

Art Standards & Benchmarks

ORGANIZATIONAL PRINCIPLES

1. Students will understand and be able to apply elements and principles in art.

Early Childhood*	Grades 1-3	Grades 4-5	Grades 6-8	Grades 9-10	Grades 11-12
Investigate and experiment with basic lines, shapes, colours, and textures.	Discover and identify the differences between line, shape, colour, space, value, texture, and form as elements of art in order to convey ideas.	Recognize the effects of elements and principles in art and reflect upon these effects in individual pieces of work.	Investigate and use the elements of art to solve specific visual art problems.	Create art works that use elements of art in thoughtful ways to solve specific visual art problems.	Create art works that apply art elements and design principles with controlled skill, craftsmanship, confidence and understanding.
Investigate and experiment with interesting uses of art principles in story illustrations and artwork for children.	Recognize balance, movement, pattern, rhythm, variety and unity, emphasis, and proportion as principles in art.	Explore visual elements and principles and analyse what are their effects on the communication of ideas.	Identify and apply basic design principles in art projects.	Understand and demonstrate ability to apply design principles in creating a work of art.	Evaluate own work and works of others and be able to compare and contrast the application of art elements and design principles.
	Describe how different elements and principles of art cause different responses and begin to use elements and principles of art to convey ideas.	Evaluate and use the elements and principles of art to improve communication of ideas.	Students will select art elements and design principles in their own work and that of other artists and craftspeople.	Compare and contrast art works in terms of the application of art elements and design principles and implement in their own work.	

*Early Childhood Assessments will be done through informal observations only.

ART PROCESS

2. Students will recognize and be able to apply a wide variety of media, techniques, and processes in art.

Early Childhood*	Grades 1-3	Grades 4-5	Grades 6-8	Grades 9-10	Grades 11-12
Investigate and experiment with basic art materials and tools.	Identify and experiment with the differences between materials, techniques, and processes to enhance communication of experiences and ideas.	Identify, experiment, and select independently media, techniques, and processes to enhance communication of experiences and ideas.	Identify and experiment independently with media, techniques, and processes to enhance communication of experiences and ideas.	Use a variety of art media and techniques and processes with sufficient skill, intent and sensitivity.	
Demonstrate the use of art materials and tools in a safe and responsible manner.	Show how different materials, techniques, and processes cause different responses.	Compare and reflect what makes the choices effective or not effective.	Analyse choices made and reflect on the effectiveness of these choices.	Analyse artworks and how processes, techniques, and use of materials establish stylistic effects.	
Investigate and experiment with a wide variety of artworks varying in size, media, and techniques used.	Use art materials and tools in a safe and responsible manner.	Use art materials in a safe and responsible manner.	Use art materials in a safe and responsible manner.	Conceive and create original art works that demonstrate connections between cultural awareness and personal expression and the intentional use of art materials, techniques and processes.	
				Take responsibility for maintaining art materials and tools.	

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RESEARCH

3. Students will demonstrate a growing command of research skills while approaching each project and study in art with an open mind to enquiry.

A) INDEPENDENT RESEARCH- Students will demonstrate an exploratory approach to their work showing knowledge of their chosen topic and approach.

Early Childhood*	Grades 1-3	Grades 4-5	Grades 6-8	Grades 9-10	Grades 11-12
Observe, investigate and discuss illustrations and artworks chosen by the teacher or other students.	Use basic research tools from the art room and school library to find information related to the current project.	Use appropriate research tools (e.g. library, internet resources, local galleries and museums) to study artists within the school or local community.	Use a number of different research materials to provide ideas and information for projects (e.g. library, internet resources, local galleries, and museums) to study artists within the school and local community.	Use appropriate research tools and methodology to bring depth and understanding to art theory and practice.	Use appropriate research tools and methodology to assess the characteristics and merits of their own work and the work of others.
Observe, investigate and discuss the steps required to produce a student work of art.	Collect examples that show similarities or differences in styles and techniques as part of the enquiry process.	Enquire into an artists style reflected in their work and articulate reasons for artistic decisions based on a growing knowledge of all areas of art.	Enquire into an artists style reflected in their work and articulate reasons for artistic decisions based on a growing knowledge of all areas of art.	Use inquiry-based research to compare and contrast art styles, ideas, and to justify conclusions.	Through experimentation and self-directed research be able to analyse, examine, and explore visual art ideas in their research workbook.

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B) CRITICAL RESEARCH- Students will demonstrate understanding and are able to analyse the aesthetic qualities, the structural elements and the content of their own work and the work of others.

Early Childhood*	Grades 1-3	Grades 4-5	Grades 6-8	Grades 9-10	Grades 11-12
Discuss how choices made by the artist will help tell a story visually through art.	Enquire into a variety of purposes for creating works of visual art.	Explore the elements within a variety of styles in art.	Recognize and understand how aesthetic qualities can influence the meaning of a work of art.	Evaluate and record the aesthetic qualities and content of their own work and the work of others.	Produce research workbooks that systematically examine the meaning and significance visual art, inclusive of their own work, through the evaluation of the structural and formal content.
	Recognize and understand how people's experiences and responses influence the development of specific artwork.	Recognize how aesthetic qualities can enhance the creation of a work of art.	Analyse and evaluate the elements used by artists and crafts persons to make reasoned judgements about their work.	Articulate observations based on elements used in works of art.	Evaluate and record the aesthetic qualities and content of their own work and the work of others, and be able to defend their judgements.
			Evaluate their own work and the work of others to enhance development and progression.	Recognize art styles through the understanding of the application of form, technique, and content.	

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C) CONTEXTUAL RESEARCH- Students will show a growing understanding of the visual arts in relation to history and cultures.

Early Childhood*	Grades 1-3	Grades 4-5	Grades 6-8	Grades 9-10	Grades 11-12
Investigate connections between works of art and the students own lives, families, and home countries.	Observe and identify clues in artworks that help to place the work in a certain time and location.	Observe and compare some characteristics of artworks in various eras and cultures.	Identify and relate characteristics of artwork that share similar subject matter, historical periods or cultural context.	Analyse and interpret artworks in terms of form, cultural, and historical context and purpose.	Analyse in terms of history, culture, and aesthetics the relative structure of artwork by examining its visual ideology.
	Recognize how history, culture, and visual arts can influence each other.	Describe how factors of time and place (e.g. climate, resources, ideas, and technology) influence the characteristics of visual artwork that give it meaning and value.	Use information gained through art and begin to record it in a variety of ways.	Compare works of art to one another in terms of history, aesthetics, and culture and be able to justify their conclusions.	Understand how art is influenced by historical and cultural aspects and how these characteristics differentiate and enrich the understanding and making of artwork.
				Record how specific works of art are created and how they are related to historical, cultural, and social contexts.	

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D) VISUAL RESEARCH- Students will show evidence of technical and visual development including graphical analysis of their own work and the work of others.

Early Childhood*	Grades 1-3	Grades 4-5	Grades 6-8	Grades 9-10	Grades 11-12
		Work to improve the awareness and skills in technical areas of art.	Students continue to improve their awareness and skills in technical areas of art and begin to take responsibility for continued development.	Use research workbooks with direction to demonstrate technical practices, to record preliminary studies, and to illustrate the development of a visual idea.	Use research workbook independently to practise a variety of technical approaches.
		Explore and interpret students' own artwork and that of exemplary artists graphically.	Use research workbooks to record and develop ideas using a variety of approaches.	Experiment with different approaches and techniques for a single art piece.	Use research workbook to record graphically and analyse multiple approaches to the development of a visual idea.
				Record graphically different historical and cultural stylistic discoveries.	Experiment with different materials and techniques in inventive and at times unusual ways.
				Make investigative graphic studies of gallery and museum visits.	Make investigative graphic studies and analysis of works of art in museums and galleries.

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Visits to museums, galleries, and artist studios are an integral part of developing techniques in art, art research, and critical art studies

PERSONAL EXPRESSION

4. Students will choose and evaluate a range of subject matter, ideas, and symbols while developing their own personal means of visual expression and communication.

Early Childhood*	Grades 1-3	Grades 4-5	Grades 6-8	Grades 9-10	Grades 11-12
Use art to communicate and respond to discussions, stories, and daily events.	Make and record visual observations of personal interest about places, people, and objects.	Make and record visual observations of personal interest about places, people, and objects.	Make and record visual observations of personal interest about places, people, and objects with greater accuracy.	Select and apply a variety of subject matter, symbols, and ideas in the context of their visual art studies.	Analyse, interpret, and judge the effective use of subject matter, symbols, and ideas in their own work and the work of others
	Use art as a means to express personal thoughts and feelings through life experiences.	Express visually own ideas, thoughts and feelings.	Allow and encourage growth of personal expression.	Compare and contrast subject matter, symbols, and themes in a variety of cultural and historical styles relevant to the personal expression and experiences of the student.	Apply a variety of subject matter, themes, and personal symbols in a diverse and individualistic manner.
	Identify and critique their own artwork and understand the reasons for their success, or need for improvement.	Begin to use a variety of symbols and signs with growing meaning in terms of developing a personal artistic language.			

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