

# Maine Learning Results - Visual Arts Standards

## ***"I CAN" CHECKLIST***

**A. Disciplinary Literacy - Visual Arts:** Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

### **A1. Artist's Purpose**

### **Evidence of Skills/Knowledge**

(6-8) I can explain and compare different purposes of artists and their artwork, in the context of time and place.

### **A2. Elements of Art & Principles of Design**

- (6-8) I can compare features of composition in art and among art works
- a. I can compare Elements of Art: color, form, line, shape, space, texture, and value
  - b. I can compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity

### **A3. Media, Tools, Techniques, and Processes**

(6-8) I can explain the effects of different art materials and their associated the tools, techniques, and processes in art forms

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**B. Creation, Performance, and Expression - Visual Arts:** Students create, express, and communicate through the art discipline.

### **B1. Media Skills**

### **Evidence of Skills/Knowledge**

(6-8) I am able to choose suitable art materials, techniques, and processes to create original artwork

### **B2. Composition Skills**

(6-8) I can use Elements of Art and Principles of Design to create paintings, sculptures, and drawings from observation and imagination using a variety of media

### **B3. Making Meaning**

(6-8) I can create artworks that communicate an individual point of view

- a. I have demonstrated skill in the use of art materials and processes
- b. I have demonstrated knowledge of visual art concepts
- c. I have communicated a variety of ideas, feelings, meanings

### **B4. Exhibition**

(6-8) I have selected and prepared my artwork for display and have made justifiable choices about the placement of my artwork

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**C. Creative Problem-Solving:** Students approach artistic problem solving using multiple solutions and the creative process.

### **C1. Application of Creative Process**

### **Evidence of Skills/Knowledge**

(6-8) I can describe and apply creative-thinking skills that are part of the creative problem-solving process.

- a. Fluency
- b. Flexibility
- c. Elaboration
- d. Originality
- e. Analysis



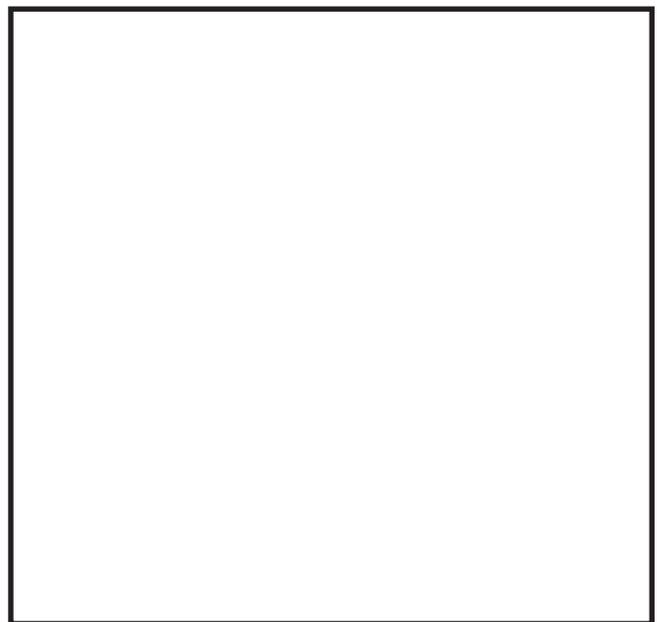
**D. Aesthetics and Criticism:** Students describe analyze, interpret, and evaluate art

### **D1. Aesthetics & Criticism**

### **Evidence of Skills/Knowledge**

(6-8) I can compare and analyze art forms

- a. I can compare and analyze art forms by applying grade span appropriate concepts, vocabulary, skills, and processes
- b. I can compare the quality and effectiveness of art works using multiple criteria from observations and a variety of resources
- c. I can compare the effectiveness of media and processes in the communication of ideas
- d. I can explain and compare different purposes of artists and art work in the context of time and place



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**E. Visual and Performing Arts Connections:** Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

### **E1. The Arts and History and World Cultures**

### **Evidence of Skills/Knowledge**

(6-8) I can compare visual art works to understand history and world culture

### **E2. The Arts and Other Disciplines**

(6-8) I can explain how skills and concepts may be similar across disciplines

### **E3. Goal-Setting**

(6-8) I am able to set goals related to time management and skill development that lead to success in art

### **E4. Impact of the Arts on Lifestyle and Career**

(6-8) I can explain the impact of art and art careers on people, culture, and the environment

### **E5. Interpersonal Skills**

(6-8) I consistently demonstrate positive interpersonal skills and am able to clean up after myself, politely converse with classmates when appropriate, work as a team, and receive constructive criticism