

This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

Arts Education Essential Standards Crosswalk: VISUAL ARTS

A Document to Assist With the Transition From the 2005 *Standard Course of Study* to the 2010 *Essential Standards*

I. Arts Education Essential Standards Overview:

- The *North Carolina Arts Education Essential Standards* provide a comprehensive framework for each of the arts disciplines (dance, music, theatre arts, and visual arts) in the public schools.
- The *Arts Education Essential Standards* for Dance, Music, Theatre Arts, and Visual Arts are organized by strands such that each grade level and high school proficiency level includes Essential Standards (ES), Clarifying Objectives (COs), and Assessment Prototypes (APs). These components are specific and vary for each arts discipline.
- Content and skills that are not limited to particular materials or methodology, but that can be delivered through multiple approaches and materials, are described through the Essential Standards and Clarifying Objectives for each area.
- Sample Assessment Prototypes provide additional clarification of the Clarifying Objectives and illustrate ways that these objectives *might* be assessed in the classroom.
- Specific support materials, tools for implementation, and other information will be provided through the *Essential Standards Instructional Toolkit* and professional development.

II. Intent:

The intent of the *Arts Education Essential Standards*, along with the *National Standards for Arts Education*, is for each student to gain a comprehensive understanding of one or more of the arts throughout the K-12 program. Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing and/or completing a concentration in studies to prepare them for further education and/or a career in the arts. Students should know and be able to do the following by the time they have completed secondary school:

- **Communicate at a basic level in the four arts disciplines:** dance, music, theatre arts, and visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline.
- **Communicate proficiently in at least one art form,** including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- **Develop and present basic analyses of works of art** from structural, historical, and cultural perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.
- **Recognize and appreciate exemplary works of art** from a variety of cultures and historical periods, and have a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.
- **Relate various arts concepts, skills, and processes within and across disciplines,** which includes understanding the arts in relation to other subject areas and making connections in a variety of settings, in and outside of school.

III. Strands: *The Arts Education Essential Standards* are organized by strands, which provide common threads of understanding that cut across all grade levels for each arts education discipline. The 2010 Essential Standards (ES), Clarifying Objectives (COs), and Assessment Prototypes (APs) are organized by strands as follows:

DANCE	MUSIC	THEATRE ARTS	VISUAL ARTS
Creation and Performance	Musical Literacy	Communication	Visual Literacy
Dance Movement Skills	Musical Response	Analysis	Contextual Relevancy
Responding	Contextual Relevancy	Aesthetics	Critical Response
Connecting		Culture	

IV. Arts Education Essential Standards Overview:

The chart that follows illustrates the *Essential Standards* identified for each arts education discipline. These standards are organized within strands and aligned with between two to five clarifying objectives per standard. Assessment Prototypes are aligned with each Clarifying Objective to provide *samples* for how the objectives might be implemented and assessed in the classroom.

DANCE	MUSIC	THEATRE ARTS	VISUAL ARTS
Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.	Use movement, voice, and writing to communicate ideas and feelings.	Use the language of visual arts to communicate effectively.
Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.	Interpret the sound and symbol systems of music.	Use performance to communicate ideas and feelings.	Apply creative and critical thinking skills to artistic expression.
Understand how to use movement skills in dance.	Create music using a variety of sound and notational sources.	Analyze literary texts and performances.	Create art using a variety of tools, media, and processes safely and appropriately.
Use a variety of thinking skills to analyze and evaluate dance.	Understand the interacting elements to respond to music and music performances.	Understand how to design technical theatre components such as costumes, sets, props, makeup, lighting, and sound.	Understand the global, historical, societal, and cultural contexts of the visual arts.
Understand cultural, historical, and interdisciplinary connections with dance.	Understand global, interdisciplinary, and 21st century connections with music.	Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	Understand the interdisciplinary connections and life applications of the visual arts.
		Understand the traditions, roles, and unique conventions of theatre as an art form.	Use critical analysis to generate responses to a variety of prompts.

V. Alignment of Competency Goals of the *Standard Course of Study* (2005) with the new *Essential Standards* (2010):

The chart that follows illustrates the alignment of the 2005 Competency Goals with the new Essential Standards.

VISUAL ARTS Standard Course of Study (2005)	VISUAL ARTS Essential Standards (2010) <i>*Note on Essential Standards Numbering/Strands: Visual Literacy (V), Contextual Relevancy (CR), Critical Response (CR)</i>
COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.	V.1: Use the language of visual arts to communicate effectively. V.2: Apply creative and critical thinking skills to artistic expression.
COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)	V.3: Create art using a variety of tools, media, and processes, safely and appropriately.
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)	V.1: Use the language of visual arts to communicate effectively. V.2: Apply creative and critical thinking skills to artistic expression.
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)	V.1: Use the language of visual arts to communicate effectively. V.2: Apply creative and critical thinking skills to artistic expression. V.3: Create art using a variety of tools, media, and processes, safely and appropriately.
COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)	CX.1: Understand the global, historical, societal, and cultural contexts of the visual arts.
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)	CR.1: Use critical analysis to generate responses to a variety of prompts.
COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)	CX.2: Understand the interdisciplinary connections and life applications of the visual arts.
COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.	

VI. Alignment of the new Essential Standards (2010) with Competency Goals of the Standard Course of Study (2005):

The chart that follows illustrates the alignment of the new Essential Standards with the 2005 Competency Goals.

<p style="text-align: center;">VISUAL ARTS Essential Standards (2010)</p> <p><i>*Note on Essential Standards Numbering/Strands: Visual Literacy (V), Contextual Relevancy (CR), Critical Response (CR)</i></p>	<p style="text-align: center;">VISUAL ARTS Standard Course of Study (2005)</p>
<p>V.1: Use the language of visual arts to communicate effectively.</p>	<p>COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.</p>
<p>V.2: Apply creative and critical thinking skills to artistic expression.</p>	<p>COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)</p> <p>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)</p>
<p>V.3: Create art using a variety of tools, media, and processes, safely and appropriately.</p>	<p>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)</p>
<p>CX.1: Understand the global, historical, societal, and cultural contexts of the visual arts.</p>	<p>COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)</p>
<p>CX.2: Understand the interdisciplinary connections and life applications of the visual arts.</p>	<p>COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)</p> <p>COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.</p>
<p>CR.1: Use critical analysis to generate responses to a variety of prompts.</p>	<p>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)</p>

VII. Alignment of the new *Essential Standards* (2010) with National Standards:

The *Arts Education Essential Standards* incorporate the *National Standards for Arts Education*, which were developed by the Consortium of National Arts Education Associations in 1994, as part of the standards movement defining what every young American should know and be able to do in the arts.

Alignment with National Standards for Visual Arts

**Note: This chart illustrates the primary alignments with the national content standards; additional alignments with content standards and performance indicators occur across the Essential Standards, Clarifying Objectives, and Assessment Prototypes.*

NC Essential Standards (2010)	National Standards for Visual Arts Education (1994)
V.1: Use the language of visual arts to communicate effectively.	(1) Understanding and applying media, techniques, and processes (2) Using knowledge of structures and functions (3) Choosing and evaluating a range of subject matter, symbols, and ideas <div style="text-align: center;">↓</div>
V.2: Apply creative and critical thinking skills to artistic expression.	
V.3: Create art using a variety of tools, media, and processes safely and appropriately.	
CX.1: Understand the global, historical, societal, and cultural contexts of the visual arts.	(4) Understanding the visual arts in relation to history and cultures
CX.2: Understand the interdisciplinary connections and life applications of the visual arts.	(6) Making connections between visual arts and other disciplines
CR.1: Use critical analysis to generate responses to a variety of prompts.	(5) Reflecting upon and assessing the characteristics and merits of their work and the work of others

VIII. 21st Century Skills: The *Essential Standards* (2010) were filtered through *The Framework for 21st Century Skills*, as established by the Partnership for 21st Century Skills (<http://www.21stcenturyskills.org>). Components of the Framework are infused throughout the Essential Standards, Clarifying Objectives, and Assessment Prototypes of new Essential Standards. The table that follows illustrates ONE sample alignment with each component of the Framework.

21st Century Skills Framework	
ES Alignment	Core Subjects (as identified in the federal Elementary and Secondary Education Act and adopted by the Partnership for 21 st Century Skills in the <i>Framework for 21st Century Skills</i>).
<p>Strand: Contextual Relevancy</p> <p>Essential Standard CX.2: Understand the interdisciplinary connections and life applications of the visual arts.</p> <p>K.CX.2.2: Identify relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.</p>	<ul style="list-style-type: none"> ● English, Reading, or Language Arts ● World languages ● Arts ● Mathematics ● Economics ● Science ● Geography ● History ● Government and Civics <p><i>Note: Connections with core subjects are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for visual arts.</i></p>
ES Alignment	21st Century Themes
<p>Strand: Contextual Relevancy</p> <p>Essential Standard CX.1: Understand the global, historical, societal, and cultural contexts of the visual arts.</p> <p>3.CX.1.4: Compare purposes of art in different cultures, time periods, and societies.</p>	<p>Global Awareness</p> <p><i>Note: Connections with global awareness are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for visual arts.</i></p>

<p>Strand: Contextual Relevancy</p> <p>Essential Standard CX.2: Understand the interdisciplinary connections and life applications of the visual arts.</p> <p>7.CX.2.1: Analyze careers in art and a variety of other careers in terms of the art skills needed to be successful.</p>	<p>Financial, Economic, Business & Entrepreneurial Literacy</p> <p><i>Note: Connections with financial, economic, business and entrepreneurial literacy are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for visual arts.</i></p>
<p>Strand: Contextual Relevancy</p> <p>Essential Standard CX.1: Understand the global, historical, societal, and cultural contexts of the visual arts.</p> <p>I.CX.1.1: Use visual arts to explore concepts of civics and economics (such as systems, functions, structures, democracy, economies, and interdependence).</p>	<p>Civic Literacy</p> <p><i>Note: Connections with civic literacy are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for visual arts.</i></p>
<p>Strand: Visual Literacy</p> <p>Essential Standard V.3: Create art using a variety of tools, media, and processes, safely and appropriately.</p> <p>B.V.3.1 Understand the appropriate and safe use of tools, media, and equipment.</p>	<p>Health Literacy</p> <p><i>Note: Connections with health literacy are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for visual arts.</i></p>
<p>Strand: Visual Literacy</p> <p>Essential Standard V.3: Create art using a variety of tools, media, and processes, safely and appropriately.</p> <p>I.V.3.2 Select media appropriate for communicating content.</p>	<p>Environmental Literacy</p> <p><i>Note: Connections with environmental literacy are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for visual arts. Many COs could be used to explore, communicate about, or make use of environmental resources through the creation of visual arts.</i></p>

ES Alignment	21 st Century Skills
<p>Strand: Contextual Relevancy</p> <p>Essential Standard CX.2: Understand the interdisciplinary connections and life applications of the visual arts.</p> <p>7.CX.2.3: Implement collaborative planning and art skills to solve problems.</p>	<p>Learning and Innovation Skills</p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration <p><i>Note: Connections with learning and innovation skills are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for theatre arts.</i></p>
<p>Strand: Contextual Relevancy</p> <p>Essential Standard CX.2: Understand the interdisciplinary connections and life applications of the visual arts.</p> <p>A.CX.2.4: Analyze the influence of digital media and technology on creating art.</p>	<p>Information, Media, and Technology Skills</p> <ul style="list-style-type: none"> • Information Literacy • Media Literacy • ICT (Information, Communications, & Technology) Literacy <p><i>Note: Connections with information, media, and technology skills are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for theatre arts.</i></p>
<p>Strand: Contextual Relevancy</p> <p>Essential Standard CX.2: Understand the interdisciplinary connections and life applications of the visual arts.</p> <p>8.CX.2.1: Compare personal interests and abilities to those needed to succeed in a variety of art careers.</p>	<p>Life and Career Skills</p> <ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability • Leadership and Responsibility <p><i>Note: Connections with life and career skills are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for visual arts.</i></p>

IX. Verbs: The new *Arts Education Essential Standards* (2010) use Revised Bloom’s Taxonomy (RBT) verbs that are consistent across disciplines and which assist the teacher and learner with understanding the specific standards-based outcomes identified for each of the Essential Standards and Clarifying Objectives. The chart that follows shows the categories and processes of the Cognitive Process Dimension of Revised Bloom’s Taxonomy. These are the verbs used in the Essential Standards.

The Cognitive Process Dimension Categories: Revised Bloom’s Taxonomy					
Remember – retrieve relevant knowledge from long-term memory	Understand – Construct meaning from instructional messages, including oral, written, and graphic communication	Apply – Carry out or use a procedure in a given situation	Analyze – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	Evaluate – Make judgments based on criteria and standards	Create – Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
Recognize <ul style="list-style-type: none"> • Identify Recall <ul style="list-style-type: none"> • Retrieve 	Interpret <ul style="list-style-type: none"> • Clarify • Paraphrase • Represent • Translate Exemplify <ul style="list-style-type: none"> • Illustrate • Instantiate Classify <ul style="list-style-type: none"> • Categorize • Subsume Summarize <ul style="list-style-type: none"> • Abstract • Generalize Infer <ul style="list-style-type: none"> • Conclude • Extrapolate • Interpolate • Predict Compare <ul style="list-style-type: none"> • Contrast • Map • Match Explain <ul style="list-style-type: none"> • Construct (models) 	Execute <ul style="list-style-type: none"> • Carry Out Implement <ul style="list-style-type: none"> • Use 	Differentiate <ul style="list-style-type: none"> • Discriminate • Distinguish • Focus • Select Organize <ul style="list-style-type: none"> • Find coherence • Integrate • Outline • Parse • Structure Attribute <ul style="list-style-type: none"> • Deconstruct 	Check <ul style="list-style-type: none"> • Coordinate • Detect • Monitor • Test Critique <ul style="list-style-type: none"> • Judge 	Generate <ul style="list-style-type: none"> • Hypothesize Plan <ul style="list-style-type: none"> • Design Produce <ul style="list-style-type: none"> • Construct

The following is a middle grades example of Clarifying Objectives across several strands using RBT verbs:

Essential Standards (2010) – Grade 6

Grade 6

- 6.V.1.1 **Use** appropriate vocabulary to describe art, including Elements of Art, Principles of Design, types of media, various processes, and style.
- 6.V.1.2 **Understand** how the Elements of Art can aid in the planning and creation of personal art.
- 6.V.2.1 **Generate** solutions to artistic problems.
- 6.V.3.2 **Create** art using a variety of 2-D and 3-D media, including digital.
- 6.CX.1.2 **Analyze** art from various historical periods in terms of style, subject matter, and movements.
- 6.CX.2.1 **Exemplify** how skills and concepts developed in art are part of, and can be applied to, daily life.

X. Objectives: The *Essential Standards* (2010) focus on learning objectives rather than activities. The activities associated with the objectives become Assessment Prototypes (APs). The following is a middle grades example of an Essential Standard (V.1), with a Clarifying Objective (6.C.1.3), and Assessment Prototype (AP) which illustrates one way that the objective might be implemented and assessed in the classroom.

Essential Standards (2010) – Grade 6

Grade 6

Essential Standard V1: Use the language of visual arts to communicate effectively.

6.V.1.2: Understand how the elements of art can aid in the planning and creation of personal art.

AP: Students select at least three elements to focus on in the creation of a cut and torn paper collage.
Use a rubric to evaluate students' ability to include at least three elements of art in the creation of the collage.

XI. Concepts and Skills: The *Essential Standards* (2010) have a focus on concepts and skills in relationship to those concepts. The following is a middle grades example of this focus on concepts and the related skills.

Essential Standards (2010) – Grade 6
Essential Standard CX2: Understand the interdisciplinary connections and life applications of the visual arts.
6.CX.2.4: Understand the role of art in creating digital images, technological products, and design.

XII. Assessment Prototypes: The *Standard Course of Study* (2005) does not include assessment exemplars with the standards. Assessment examples and tools are available in teacher handbooks (support documents) for each arts discipline. The new *Essential Standards* (2010) include Assessment Prototypes (APs) aligned with each Clarifying Objective (CO). The APs provide a sample of *one way* in which the CO might be implemented. The following table illustrates *sample* APs for each grade span (elementary, middle grades, and high school).

Essential Standards (2010)		
Strand: Contextual Relevancy	Strand: Critical Response	Strand: Visual Literacy
Essential Standard CX1: Understand the global, historical, societal, and cultural contexts of the visual arts.	Essential Standard CR1: Use critical analysis to generate responses to a variety of prompts.	Essential Standard V1: Use the language of visual arts to communicate effectively.
2nd Grade Visual Arts	6th Grade Visual Arts	Advanced High School Visual Arts
2.CX.1.1: Exemplify visual arts representing the heritage, customs, and traditions of various cultures.	6.CR.1.2: Use formative, self-evaluation strategies and results to improve the quality of art.	A.V.1.4 Analyze the compositional components of art.
AP: Students look at examples of weaving traditions from various cultures such as Native American, African, and Nordic,	AP: Students self-evaluate throughout the artistic process and make alterations and adjustments to a work of art, explaining	AP: Deconstruct

and create art illustrating techniques used by some of these cultures.

Evaluate students' success at exemplifying art techniques used by various cultures' by implementing variations of these techniques in their own art.

their choices.

Evaluate students' successful explanation of their revisions to their art based on their self-evaluations.

compositions to determine the relationships of the Elements of Art and Principles of design to each other and to the entire composition.

Evaluate students' successful deconstruction of art works in order to explain the relationship of the elements and principles verbally or in writing.

XIII. History and Culture: The *Essential Standards* (2010) have common clarifying objectives (K-12) relating to History and Culture that are aligned with Social Studies content.

Essential Standards (2010)		
Arts Education Common Clarifying Objectives relating to History and Culture (aligned with Social Studies content)		
Kindergarten	1 st Grade	2 nd Grade
Use (dance, music, theatre arts, visual arts) to illustrate how people express themselves differently.	Recognize how (dance, music, theatre arts, visual arts) are used in customs and traditions of various cultures.	Exemplify (dances, music, theatrical works, visual arts works) representing the heritage, customs, and traditions of various cultures.
3 rd Grade	4 th Grade	5 th Grade

Exemplify how (dance, music, theatre arts, visual arts) are used by various groups for artistic expression within the local community.	Understand how (dance, music, theatre arts, visual arts) has affected, and is reflected in, the culture, traditions, and history of North Carolina.	Understand how (dance, music, theatre arts, visual arts) has affected, and are reflected in, the culture, traditions, and history of the United States.	
6th Grade	7th Grade	8th Grade	
Understand (dance, music, theatre arts, visual arts) in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).	Understand (dance, music, theatre arts, visual arts) in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present.	Understand the role of (dance, music, theatre arts, visual arts) in North Carolina and the United States in relation to history and geography.	
HIGH SCHOOL			
Beginning	Intermediate	Proficient	Advanced
Use (dance, music, theatre arts, visual arts) to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. <i>(AP may include examples of concepts such as civilization, revolution, government, economics, war, stability, movement, technology, etc.)</i>	Use (dance, music, theatre arts, visual arts) to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence.	Understand the role of (dance, music, theatre arts, visual arts) in United States history as a means of interpreting past eras within an historical context.	Interpret (dance, music, theatre arts, visual arts) from personal, cultural, and historical contexts.

XIV. Organization: The *Essential Standards* (2010) communicate what students should know and be able to do as a result of instruction at each grade level (K-8) or proficiency level: beginning, intermediate, proficient, and advanced (9-12). Because of the broad base of knowledge and skills involved in creating, performing, responding to, and understanding the arts, experiences and learning must occur in a sequential manner.

Standard Course of Study (2005)	Essential Standards (2010)
Organized grade-by-grade (K-8) and course-by-course (9-12)	Organized grade-by-grade (K-8) and by proficiency level (9-12)

Example of High School Proficiency Levels (Beginning through Advanced):

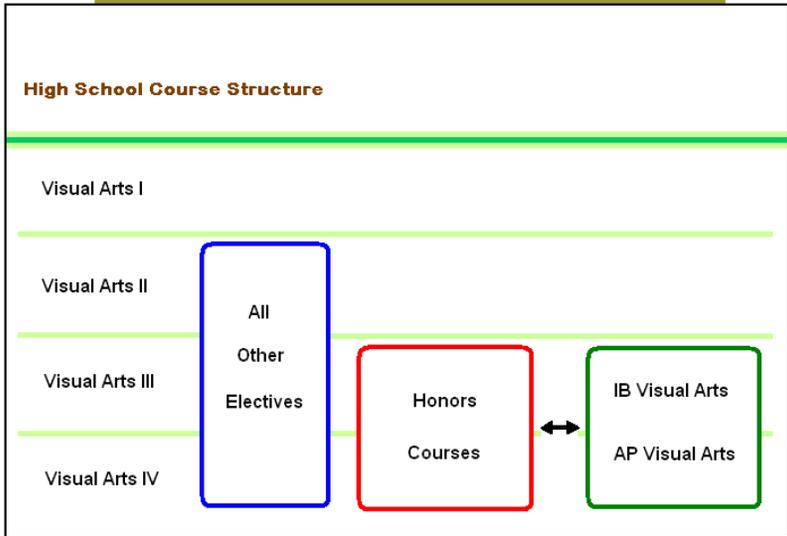
Strand: Visual Literacy

Essential Standard V1: Use the language of visual arts to communicate effectively.			
Beginning (No or limited K-8 education)	Intermediate (for students who have had a complete K-8 progression or who have achieved Beginning level standards)	Proficient	Advanced
B.V.1.3 Classify art according to specified styles.	I.V.1.3 Understand the use of global themes, symbols, and subject matter in art.	P.V.1.3 Recognize contemporary styles, themes, and genres in art.	A.V.1.3 Create art that responds to contemporary themes in art.
<p>AP: Students use a checklist to sort reproductions of art into specific styles.</p> <p>Evaluate students' success in classifying art by specified styles through the use of a checklist.</p>	<p>AP: Students illustrate the depiction and symbolism of cows in art from different cultures.</p> <p>Evaluate students' success in illustrating art themes across cultures according to teacher generated criteria.</p>	<p>AP: Students determine dominant artistic themes in contemporary art.</p> <p>Evaluate students' success in determining contemporary artistic themes according to canon.</p>	<p>AP: Students examine the arts section of a newspaper or other media and compare themes incorporated in contemporary art. Students respond through the creation of art to a selected style/theme of their choice.</p> <p>Evaluate students' work based on originality, remaining true to the theme, use of media, and craftsmanship.</p>

XV. High School Sequence: The sequence of objectives at the high school level in the *Standard Course of Study* (2005) was limited to levels I-IV and one or two additional courses to encompass special topics, general, or all other electives. The sequence of objectives at the high school level in the *Essential Standards* (2010) is organized by proficiency level, rather than by course, so the standards may be implemented in a variety of course settings. The Beginning Standards are for students without K-8 or with limited K-8 education; Intermediate standards are for those students who have received a complete K-8 progression. The standards continue through the Proficient and Advanced levels. Students may pursue coursework from beginning through advanced levels of learning in multiple courses within each arts education discipline.

Standard Course of Study (2005)	Essential Standards (2010)

Sequencing: High School Visual Arts



Sequencing: High School Visual Arts

