

**6-12 ART Standards/Benchmarks/Grade Level Expectations (GLE)**

*Updated 1-16-07*

<b>Standard 1: Understanding and applying media, techniques, and processes.</b>	
<b>Interval Benchmark 1: Select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices</b>	<b>Interval Benchmark 1: Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks</b>
Grade Level Expectations 6-8	Grade Level Expectations 9-12
a. Understands what makes different art media effective/ineffective in communicating various ideas.	a. Applies media with sufficient skill, confidence, and sensitivity that one's intentions are carried out in artworks
b. Understands what makes different art techniques effective/ineffective in communicating various ideas.	b. Applies techniques with sufficient skill, confidence, and sensitivity that one's intentions are carried out in artworks
c. Understands what makes different art media processes effective/ineffective in communicating various ideas.	c. Applies processes with sufficient skill, confidence, and sensitivity that one's intentions are carried out in artworks
<b>Interval Benchmark 2: Intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas</b>	<b>Interval Benchmark 2: Conceive of and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use</b>
Grade Level Expectations 6-8	Grade Level Expectations 9-12
a. Knows how the qualities and characteristics of art media can be used to enhance communication of experiences and ideas.	a. Understands how the communication of ideas relates to the media one uses
b. Knows how the qualities and characteristics of art techniques can be used to enhance communication of experiences and ideas.	b. Understands how the communication of ideas relates to the techniques one uses
c. Knows how the qualities and characteristics of art processes can be used to enhance communication of experiences and ideas.	c. Understands how the communication of ideas relates to the processes one uses
	<b>Interval Benchmark 3: Communicate ideas regularly at a high level of effectiveness in at least one visual arts medium (9-12)</b>
	<b>Interval Benchmark 4: Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation (9-12)</b>

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<b>Standard 2: Using knowledge of structures and functions.</b>	
<b>Interval Benchmark 1: generalize about the effects of visual structures and functions and reflect upon these effects in their own work</b>	<b>Interval Benchmark 1: Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art</b>
<b>Grade Level Expectations 6-8</b>	<b>Grade Level Expectations 9-12</b>
a. Knows some of the effects of various visual structures of art	a. Understands how artistic intentions are accomplished through the characteristics and structures of art
b. Knows some of the effects of various functions of art	b. Understands how the characteristics and structures of art are used to accomplish commercial intentions
c. Knows some of the effects of design elements such as line, color, shape	c. Understands how the characteristics and structures of art are used to accomplish personal intentions
d. Knows some of the effects of art principles such as repetition, rhythm, balance	d. Understands how the characteristics and structures of art are used to accomplish communal intentions
<b>Interval Benchmark 2: Employ organizational structures and analyze what makes them effective or not effective in the communication of ideas</b>	<b>Interval Benchmark 2: Evaluate the effectiveness of artworks in terms of organizational structures and functions</b>
<b>Grade Level Expectations 6-8</b>	<b>Grade Level Expectations 9-12</b>
a. Understands what makes various organizational structures effective in the communication of ideas	a. Understands the effectiveness of various artworks in terms of organizational structures
b. Understands what makes various organizational structures ineffective in the communication of ideas	b. Understands the effectiveness of various artworks in terms of function
<b>Interval Benchmark 3: Select and use the qualities of structures and functions of art to improve communication of their ideas</b>	<b>Interval Benchmark 3: Create artworks that use organizational principles and functions to solve specific visual arts problems</b>
<b>Grade Level Expectations 6-8</b>	<b>Grade Level Expectations 9-12</b>
a. Knows how the structure of art is used to improve the communication of one's ideas	a. Knows how organizational principles can be used to solve specific visual arts problems

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b. Knows how the function of art is used to improve the communication of one's ideas	b. Knows how functions of art can be used to solve specific visual arts problems
	<b>Interval Benchmark 4: Demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives</b>
	<b>Interval Benchmark 5: Create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions</b>
<b>Standard 3: Choose and evaluate a range of subject matter, symbols, and ideas.</b>	
<b>Interval Benchmark 1: Integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks</b>	
<b>Grade Level Expectations 6-8</b>	<b>Grade Level Expectations 9-12</b>
a. Knows how visual concepts integrate with content to communicate intended meaning in one's artworks	a. Understands how the visual values of artwork are tempered by culture and history
b. Knows how spatial concepts integrate with content to communicate intended meaning in one's artworks	b. Understands how the spatial values of artwork are tempered by culture and history
c. Knows how temporal concepts integrate with content to communicate intended meaning in one's artworks	c. Understands how the temporal values of artwork are tempered by culture and history
	d. Understands how the functional values of artwork are tempered by culture and history
<b>Interval Benchmark 2: Use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks</b>	<b>Interval Benchmark 2: Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life</b>
<b>Grade Level Expectations 6-8</b>	<b>Grade Level Expectations 9-12</b>
a. Knows different subjects that convey intended meaning in artworks	a. Applies a variety of subjects one's artworks
b. Knows different themes that convey intended meaning in artworks	b. Applies a variety of symbols in one's artworks
c. Knows different symbols that convey intended meaning in artworks	c. Applies a variety of ideas in one's artworks

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	<p><b>Interval Benchmark 3: Describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others (9-12)</b></p>
	<p><b>Interval Benchmark 4: Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others (9-12)</b></p>
<p><b>Standard 4: Understanding the visual arts in relation to history.</b></p>	
<p><b>Interval Benchmark 1: Know and compare the characteristics of artworks in various eras and cultures</b></p>	<p><b>Interval Benchmark 1: Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art</b></p>
<p><b>Grade Level Expectations 6-8</b></p>	<p><b>Grade Level Expectations 9-12</b></p>
<p>a. Understands similarities/differences among artworks from various eras</p>	<p>a. Knows a variety of historical contexts regarding characteristics of works of art</p>
<p>b. Understands similarities/differences among artworks from various cultures</p>	<p>b. Knows a variety of historical contexts regarding purposes of works of art</p>
<p>c. Knows that artworks from various eras/cultures may use similar or different materials</p>	<p>c. Knows a variety of cultural contexts regarding characteristics of works of art</p>
<p>d. Knows that artworks from various eras/cultures may be similar or different in their visual, spatial, and temporal structures</p>	<p>d. Knows a variety of cultural contexts regarding purposes of works of art</p>
<p><b>Interval Benchmark 2: Describe and place a variety of art objects in historical and cultural contexts</b></p>	<p><b>Interval Benchmark 2: Describe the function and explore the meaning of specific art objects within varied cultures, times, and places</b></p>
<p><b>Grade Level Expectations 6-8</b></p>	<p><b>Grade Level Expectations 9-12</b></p>
<p>a. Understands the historical of a variety of art objects</p>	<p>a. Knows the function and meaning of specific art objects within varied cultures</p>
<p>b. Understands the cultural contexts of a variety of art objects</p>	<p>b. Knows the function and meaning of specific art objects from varied times</p>
	<p>c. Knows the function and meaning of specific art objects from varied places</p>

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<b>Interval Benchmark 3: Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art</b>	<b>Interval Benchmark 3: Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making</b>
Grade Level Expectations 6-8	Grade Level Expectations 9-12
a. Understands how factors of time and place can influence visual, spatial, or temporal characteristics that give meaning or function to a work of art	a. Understands relationships among works of art in terms of history
b. Understands how the climate of a place can influence the visual, spatial, or temporal characteristics of a work of art	b. Understands relationships among works of art in terms of aesthetics
c. Understands how available resources can influence the visual, spatial, or temporal characteristics of a work of art	c. Understands relationships among works of art in terms of culture
d. Understands how ideas can influence the visual, spatial, or temporal characteristics of a work of art	
e. Understands how technology can influence the visual, spatial, or temporal characteristics of a work of art	
	<b>Interval Benchmark 4: Analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists (9-12)</b>
	<b>Interval Benchmark 5: Students analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning (9-12)</b>
<b>Standard 5: Reflect upon and assess the characteristics and merits of their work and the work of others.</b>	
<b>Interval Benchmark 1: Compare multiple purposes for creating works of art</b>	<b>Interval Benchmark 1: Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works</b>
Grade Level Expectations 6-8	Grade Level Expectations 9-12
a. Knows that a work of art can have more than one purpose	a. Understands the concept of artistic intention

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b. Knows how to distinguish among multiple purposes of art	
<b>Interval Benchmark 2: Analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry</b>	<b>Interval Benchmark 2: Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts</b>
Grade Level Expectations 6-8	Grade Level Expectations 9-12
a. Understands possible contemporary meanings in specific artworks	a. Understands the implications of artistic intention in specific works of art
b. Understands possible historic meanings in specific artworks	b. Understands the implications of artistic purpose in specific works of art
<b>Interval Benchmark 3: Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures</b>	<b>Interval Benchmark 3: Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art</b>
Grade Level Expectations 6-8	Grade Level Expectations 9-12
a. Understands how one's own artwork may elicit a variety of responses	a. Knows how specific works of art are created
b. Understands how artwork from various eras may elicit a variety of responses	b. Knows how specific works of art relate to historical contexts
c. Understands how artwork from various cultures may elicit a variety of responses	c. Knows how specific works of art relate to cultural contexts
	<b>Interval Benchmark 4: Correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions</b>
<b>Standard 6: Making connections between visual arts and other disciplines.</b>	
<b>Interval Benchmark 1: Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context</b>	<b>Interval Benchmark 1: Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis</b>
Grade Level Expectations 6-8	Grade Level Expectations 9-12

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a. Apply information learned in other curriculums to the art curriculum	a. Apply information learned in other curriculums to the art curriculum
<b>Interval Benchmark 2: Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts</b>	<b>Interval Benchmark 2: Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences</b>
Grade Level Expectations 6-8	Grade Level Expectations 9-12
a. Recognize that curriculum from other disciplines apply to the visual arts.	a. Recognize that curriculum from other disciplines apply to the visual arts.
	<b>Interval Benchmark 3: Synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences (9-12)</b>