE: 61, 73, 88, 89, 126–127, 145, 188, 208, 216, 218, 236, 244, 246, 247, 278, 302, 357</p>
<p>2.4 Review and refine observational drawing skills.</p>	<p>SE: 7, 15, 42–45, 54, 76, 81–83, 91, 104, 107, 108, 112, 124–125, 129, 143, 157, 168, 175, 191, 221, 231, 241, 249, 281, 353, 355</p> <p>TWE: 14, 28, 44, 54, 71, 75, 81, 82, 91, 101, 147, 175, 176, 232, 233, 268, 348, 358, 364, 373, 400</p>
<p><i>Communication and Expression Through Original Works of Art</i></p>	
<p>2.5 Create an expressive composition, focusing on dominance and subordination.</p>	<p>SE: 88–89, 122–123, 124–125</p> <p>TWE: 155</p>
<p>2.6 Create a two or three-dimensional work of art that addresses a social issue.</p>	<p>TWE: 284</p> <p><i>Note: Teachers can assign students to address a social issue in appropriate studio projects throughout the text.</i></p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p>	
<p><i>Role and Development of the Visual Arts</i></p>	
<p>3.1 Identify similarities and differences in the purposes of art created in selected cultures.</p>	<p>SE: 6–9, 14–15, 52, 54–56, 251, 285, 315, 319–345, 348, 349, 352–383</p> <p>TWE: 6, 9, 36, 48, 53, 54, 73, 119, 158, 159, 160, 162, 181, 198, 227, 232, 242, 279, 297, 304, 319, 334, 336, 337, 340, 343, 367</p>
<p>3.2 Identify and describe the role and influence of new technologies on contemporary works of art.</p>	<p>SE: 53–61, 303, 390–392, 394–397, 446–454</p> <p>TWE: 11, 27, 59, 114, 381, 396</p>

<i>Diversity of the Visual Arts</i>	
3.3 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.	<p>SE: 10–11, 14–15, 25, 39, 41, 65, 69, 95, 133, 153, 154, 165, 171, 194, 195, 216, 221, 225, 227, 242, 244, 249, 251, 253, 255, 281, 284, 285, 313, 314, 318–349, 386, 387, 407, 409</p> <p>TWE: 7, 8, 13, 35, 36, 41, 58, 59, 61, 67, 69, 74, 80, 86, 96, 113, 121, 129, 131, 153, 179, 180, 198, 203, 216, 222, 223, 235, 245, 255, 264, 268, 282, 312, 325, 327, 354, 365, 367, 373, 376</p>
3.4 Discuss the purposes of art in selected contemporary cultures.	<p>SE: 6–9, 15, 52, 54–56, 58, 61, 63, 284, 381, 383, 386, 400–402, 408</p> <p>TWE: 6, 9, 144, 393</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p>	
<i>Derive Meaning</i>	
4.1 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.	<p>SE: 29, 348</p> <p>TWE: 18, 29, 33, 120</p>
4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.	<p>SE: 133, 252, 321, 348</p> <p>TWE: 380, 382</p>
<i>Make Informed Judgments</i>	
4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.	<p>Student debates on the aesthetic value of artworks can be assigned with the following content:</p> <p>SE: 21, 37, 63, 93, 129, 131, 167, 193, 223, 251, 281, 283, 313, 347, 385</p> <p>TWE: 28, 30, 32, 87, 160–161, 179, 209, 272, 302, 361, 363, 370</p>
4.4 Articulate the process and rationale for refining and reworking one of their own works of art.	<p>SE: 89, 159, 161, 163, 215, 217, 243, 245, 247, 275, 277, 279, 305</p>

<p>4.5 Employ the conventions of art criticism in writing and speaking about works of art.</p>	<p>SE: 21, 26–33, 37, 39, 63, 85, 87, 89, 93, 123, 125, 127, 129, 131, 161, 163, 165, 167, 185, 187, 189, 191, 193, 215, 217, 219, 221, 223, 243, 245, 247, 249, 251, 275, 277, 279, 281, 283, 305, 307, 309, 311, 313, 347, 349, 373, 385</p> <p>TWE: 28, 29, 30, 32, 33, 53, 55, 79, 87, 91, 157, 159, 161, 163 165, 179, 190–191, 213, 237, 240, 281, 294, 295, 311, 329, 341, 370 376, 394</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p>	
<p><i>Connections and Applications</i></p>	
<p>5.1 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.</p>	<p>Teachers can assign an advertising campaign for a school production to meet this objective. The following content include advertising projects for other events.</p> <p>SE: 308–309</p> <p>TWE: 2, 22, 161</p>
<p>5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.</p>	<p>SE: 306–307, 314</p> <p>TWE: 12, 15, 313, 368, 403</p>
<p><i>Visual Literacy</i></p>	
<p>5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.</p>	<p>Teachers can assign students to compare media coverage of an appropriate art exhibition to meet this objective.</p>
<p><i>Careers and Career-Related Skills</i></p>	
<p>5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).</p>	<p>SE: 6, 10–11, 31, 34–35, 390–403, 405</p> <p>TWE: 29, 34, 58, 78, 90, 106, 128, 151, 220, 235, 390, 404, 405</p>