

# UTAH CORE STATE STANDARDS

## VISUAL ARTS

### Strands

The Utah Core standards are organized into strands, which represent significant areas of learning within content areas.

The Fine Arts have four strands:

- Create,
- Perform/Present/ Produce,
- Respond, and
- Connect.

These four strands provide the framework for a comprehensive experience in each of the five art forms: Dance, Drama/Theatre, Media Arts, Music, and Visual Arts

### Standards

Within each strand are standards. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected.

While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

<p>2010 Standards</p> <p>Making</p> <p>Perceiving</p> <p>Expressing</p> <p>Contextualizing</p> <p>Each with its own subdivided (bulleted) Objectives</p>	<p>2016 Strands</p> <p>Create</p> <p>Present/ perform/ produce.</p> <p>Respond</p> <p>Connect</p> <p>Each with its own subdivided (bulleted) Objectives</p>
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## Strand: CREATE

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.

Grades 7-8	Grades 9-12: Level 1	Grades 9-12: Level 2	Grades 9-12: Level 3
<p>4. Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. <b>Standard 7-8.V.CR.9</b></p> <p>3. Develop criteria to guide making a work of art or design to meet an identified goal. <b>Standard 7-8.V.CR.3</b></p> <p>2. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. <b>Standard 7-8.V.CR.5</b></p> <p>1. Apply methods to overcome creative blocks. Explain how traditional and nontraditional materials may affect human health and environment, and demonstrate safe handling of materials, tools, and equipment. <b>Standard 7-8.V.CR.1</b></p> <ul style="list-style-type: none"> <li>Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. <b>Standard 7-8.V.CR.7</b></li> </ul>	<p>4. Engage in making a work of art or design without having a preconceived plan. <b>Standard L1.V.CR.3</b></p> <p>3. Shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design. <b>Standard L1.V.CR.2</b></p> <p>2. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. <b>Standard L1.V.CR.6</b></p> <p>1. Use multiple approaches to begin creative endeavors. <b>Standard L1.V.CR.1</b></p> <ul style="list-style-type: none"> <li>Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. <b>Standard L1.V.CR.5</b></li> </ul>	<p>4. Individually or collaboratively formulate new creative problems based on own existing artwork. <b>Standard L2.V.CR.1</b></p> <p>3. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. <b>Standard L2.V.CR.2</b></p> <p>2. Redesign an object, system, place or design in response to contemporary issues. <b>Standard L2.V.CR.5</b></p> <p>1. Demonstrate acquisition of skills and knowledge in a chosen art form through experimentation, practice, and persistence. <b>Standard L2.V.CR.3</b></p> <ul style="list-style-type: none"> <li>Demonstrate awareness of ethical implications of making and distributing creative work. <b>Standard L2.V.CR.4</b></li> <li>Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision. <b>Standard L2.V.CR.6</b></li> </ul>	<p>4. Reflect on, re-engage in, revise, and refine works of art or design considering relevant traditional and contemporary criteria, as well as personal artistic vision. <b>Standard L3.V.CR.6</b></p> <p>3. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. <b>Standard L3.V.CR.3</b></p> <p>Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. <b>Standard L3.V.CR.4</b></p> <p>2. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions to plan the making of multiple works of art and design based on a theme, idea, or concept. <b>Standard L3.V.CR.2</b></p>

<ul style="list-style-type: none"><li>• Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. <b>Standard 7–8.V.CR.8</b></li><li>• Select, organize, and design images and words to make visually clear and compelling presentations. <b>Standard 7–8.V.CR.10</b></li><li>• Reflect on and explain important information about personal artwork in an artist statement or another format, and apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. <b>Standard 7–8.V.CR.11</b></li><li>• Collaboratively shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design. <b>Standard 7–8.V.CR.4</b></li><li>• Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. <b>Standard 7–8.V.CR.6</b></li></ul>			<ul style="list-style-type: none"><li>I. Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can effect social change. <b>Standard L3.V.CR.1</b></li><li>• Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people’s lives. <b>Standard L3.V.CR.5</b></li></ul>
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## Strand: PRESENT

Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

Grades 7-8	Grades 9-12: Level 1	Grades 9-12: Level 2	Grades 9-12: Level 3
<p>4. Express meaning through the presentation of artistic work by comparing and contrasting, viewing, and experiencing collections and exhibitions in different venues, actual and virtual; and by analyzing why and how an exhibition or collection may influence ideas, beliefs, and experiences. <b>Standard 7-8.V.P.4</b></p> <p>3. Develop and apply criteria for evaluating a collection of artwork for presentation. <b>Standard 7-8.V.P.2</b></p> <p>2. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced. <b>Standard 7-8.V.P.1</b></p> <p>1. Develop skills and concepts to refine artistic work for presentation by analyzing and evaluating methods for preparing and presenting art based on criteria, by collaboratively preparing and presenting selected theme-based artwork for display, and by formulating exhibition narratives for the viewer. <b>Standard 7-8.V.P.3</b></p>	<p>3. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. <b>Standard L1.V.P.3</b></p> <p>2. Analyze and evaluate the reasons and ways an exhibition is presented. <b>Standard L1.V.P.2</b></p> <p>1. Analyze, select, and curate artifacts and/or artworks for presentation and preservation. <b>Standard L1.V.P.1</b></p>	<p>3. Make, explain, and justify connections between artists or artwork and social, cultural, and political history. <b>Standard L2.V.P.3</b></p> <p>2. Analyze, select, and critique personal artwork for a collection or portfolio presentation. <b>Standard L2.V.P.1</b></p> <p>1. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. <b>Standard L2.V.P.2</b></p>	<p>3. Curate a collection of objects, artifacts, or artwork to affect the viewer's understanding of social, cultural, and/or political experiences. <b>Standard L3.V.P.3</b></p> <p>2. Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. <b>Standard L3.V.P.1</b></p> <p>1. Investigate, compare, and contrast methods for preserving and protecting art. <b>Standard L3.V.P.2</b></p>

## Strand: RESPOND

Students will understand, evaluate, and articulate how works of art convey meaning for the observer, as well as the creator.

Grades 7-8	Grades 9-12: Level 1	Grades 9-12: Level 2	Grades 9-12: Level 3
<p>4. Apply criteria to evaluate artistic work and process by comparing and explaining the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria, and by creating a convincing and logical argument to support an evaluation of art. <b>Standard 7-8.V.R.6</b></p> <p>3. Explain how a person's aesthetic choices are influenced by culture and environment. <b>Standard 7-8.V.R.2</b></p> <p>2. Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. <b>Standard 7-8.V.R.4</b></p> <p>1. Interpret intent and meaning in artistic work and process by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contribute to understanding messages, ideas, or mood conveyed. <b>Standard 7-8.V.R.5</b></p>	<p>4. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. <b>Standard L1.V.R.3</b></p> <p>3. Analyze how one's understanding of the world is affected by experiencing visual imagery. <b>Standard L1.V.R.2</b></p> <p>2. Hypothesize ways in which art influences perception and understanding of human experiences. <b>Standard L1.V.R.1</b></p> <p>1. Establish relevant criteria in order to evaluate a work of art or collection of works. <b>Standard L1.V.R.4</b></p>	<p>4. Determine the relevance of criteria used by others to evaluate a work of art or collection of works. <b>Standard L2.V.R.4</b></p> <p>3. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. <b>Standard L2.V.R.3</b></p> <p>2. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. <b>Standard L2.V.R.1</b></p> <p>1. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. <b>Standard L2.V.R.2</b></p>	<p>4. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. <b>Standard L3.V.R.3</b></p> <p>3. Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. <b>Standard L3.V.R.2</b></p> <p>2. Analyze how responses to art develop over time based on knowledge of and experience with art and life. <b>Standard L3.V.R.1</b></p> <p>1. Construct evaluations of a work of art or collection of works based on differing sets of criteria. <b>Standard L3.V.R.4</b></p>

<ul style="list-style-type: none"><li>• Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. <b>Standard 7–8.V.R.1</b></li><li>• Analyze multiple ways that images influence specific audience. <b>Standard 7–8.V.R.3</b></li></ul>			
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## Strand: CONNECT

Students will relate artistic skills, ideas, and work with personal meaning and external context.

Grades 7-8	Grades 9-12: Level 1	Grades 9-12: Level 2	Grades 9-12: Level 3
<p>4. Individually or collaboratively, create visual documentation of places and times in which people gather to make and experience art or design in the community. <b>Standard 7-8.V.CO.1</b></p> <p>3. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. <b>Standard 7-8.V.CO.4</b></p> <p>2. Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. <b>Standard 7-8.V.CO.3</b></p> <p>1. Make art collaboratively to reflect on and reinforce positive aspects of group identity. <b>Standard 7-8.V.CO.2</b></p>	<p>2. Document the process of developing ideas from early stages to fully elaborated ideas. <b>Standard L1.V.CO.1</b></p> <p>1. Describe how knowledge of culture, traditions, and history may influence personal responses to art. <b>Standard L1.V.CO.2</b></p>	<p>2. Compare uses of art in a variety of societal, cultural, and historical contexts, making connections to uses of art in contemporary and local contexts. <b>Standard L2.V.CO.2</b></p> <p>1. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making. <b>Standard L2.V.CO.1</b></p>	<p>2. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. <b>Standard L3.V.CO.1</b></p> <p>1. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. <b>Standard L3.V.CO.2</b></p>

In a 1-4 Proficiency Based Rubric the numbers will represent the following more generalized recommendation:

- 4- In addition to exhibiting level 3 performance, in-depth inferences and applications that go beyond what was taught in class.
- 3- No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.
- 2- No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes.
- 1- With help, a partial knowledge of some of the simpler and complex details and processes.