

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.

(9-12) I can research and explain how art and artists reflect and influence culture and periods of time.

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

(9-12) I can evaluate all features of composition

a. I can evaluate Elements of Art: color, form, line, shape, space, texture, and value

I can evaluate 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

(9-12) I can compare the effects of different art materials and their associated the tools, techniques, and processes in art forms

Maine Learning Results - Visual Arts Standards

"I CAN" CHECKLIST

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

(9-12) I am able to choose a variety of art materials, techniques, and processes to create a variety of original artworks

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

(9-12) I can use Elements of Art and Principles of Design to create original artworks that demonstrate personal style in a variety of art forms with 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

(9-12) I have created a body of original art work

a. I have demonstrated sophisticated 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

Evidence of Skills/Knowledge

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

(9-12) I have selected, prepared, and helped to display my artwork



Maine Learning Results - Visual Arts Standards

"I CAN" CHECKLIST

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

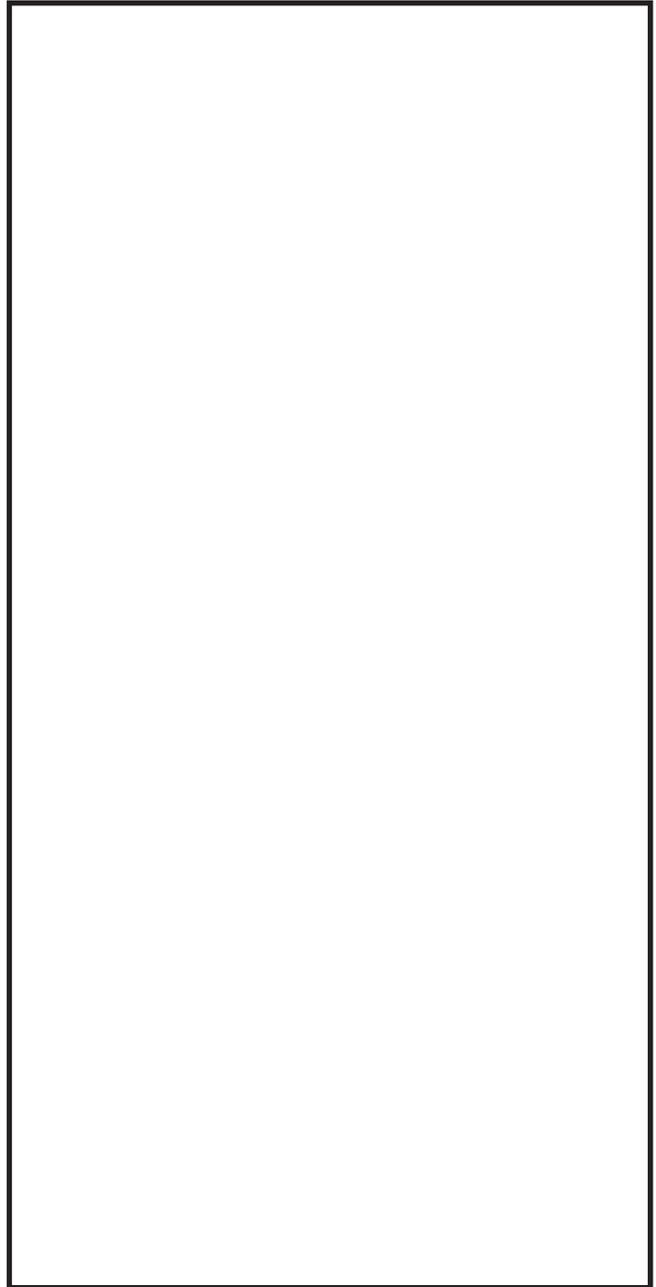
b. Flexibility

c. Elaboration

d. Originality

e. Analysis

(9-12) I can apply and analyze creative problem-solving and creative-thinking skills to improve or vary my work or the work of my peers



Maine Learning Results - Visual Arts Standards

"I CAN" CHECKLIST

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

D1. Aesthetics & Criticism

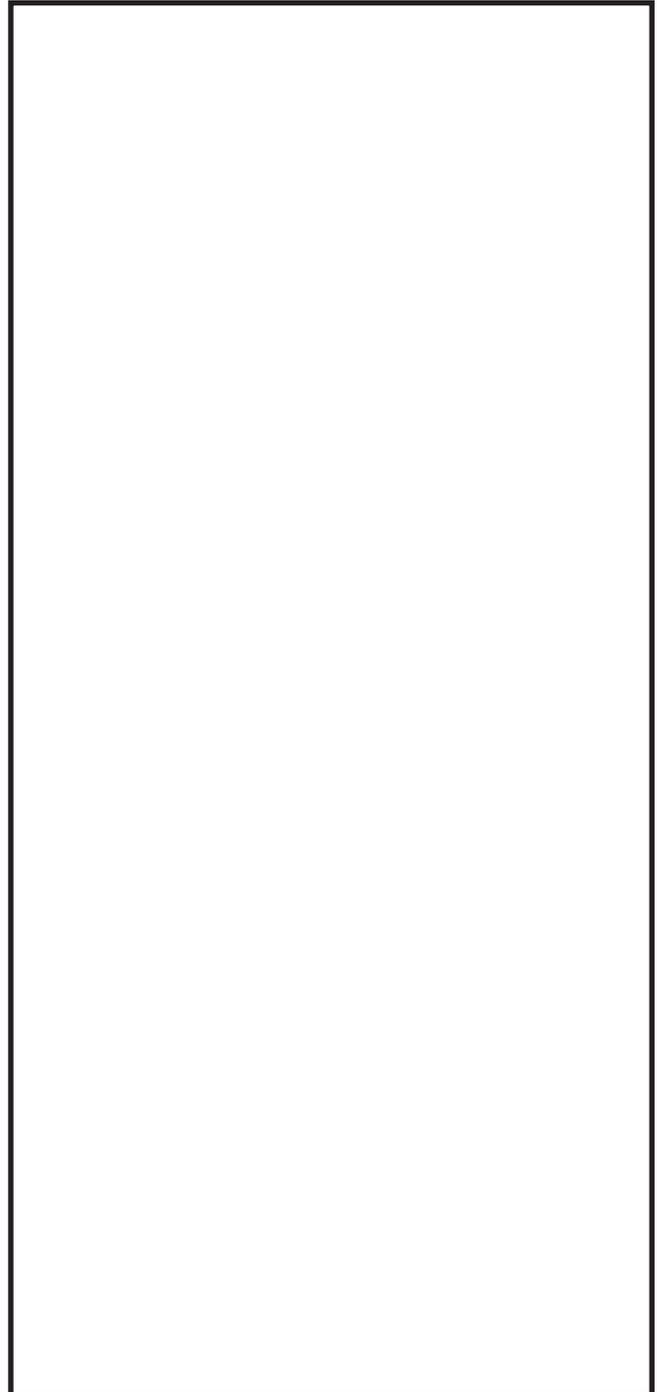
Evidence of Skills/Knowledge

(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

(9-12) I can analyze and evaluate art forms

- a. I can describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes
- b. I can analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of sources
- c. I can demonstrate an understanding of the difference between a personal opinion and an informed judgment.
- d. I can research and explain how art and artists reflect and shape their time and culture.



Maine Learning Results - Visual Arts Standards

"I CAN" CHECKLIST

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

(9-12) I can analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures

E2. The Arts and Other Disciplines

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

(9-12) I can analyze skills and concepts that are 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

(9-12) I can make short term and long term goals that related to criteria, skill development, and time management 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

(9-12) I can explain why art is important in life

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

(9-12) I consistently demonstrate positive interpersonal skills and understand why they are an important part of art learning. I am able to clean up after myself, politely converse with classmates when appropriate, work as a team, and receive constructive criticism