

Visual Arts Essential Standards by Grade Span with Student “I Can” Statements
(Students should be able to accomplish these outcomes by the end of Grades 2, 5, 8, and the Advanced High School Proficiency Level)

Processes	Skills and Concepts	Early Elementary (K-2)	Upper Elementary (3-5)	Middle Grades (6-8)	High School (9-12)
Creating and Communicating	using the language of visual arts to communicate	<ul style="list-style-type: none"> I can use appropriate art vocabulary when discussing media, tools, processes, or images in art. I can create original art that expresses ideas about myself, people, neighborhoods, communities, ideas, themes, and events. I can understand the “story” in works of art. I can illustrate characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value. I can illustrate characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, and proportion. 	<ul style="list-style-type: none"> I can use appropriate art vocabulary to describe art movements and artists’ styles. I can create art that reflects personal voice and choice. I can identify themes from masters’ works. I can infer meaning from art. I can classify works of art in terms of whether they are realistic, abstract, or non-objective. I can explain how the Elements of Art are used to develop a composition. I can apply the Principles of Design in creating compositions. I can explain the relationship between the Elements of Art and the Principles of Design. 	<ul style="list-style-type: none"> I can use appropriate vocabulary to describe, analyze, and evaluate art, including Elements of Art, Principles of Design, types of media, various processes, and style. I can apply the Elements of Art and Principles of Design in the planning and creation of personal art. I can identify how the Elements of Art and Principles of Design differentiate movements, contemporary styles, and themes in art. I can analyze the relationship between the Elements of Art and the Principles of Design in art. 	<ul style="list-style-type: none"> I can use art vocabulary to discuss art and artistic styles, critique art, analyze compositions, and explain compositional choices. I can create art based on personal expression and applied design. I can explain the use of global themes, symbols, and subject matter in art. I can recognize contemporary styles, themes, and genres in art. I can create art that responds to contemporary themes in art. I can analyze the compositional components of art.
	applying creative and critical thinking skills to artistic expression	<ul style="list-style-type: none"> I can exemplify multiple solutions to artistic problems. I can use sensory exploration and personal point of view of the environment as a source of imagery. I can explain how physical location affects what is seen in the immediate environment. I can create art that does not rely on copying or tracing. I can create art from real and imaginary sources of inspiration. 	<ul style="list-style-type: none"> I can create art through a process that includes generating ideas, planning solutions, evaluating the effectiveness of the solutions, and producing original art. I can use personal experiences, ideas and imagery from NC, and ideas and imagery from the global environment as sources for creating art. I can create realistic, imaginative, abstract, and non-objective art. 	<ul style="list-style-type: none"> I can create art that uses the best solutions to identified problems. I can apply observation skills and personal experiences to create original art. I can explain how original imagery is used as a means of self-expression I can create original art emphasizing selected elements and principles to express ideas or feelings. I can create original art that conveys one or more ideas or feelings. 	<ul style="list-style-type: none"> I can create original art in response to artistic problems. I can create art using experiences and observation to represent individual perspectives. I can explain the relationship of creative expression to the development of personal style. I can generate art based on a creative exploration of a concept.
	creating art using a variety of tools, media, and processes, safely and appropriately	<ul style="list-style-type: none"> I can use a variety of tools safely and appropriately to create art. I can recognize characteristics of and use a variety of media to create art. I can use the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, and ceramics to create art. 	<ul style="list-style-type: none"> I can evaluate how to manipulate tools safely and appropriately to reach desired outcomes. I can use appropriate media for the creation of original art. I can create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology. 	<ul style="list-style-type: none"> I can apply knowledge of safety and media to maintain and take care of the work space and art. I can use a variety of media (including 2-D, 3-D, and digital) to create art. I can evaluate techniques and processes to select appropriate methods to create art. 	<ul style="list-style-type: none"> I can produce art by using a variety of tools and media appropriately, safely, and effectively. I can produce art by using a variety of processes appropriately, safely, and effectively.

Connecting	<p>understanding the global, historical, societal, and cultural contexts of the visual arts</p>	<ul style="list-style-type: none"> I can use visual arts to illustrate how people express themselves differently. I can exemplify visual arts representing the heritage, customs, and traditions of various cultures. I can recognize that works of art represent specific time periods. I can explain key components in works of art from different artists, styles, or movements. I can compare art from various cultures. I can understand that art is a reflection of the artist's ideas, environment, and/or resources. 	<ul style="list-style-type: none"> I can exemplify how visual arts are used by various groups for artistic expression within the local community. I can understand how art has affected, and is reflected in, the culture, traditions, and history of North Carolina and the United States. I can recognize key contributions of North Carolina and North American artists in history. I can classify North Carolina and North American artists in terms of styles, genre, and/or movements. I can explain how time, place, traditions and values influence ideas, issues, and themes found in art. I can use local, natural, or recycled resources to create art. I can analyze the effect of the geographic location and physical environment on the media and subject matter of North Carolina and North American art and artists. 	<ul style="list-style-type: none"> I can understand visual arts in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the present. I can understand the role of visual arts in North Carolina and the United States in relation to history and geography. I can analyze art from various historical periods in terms of style, subject matter, and movements. I can analyze the effect of geographic location and physical environment on the media and subject matter of art from Europe, South America, Africa, Australia, Asia, North Carolina, and the United States. 	<ul style="list-style-type: none"> I can use visual arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. I can use visual arts to explore concepts of civics and economics (such as systems, functions, structures, democracy, economies, and interdependence). I can understand the role of visual arts in United States history as a means of interpreting past eras within an historical context. I can interpret visual arts from personal, cultural, and historical contexts. I can explain the role of visual art in documenting history. I can implement a personal philosophy of art. I can apply personal artistic style and personal aesthetic while creating art. I can explain the effect of geographic location and physical environment on design, production, and marketing of art. I can apply environmental responsibility to the creation of art.
	<p>understanding the interdisciplinary connections and life applications of the visual arts</p>	<ul style="list-style-type: none"> I can identify the role of functional art in various communities around the world. I can recognize the impact of regional differences on the production of art. I can understand relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts. I can differentiate between sharing ideas and copying. I can recognize that some artists work in teams to create art. 	<ul style="list-style-type: none"> I can analyze the relationship between arts and daily life in product design, print, and digital media. I can apply skills and concepts learned in other disciplines, such as math, science, language arts, social studies, and other arts, in the visual arts. I can exemplify how information and skills learned in art can be applied in other disciplines. I can understand the balance of individual roles and collaborative skills to create art. I can interpret visual images from media sources and the immediate environment. 	<ul style="list-style-type: none"> I can compare personal interests and abilities to those needed to succeed in a variety of art careers. I can analyze skills and information needed from visual arts to solve problems in art and other disciplines. I can use collaboration to arrive at effective solutions to identified problems. I can exemplify the use of visual images from media sources and technological products to communicate in artistic contexts. 	<ul style="list-style-type: none"> I can design a portfolio to reflect personal choices and growth over time as an artist. I can create art using skills and knowledge learned in other disciplines. I can apply collaborative skills to create art. I can analyze the influence of digital media and technology on creating art.
Responding	<p>using critical analysis to generate responses to a variety of prompts</p>	<ul style="list-style-type: none"> I can use art terminology to describe art in terms of subject and physical characteristics. I can explain how and why personal works of art are made, focusing on media and process. I can evaluate personal work, while in progress and at completion. 	<ul style="list-style-type: none"> I analyze art in terms of the Elements of Art and Principles of Design. I can judge art through the application of art concepts and vocabulary. I can critique personal art based on established criteria and expressive qualities. 	<ul style="list-style-type: none"> I can generate responses to art using both personal and formal criteria. I can use convincing and logical arguments to respond to art. I can implement formative and summative evaluations of personal art. 	<ul style="list-style-type: none"> I can construct convincing and logical arguments, individually and collaboratively, to defend analyses of art. I can critique personal portfolios using personal and teacher-generated criteria.