Nebraska K-12 Fine Arts Standards: Visual Arts

(Approved by the Nebraska State Board of Education March 4, 2014)

K-12 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience.

		Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Create - Art to generate ideas		**FA 2.2.1 Students will use the creative process** *(glossary)* **to make works of art with a variety of materials** *(glossary)***.**	**FA 5.2.1 Students will use the creative process** *(glossary)* **to make works of art exploring subjects and themes** *(glossary)* **with a variety of materials** *(glossary)***.**	**FA 8.2.1 Students will use the creative process** *(glossary)* **to investigate and communicate personal voice in artwork.**	**FA 12.2.1 Students will use the creative process** *(glossary)* **to formulate a plan and implement aesthetic** *(glossary)* **choices in artwork.**
	Plan/ Material	FA 2.2.1.a Experiment and explore ideas and materials *(glossary)* (e.g., 2D, 3D).	FA 5.2.1.a Develop ideas using a variety of materials *(glossary)*.	FA 8.2.1.a Investigate ideas and materials *(glossary)* to demonstrate planning and refining.	FA 12.2.1.a Analyze multiple ideas and materials *(glossary)* to demonstrate planning and refining.
	Imagine/ Artistic Voice	FA 2.2.1.b Create artworks that express unique student interpretation.	FA 5.2.1.b Use observation, imagination and interpretation in creating artworks that reflect a variety of styles, themes, *(glossary)* and subjects.	FA 8.2.1.b Recognize personal voice and make stylistic choices to reflect personal identity.	FA 12.2.1.b Create and communicate a personal voice, with intention, through a body of work.
	Aesthetic Experience	FA 2.2.1.c Explore and experience the properties of various art media *(glossary)* through senses and emotions.	FA 5.2.1.c Demonstrate the connections between sensory experience *(glossary)* and expressing emotion.	FA 8.2.1.c Engage in the sensory experience *(glossary)* and relate it to making expressive artwork.	FA 12.2.1.c Engage in making art to communicate and connect aesthetic theories *(glossary)* to self-expression (e.g., imitationalism *(glossary)*, expressionism *(glossary)*, institutionalism *(glossary)*, instrumentalism *(glossary)*, formalism *(glossary)*, contextualism *(glossary)*).
	Elements/ Principles	FA 2.2.1.d Explore elements of art and principles *(glossary)* of design to brainstorm visual possibilities. (e.g., use color and shape to create pattern).	FA 5.2.1.d Identify and use elements of art and principles of design *(glossary)* to brainstorm visual possibilities (e.g., create symmetrical and asymmetrical balance using line and shape).	FA 8.2.1.d Investigate and apply relationships between elements of art and principles of design *(glossary)* to brainstorm visual possibilities (e.g., consider a variety of images and determine how line and value create emphasis in art).	FA 12.2.1.d Demonstrate and communicate understanding of relationships between elements of art and principles of design *(glossary)* by developing multiple solutions to a visual problem.
	Process/ Craftsmanship	FA 2.2.1.e Explore various techniques, skills, and the importance of craftsmanship/workmanship *(glossary)* (e.g., properly hold scissors, while turning paper, to create a well-defined shape).	FA 5.2.1.e Apply various techniques to develop craftsmanship *(glossary)* skills (e.g., use cutting and gluing techniques to produce clean edges without visible glue).	FA 8.2.1.e Investigate and demonstrate the relationship between technique, skill, and craftsmanship *(glossary)*.	FA 12.2.1.e Synthesize knowledge of relationships between advanced technique, skill, and craftsmanship *(glossary)*.
		FA 2.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*.	FA 5.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*.	FA 8.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*.	FA 12.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*.

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Present –Art to communicate ideas, process, and product.		**FA 2.2.2 Students will explore basic presentation methods and purposes.**	**FA 5.2.2 Students will develop presentation skills to communicate meaning.**	**FA 8.2.2 Students will understand and apply their knowledge of a variety of presentation and communication techniques.**	**FA 12.2.2 Students will integrate and apply presentation knowledge into life experiences.**
	Intent	FA 2.2.2.a Present an artist statement *(glossary)* through formal or informal communication (e.g., written, verbal).	FA 5.2.2.a Communicate artistic statements *(glossary)* using art terminology (e.g., product, process).	FA 8.2.2.a Analyze and present reflections of personal growth in an artist statement *(glossary)*.	FA 12.2.2.a Design a personal artist statement *(glossary)* by choosing from a variety of methods (e.g., poetry, multimedia).
	Selection	FA 2.2.2.b Select a work of art for display.	FA 5.2.2.b Apply basic art presentation skills in a collaborative group display.	FA 8.2.2.b Analyze, individually and collaboratively, the selection of art collections, displays, and presentations.	FA 12.2.2.b Create a portfolio *(glossary)*, digital collection *(glossary)*, or community display in a professional manner.
	Presentation Venue	FA 2.2.2.c Communicate a variety of different venues *(glossary)* to display art (e.g., describe or dramatize to an audience).	FA 5.2.2.c Examine how the process of collecting and displaying artwork varies depending on the purpose (e.g., cultivate awareness and appreciation of ideas, beliefs, experiences).	FA 8.2.2.c Explore how the meaning of art can be affected by the presentation mode or venue *(glossary)* (e.g., reproduction, digital, social media *(glossary)*, or original museum/gallery experience).	FA 12.2.2.c Compare and contrast the effectiveness of a presentation venue *(glossary)* and how it affects the artist, artwork, and audience (e.g., reproduction, digital, social media *(glossary)*, museum setting, gallery experience).

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Respond – to understand and appreciate ideas		**FA 2.2.3 Students will explore the critical process** *(glossary)* **to respond to works of art, learning about themselves and others.**	**FA 5.2.3 Students will use the critical process** *(glossary)* **to examine works of art, learning about themselves and cultures.**	**FA 8.2.3 Students will use the critical process** *(glossary)* **to compare and contrast multiple works of art, learning about themselves in the world.**	**FA 12.2.3 Students will use the critical process** *(glossary)* **to develop and defend a logical argument supporting a contextual response to a work of art.**
	Describe	FA 2.2.3.a Identify and describe a piece of art (e.g., subject matter *(glossary)*, use of color).	FA 5.2.3.a Identify and describe use of media *(glossary)* (e.g., paint, clay, collage) and techniques to create subject matter *(glossary)*, visual elements *(glossary)* and mood.	FA 8.2.3.a Identify and describe themes *(glossary)* and styles in works of art.	FA 12.2.3.a Identify and describe works of art that reveal different ideas (e.g., cultures, individuals).
	Analyze	FA 2.2.3.b Identify use of elements and principles *(glossary)* in works of art (e.g., recognize use of pattern, symmetry).	FA 5.2.3.b Categorize elements and principles *(glossary)* in works of art (e.g., group works of art by the use of line, shape, balance).	FA 8.2.3.b Compare and contrast works of art using elements and principles *(glossary)* (e.g., themes *(glossary)*, styles, cultures).	FA 12.2.3.b Formulate a rationale addressing use of elements and principles *(glossary)* in a work of art.
	Interpret	FA 2.2.3.c Interpret mood or feeling in a work of art.	FA 5.2.3.c Interpret the message communicated by a work of art, using knowledge of visual elements *(glossary)*, subject matter *(glossary)*, and mood.	FA 8.2.3.c Compare and contrast various interpretations of themes *(glossary)*, styles, and mood.	FA 12.2.3.c Interpret and explain expressive qualities of artistic styles *(glossary)* and movements (e.g., contemporary/pop cultural vs. historical art movements).
	Evaluate	FA 2.2.3.d Articulate personal artistic choice and ideas (e.g., "I like this because...," "I chose this because...").	FA 5.2.3.d Compare personal interpretation of a work of art with the interpretations of others.	FA 8.2.3.d Explain why a work of art can evoke different interpretations and how artwork is interpreted and evaluated by the way it is displayed or presented.	FA 12.2.3.d Critique and defend how aesthetic *(glossary)* choices impact the visual image and/or intended message.

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Connect - Individual perspective and identity through the study of art Artist Identity Time and Place Purpose and Function	**FA 2.2.4 Students will identify contemporary, historical, and cultural context in art and life.**	**FA 5.2.4 Students will examine contemporary, historical, and cultural context in art and life.**	**FA 8.2.4 Students will examine the significance of art in contemporary, historical, and cultural context in art and life.**	**FA 12.2.4 Students will synthesize understanding of contemporary, historical, and cultural context in art and life.**
	FA 2.2.4.a Communicate that "I can be an artist."	FA 5.2.4.a Identify ways that artists influence lives and communities.	FA 8.2.4.a Students can identify and demonstrate the role of an artist and explore art-related career opportunities.	FA 12.2.4.a Investigate how artists define, shape, and empower their lives (e.g., personal life, lifelong opportunities, careers).
	FA 2.2.4.b Identify examples of how humans have always made art.	FA 5.2.4.b Compare and contrast works of art from a variety of contemporary, historical, and cultural contexts.	FA 8.2.4.b Investigate and classify works of art from a variety of contemporary, historical, and cultural contexts.	FA 12.2.4.b Analyze and interpret works of art from a variety of contemporary, historical, cultural contexts, time periods, and cultural settings.
	FA 2.2.4.c Communicate that works of art are made for different purposes.	FA 5.2.4.c Identify and discuss purpose and function of different art forms (e.g., "is this object a sculpture, bowl, or decoration?").	FA 8.2.4.c Compare and contrast the purpose and function of different art forms. (e.g., artifacts *(glossary)* vs. fine art).	FA 12.2.4.c Synthesize how the purpose and function of art reveals aesthetic theory *(glossary)* (e.g., political, social, cultural, personal).
	FA 2.2.4.d Identify how images and objects are used to convey a story, familiar experience, or connection to the world.	FA 5.2.4.d Explore how images and objects are used to convey a story, familiar experience, or connection to the world.	FA 8.2.4.d Explain how images and objects are used to convey a story, familiar experience, or connection to the world.	FA 12.2.4.d Connect images, objects, and a personal work of art to convey a story, familiar experience, or connection to the world.

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Art Standards
Seventh Grade

1. **Understand and appreciate the cultural and historical context of art.**
   A. Know specific examples of how history and art have impacted each other.
   B. Be able to research art from several points of view (cultural, artists, movements, historical, technical, etc.).
   C. Know how a specific culture's art expresses details of that culture (values, settings, religion, etc.).
   D. Be able to evaluate and respond to diversified art on the basis of the elements of design, subject matter, and theme.

2. **Understand the elements of design in nature and human-made forms.**
   A. Know the elements of design.
   B. Be able to identify the elements of design in nature and human-made forms.
   C. Using the elements of design, be able to explain a personal reaction to specific forms/scenes in nature, formal/intentional art, and everyday objects.

3. **Understand the use of subject matter and theme in visual art.**
   A. Know the concepts of subject matter and theme and be able to distinguish between them.
   B. Be able to analyze own art, art of classmates, and famous art for subject matter and theme.
   C. Be able to plan own art using the concepts of subject matter and theme.
   D. Be able to relate the concepts of subject matter and theme to other art forms (literature, music, etc.).

4. **Be able to experiment with a wide variety of materials/media and processes.**
   A. Know about several kinds of materials/media (name, strengths, weaknesses, unique traits, famous practitioners, requirements, safety considerations, and tools).
   B. Be able to produce simple artistic works in each medium which show a conscious choice of varied subject matter and application of some of the elements of design.
   C. Be able to use materials not normally considered artistic materials to create a work of art which has subject matter, theme, or both.
   D. Be able to give a clear analysis of own reactions to, interest in, and achievement in each.

5. **Be able to create artwork which is unique and explain it using the elements of design.**
   A. Be able to create complete works of art in more than one material/media which shows specific matter, intentional choice of theme, aesthetic appeal, and integration of the elements of design.
   B. Be able to preplan the art.
   C. Be able to evaluate own art and art of others on the basis of subject matter, theme, and the elements of design.

6. **Be able to demonstrate with artistic expression increased awareness of social, natural, and human-made surroundings.**
   A. When placed in a familiar natural setting, social setting, and/or site in a building or neighborhood, be able to verbally identify elements not before noticed in more than one sense (smell, sound, sight, feeling, taste).
   B. Be able to render in simple but expressive and clear form some specific portion of the scene so that others can identify it.
   C. Be able to render in simple but clear and expressive manner the scene from an unusual point of view or to make a specific comment about the scene.

Art Standards
Ceramics
(grades 9-12)

1. **Understand the material used in ceramics.**
   A. Know the qualities (limitations, possibilities, chemical make-up, firing ranges, and drying qualities) of different clays.
   B. Know the qualities (limitations, possibilities, chemical make-up, firing ranges, and drying qualities) of different glazes.

2. **Understand the methods and techniques involved with hand-thrown ceramic construction for:**
   A. Coil.
   B. Slab.
   C. Wheel.

3. **Be able to safely and creatively use the following equipment and tools in producing ceramics:**
   A. Potter's wheel.
   B. Wedging.
   C. Kiln.
   D. Bat.
   E. Ribbon/loop tools.
   F. Sponge.
   G. Knife.

4. **Be able to create functional and/or aesthetically pleasing ceramics with widely varied:**
   A. Shape.
   B. Form.
   C. Texture.
   D. Purpose.

5. **Be able to use the techniques and styles of others to produce aesthetically pleasing and/or functional ceramics.**
   A. Be able to identify a technique or style which interests you in ceramic work.
   B. Be able to explain and analyze the technique or style.
   C. Be able to sketch out the intended work and practice the style and technique.
   D. Be able to analyze the complete work for execution of the plan.

6. **Be able to create and explain unique ceramics.**
   A. Be able to preplan and sketch out the ceramic applying all of the above concepts.
   B. Be able to complete the ceramic according to the plan.
   C. Be able to explain how the ceramic is unique and analyze it with the above concepts.

7. **Understand ceramics as a career.**
   A. Be familiar with several careers in ceramics (mold casting, mold design, industrial ceramics, commercial ceramics, commercial glazer) including skills and training necessary, benefits and rewards, limitations and problems, and special considerations.
   B. Be able to give and justify a personal response to ceramics as a career.

Art Standards
Drawing
(grades 9-12)

1. **Understand/demonstrate the following uses of line:**
   A. Contour drawing.
   B. Gesture drawing.
   C. Diagonal, vertical, horizontal, crosshatching, and overlapping.
   D. Perspective.

2. **Be able to create drawings using the following variety of tools and media:**
   A. Pen and ink.
   B. Pastel.
   C. Charcoal.
   D. Pencil.
   E. Nontraditional tools.

3. **Understand/demonstrate the following skills and techniques of drawing:**
   A. Crosshatch.
   B. Pointillism.
   C. Lost and found, glazing, and rubbing.
   D. Blending.
   E. Gradation.

4. **Be able to use drawing techniques to produce varied surface textures, form, space, and focal points with the following:**
   A. Overlapping.
   B. Divergent line.
   C. Values (lights and darks).

5. **Be able to depict realistic representation of objects which have the following traits:**
   A. Value.
   B. Accuracy and perception of what is being drawn.
   C. Surface texture simulation.
   D. Detail.

6. **Understand the relationship between the elements and principles of art in drawing:**
   A. Overlapping and space.
   B. Form and value.
   C. Line and texture.
   D. Shape.
   E. Value.

7. **Be able to use the principles of drawing to create the following kinds of original drawings:**
   A. Creative drawing.
   B. Expressive.
   C. Emotional.
   D. Inventive.
   E. Abstraction.

8. **Be able to evaluate the quality of drawings by self and others with the following criteria:**
   A. Originality.
   B. Effort and level of difficulty.
   C. Aesthetics and level of sophistication.
   D. Craftsmanship.

9. **Understand art as a career.**
   A. Be familiar with several careers in art, especially drawing-related ones, including skills and training necessary, benefits and rewards, limitations and problems, and special considerations.
   B. Be able to give and justify a personal response to art as a career.

Art Standards
Commercial Art
(grades 9-12)

1. **Understand the techniques, tools, materials, and methods of commercial art.**
   A. Know the techniques, tools, materials, and methods.
   B. Be able to identify their uses in many forms of commercial art.
   C. Know and be able to apply to commercial art the elements and principles of art and other concepts of art.
   D. Be able to apply all of the above to the creation of commercial art.
   E. Be able to evaluate/analyze commercial art on the basis of all of the above.

2. **Be able to produce products related to many fields of commercial art (advertising, exterior design, interior design, product design, industrial design, fashion design, architectural design, etc.).**
   A. Be able to identify the purpose of the product.
   B. Be able to find and analyze several similar forms in commercially-produced products.
   C. Be able to rough out several designs of the product.
   D. Be able to choose the one best design.
   E. Be able to complete the chosen design to a finished product which is aesthetically pleasing and functional.
   F. Be able to "sell" the completed product to a mock or real audience.
   G. Be able to successfully create and use or sell a commercial art product in the school or community.

3. **Understand how technology affects the world of commercial art and be able to create products using technology.**
   A. Know several forms of technology used in commercial art (computers, video cameras, photography, silk screening and other forms of printing, etc.) and the uses and particular traits of each.
   B. Be able to identify and evaluate on the basis of the concepts in standard #1 commercial art products produced with these technologies.
   C. Be able to create and evaluate own products in those forms of technology which are available.

4. **Understand commercial art as a career.**
   A. Be familiar with several careers in commercial art including skills and training necessary, benefits and rewards, limitations and problems, and special considerations.
   B. Be able to give and justify a personal response to commercial art as a career.

Art Standards
Painting
(grades 9-12)

1. **Be able to produce quality paintings using watercolor, oil, acrylic, and mixed media which show the effective use of the following:**
   A. Elements of art, especially color.
   B. Composition using the principles of art.
   C. Surface quality.

2. **Be able to produce quality paintings using watercolor, oil, acrylic, and mixed media which show the effective use of the techniques of various artists, such as:**
   A. Glazing.
   B. Scrubbing.
   C. Wash.
   D. Dry brush.

3. **Be able to produce quality paintings using watercolor, oil, acrylic, and mixed media which evoke particular emotions with:**
   A. Color, line, and shape.
   B. Expressionistic and nonexpressionistic styles.
   C. Choice of subject matter.

4. **Be able to produce quality paintings using watercolor, oil, acrylic, and mixed media which reflect the styles, periods, and artistry of others, such as pointillism, expressionism, abstractionism, and realism.**
   A. Be able to identify techniques or styles which interest you.
   B. Be able to explain/analyze the techniques or styles.
   C. Be able to rough out intended works and practice the styles and techniques.
   D. Be able to analyze the complete works for execution of the plan.

5. **Be able to create and explain unique watercolor, oil, acrylic, and mixed media paintings.**
   A. Be able to preplan and rough out the painting applying all of the above concepts.
   B. Know when the painting is complete.
   C. Be able to explain how the painting is unique and analyze the painting with the above concepts.

6. **Be able to apply specific criteria in judging the quality of paintings.**
   A. Know the criteria by which to judge paintings.
   B. Be able to apply these criteria in oral and written form to paintings of self, classmates, local artists, and famous paintings.

7. **Understand art as a career.**
   A. Be familiar with several careers in art, especially painting, including skills and training necessary, benefits and rewards, limitations and problems, and special considerations.
   B. Be able to give and justify a personal response to art as a career.