

## Connecticut Arts Curriculum Framework

### THE ARTS

*By the end of 12th grade, students will create, perform and respond with understanding to all of the arts, including dance, music, theatre and the visual arts; develop in-depth skills in at least one art form; appreciate the importance of the arts in expressing human experiences; and be prepared to apply their arts knowledge and skill throughout their lifetime.*

#### PROGRAM GOALS

**As a result of education in grades K-12, students will:**

1. create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) artworks that express concepts, ideas and feelings in each art form.
2. perform (select, analyze, interpret, rehearse, evaluate, refine and present) diverse art works in each art form.
3. respond (select, experience, describe, analyze, interpret and evaluate) with understanding to diverse art works and performances in each art form.
4. understand and use the materials, techniques, forms (structures, styles, genres), language, notation (written symbol system) and literature/repertoire of each art form.
5. understand the importance of the arts in expressing and illuminating human experiences, beliefs and values.
6. identify representative works and recognize the characteristics of art, music, theatre and dance from different historical periods and cultures.
7. develop sufficient mastery of at least one art form to continue lifelong involvement in that art form not only as responders (audience members), but also as creators or performers.
8. develop sufficient mastery of at least one art form to be able to pursue further study, if they choose, in preparation for a career.
9. seek arts experiences and participate in the artistic life of the school and community.
10. understand the relationships between the arts, other disciplines, and daily life.

**K-12 CONTENT STANDARDS**

**Visual Arts**

- 1) Students will understand, select and apply media, techniques and processes.
- 2) Students will understand and apply elements and organizational principles of art.
- 3) Students will consider, select and apply a range of subject matter, symbols and ideas.
- 4) Students will understand the visual arts in relation to history and cultures.
- 5) Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.
- 6) Students will make connections between the visual arts, other disciplines and daily life.

## VISUAL ARTS

### K-12 CONTENT STANDARD 1

#### Visual Arts: Media

Students will understand, select, and apply media, techniques and processes.

### PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. differentiate between a variety of media, techniques and processes
- b. describe how different media, techniques, and processes cause different effects and personal responses
- c. use different media, techniques and processes to communicate ideas, feelings, experiences and stories
- d. use art media and tools in a safe and responsible manner

Educational experiences in **grades 5-8** will assure that students:

- a. select media, techniques and processes to communicate ideas, reflect on their choices, and analyze what makes them effective
- b. improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes (2-dimensional and 3-dimensional, including media/technology)
- c. use different media, techniques, and processes –2-dimensional and 3-dimensional, including media/technology– to communicate ideas, feelings, experiences and stories

Educational experiences in **grades 9-12** will assure that students:

- a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized
- b. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- c. communicate ideas consistently at a high level of effectiveness in at least one visual arts medium

**K-12 CONTENT STANDARD 2**  
**Visual Arts: Elements And Principles**

Students will understand and apply elements and organizational principles of art.

**PERFORMANCE STANDARDS**

Educational experiences in **grades K-4** will assure that students:

- a. identify the different ways visual characteristics are used to convey ideas
- b. describe how different expressive features, and ways of organizing them, cause different responses
- c. use the elements of art and principles of design to communicate ideas

Educational experiences in **grades 5-8** will assure that students:

- a. use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas
- b. recognize and reflect on the effects of arranging visual characteristics in their own and others' work
- c. select and use the elements of art and principles of design to improve communication of their ideas

Educational experiences in **grades 9-12** will assure that students:

- a. judge the effectiveness of different ways of using visual characteristics in conveying ideas
- b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems

**K-12 CONTENT STANDARD 3**  
**Visual Arts: Content**

Students will consider, select, and apply a range of subject matter, symbols and ideas.

**PERFORMANCE STANDARDS**

Educational experiences in **grades K-4** will assure that students:

- a. discuss a variety of sources for art content
- b. select and use subject matter, symbols and ideas to communicate meaning

Educational experiences in **grades 5-8** will assure that students:

- a. consider, select from and apply a variety of sources for art content to communicate intended meaning
- b. consider and compare the sources for subject matter, symbols and ideas in their own and others' work

Educational experiences in **grades 9-12** will assure that students:

- a. use, record and develop ideas for content over time
- b. use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning

**K-12 CONTENT STANDARD 4**  
**Visual Arts: History And Cultures**

Students will understand the visual arts in relation to history and cultures.

**PERFORMANCE STANDARDS**

Educational experiences in **grades K-4** will assure that students:

- a. recognize that the visual arts have a history and different cultural purposes and meanings
- b. identify specific works of art as belonging to particular styles, cultures, times and places
- c. create art work that demonstrates understanding of how history or culture can influence visual art

Educational experiences in **grades 5-8** will assure that students:

- a. know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists
- b. describe and place a variety of specific significant art objects by artist, style, and historical and cultural context
- c. analyze, describe and demonstrate how factors of time and place (such as climate, natural resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art

Educational experiences in **grades 9-12** will assure that students:

- a. analyze and interpret artworks in terms of form, cultural and historical context, and purpose
- b. analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations and interpretations of meaning
- c. compare works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using these conclusions to inform their own art making

**K-12 CONTENT STANDARD 5****Visual Arts: Analysis, Interpretation And Evaluation**

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

**PERFORMANCE STANDARDS**

Educational experiences in **grades K-4** will assure that students:

- a. identify various purposes for creating works of art
- b. describe visual characteristics of works of art using visual art terminology
- c. recognize that there are different responses to specific works of art
- d. describe their personal responses to specific works of art using visual art terminology
- e. identify possible improvements in the process of creating their own work

Educational experiences in **grades 5-8** will assure that students:

- a. compare and contrast purposes for creating works of art
- b. describe and analyze visual characteristics of works of art using visual art terminology
- c. compare a variety of individual responses to, and interpretations of, their own works of art and those from various eras and cultures
- d. describe their own responses to, and interpretations of, specific works of art
- e. reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities, content)
- f. describe/analyze their own growth over time in relation to specific criteria

Educational experiences in **grades 9-12** will assure that students:

- a. research and analyze historic meaning and purpose in varied works of art
- b. reflect critically on various interpretations to better understand specific works of art
- c. defend personal interpretations using reasoned argument
- d. apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content)

**K-12 CONTENT STANDARD 6**  
**Visual Arts: Connections**

Students will make connections between the visual arts, other disciplines and daily life.

**PERFORMANCE STANDARDS**

Educational experiences in **grades K-4** will assure that students:

- a. identify connections between characteristics of the visual arts and other arts disciplines
- b. identify connections between the visual arts and other disciplines in the curriculum
- c. describe how the visual arts are combined with other arts in multimedia work
- d. demonstrate understanding of how the visual arts are used in the world around us
- e. identify and recognize that visual works of art are produced by artisans and artists working in different cultures, times, and places

Educational experiences in **grades 5-8** will assure that students:

- a. compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context
- b. describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts
- c. combine the visual arts with another art form to create coherent multimedia work
- d. apply visual arts knowledge and skills to solve problems common in daily life
- e. identify various careers that are available to artists

Educational experiences in **grades 9-12** will assure that students:

- a. analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style
- b. compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines
- c. create and solve interdisciplinary problems using multimedia
- d. apply visual arts knowledge and skills to solve problems relevant to a variety of careers



# Connecticut Standards for Visual Arts

Organized to Show Articulation (Sequence) Across Grade Levels

## Content Standard 1: Students will understand, select and apply media, techniques and processes

**K — 4**

**Students**

- a. differentiate between a variety of media, techniques and processes
- b. describe how different media, techniques and processes cause different effects and personal responses
- c. use different media, techniques and processes to communicate ideas, feelings, experiences and stories
- d. use art media and tools in a safe and responsible manner

**5 — 8**

**Students**

- select media, techniques and processes to communicate ideas, reflect on their choices, and analyze what makes them effective
- improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes (two-dimensional and three-dimensional, including media/technology)
- use different media, techniques and processes —two-dimensional and three-dimensional, including media/technology– to communicate ideas, feelings, experiences and stories
- (insert arrow to indicate “continue from previous level”)

**9 — 12**

**Students**

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood
- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- communicate ideas consistently at a high level of effectiveness in at least one visual arts medium
- (insert arrow to indicate “continue from previous level”)

**Content Standard 2: Students will understand and apply elements and organizational principles\* of art**

**K — 4**

**Students**

- a. identify the different ways visual characteristics are used to convey ideas
- b. describe how different expressive features, and ways of organizing them, cause different responses
- c. use the elements of art and principles of design to communicate ideas

**5 — 8**

**Students**

- use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas
- recognize and reflect on the effects of arranging visual characteristics in their own and others' work
- select and use the elements of art and principles of design to improve communication of their ideas

**9 — 12**

**Students**

- judge the effectiveness of different ways of using visual characteristics in conveying ideas
- (insert arrow to indicate “continue from previous level”)
- apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems

( \* While the “elements of art” are applicable to works of art from all cultures, the principles of design are not. Here the term “organizational principles” therefore refers not only to the western “principles of design,” but also to all other approaches to organizing art.)

**Content Standard 3: Students will consider, select and apply a range of subject matter, symbols and ideas**

**K — 4**

**Students**

- a. discuss a variety of sources for art content\*
- b. select and use subject matter, symbols and ideas to communicate meaning

**5 — 8**

**Students**

- consider, select from and apply a variety of sources for art content to communicate intended meaning
- consider and compare the sources for subject matter, symbols and ideas in their own and others' work

**9 — 12**

**Students**

- use, record and develop ideas for content over time
- use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts and cultural and aesthetic values to communicate intended meaning

( \* examples of *content* include personal experience, imagination, environment, music, storytelling, literature, poetry, cultural and historical context)

**Content Standard 4: Students will understand the visual arts in relation to history and culture**

***K — 4***

***5 — 8***

***9 — 12***

***Students***

***Students***

***Students***

- a. recognize that the visual arts have a history and a variety of cultural purposes and meanings
- b. identify specific works of art as belonging to particular styles, cultures, times and places
- c. create art work that demonstrates understanding of how history or culture can influence visual art

- know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists
- describe and place a variety of specific significant art objects by artist, style, and historical and cultural context
- analyze, describe and demonstrate how factors of time and place (such as climate, natural resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art

- analyze and interpret artworks in terms of form, cultural and historical context, and purpose
- analyze common characteristics of visual arts evident across time and among cultural/ethnic groups in order to formulate analyses, evaluations and interpretations of meaning
- compare works of art to one another in terms of history, aesthetics and culture; justify their conclusions; and use these conclusions to inform their own art making

**Content Standard 5: Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work**

**K — 4**

**Students**

- a. identify various purposes for creating works of art
- b. describe visual characteristics of works of art using visual art terminology
- c. recognize that there are different responses to specific works of art
- d. describe their personal responses to specific works of art using visual art terminology
- e. identify possible improvements in the process of creating their own work
- f.

**5 — 8**

**Students**

- compare and contrast purposes for creating works of art
- describe and analyze visual characteristics of works of art using visual art terminology
- compare a variety of individual responses to, and interpretations of, their own works of art and those from various eras and cultures
- describe their own responses to, and interpretations of, specific works of art
- reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities, content)
- describe/analyze their own artistic growth over time in relation to specific criteria

**9 — 12**

**Students**

- research and analyze historic meaning and purpose in varied works of art
- (insert arrow to indicate "continue from previous level")
- reflect critically on various interpretations to better understand specific works of art
- defend personal interpretations using reasoned argument
- apply critical and aesthetic criteria (e.g., technique, formal and expressive qualities, content) in order to improve their own works of arts
- (insert arrow to indicate "continue from previous level")

**Content Standard 6: Students will make connections between visual arts, other disciplines and daily life**

**K — 4**

**Students**

- a. identify connections between characteristics of the visual arts and other arts disciplines
- b. identify connections between the visual arts and other disciplines in the curriculum
- c. describe how the visual arts are combined with other arts in multimedia work
- d. demonstrate understanding of how the visual arts are used in the world around us
- e. recognize that works of visual art are produced by artisans and artists working in different cultures, times and places

**5 — 8**

**Students**

- compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context
- describe ways in which the principles and subject matter of the visual arts and other disciplines taught in school are interrelated
- combine the visual arts with another art form to create coherent multimedia work
- apply visual arts skills and understandings to solve problems common in daily life
- identify various careers that are available to artists

**9 — 12**

**Students**

- analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style
- compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines
- create and solve interdisciplinary problems using multimedia
- (insert arrow to indicate “continue from previous level”)
- apply visual arts skills and understandings to solve problems relevant to a variety of careers

## Glossary for Visual Arts Standards

**Aesthetics.** That branch of philosophy which focuses on the nature and value of art, issues of beauty and ugliness, and provides the standards or criteria by which works of art in various traditions and cultures are analyzed and evaluated.

**Analysis.** The process of identifying, describing, and examining the separate aspects of works of art as they function independently and together.

**Art criticism.** The field of inquiry into describing, interpreting and evaluating works of visual art, and making comparative judgments.

**Art elements.** See "Elements of art."

**Art forms.** The category into which types of visual artworks are grouped, such as: assemblage, drawings, ceramics, collage, film/video, monuments, paintings, prints, sculpture, and performance art.

**Art history.** The field of inquiry into the origins of visual art in world wide and/or specific cultures, including the social, religious, cultural, philosophical, aesthetic and technological factors which influence changes in their production over time.

**Art materials.** See "Materials."

**Art media.** See "Media."

**Assess.** To analyze and determine the nature and quality of a program and/or student achievement through methods and standards appropriate to the subject.

**Content.** The meaning, statements, personal experience, myths, imagination, narrative, and interpretations of subject matter which artists encode into their works of visual art. (See "Subject matter.")

**Context.** The aesthetic, cultural, philosophical, social, technical, economic, religious, historical and/or biographical settings in which the work of visual art was created, and the perspective within which it is being decoded by the viewer.

**Create.** The process of producing works of visual art using various materials, media and techniques, usually of an original concept or idea, and involving higher order thinking skills.

**Elements of art.** The observable components of which all works of visual art are comprised, i.e., line, shape, color, form, value, and space.

**Expressive features.** The elements of art, used in a visual work of art so as to elicit feelings—such as anger, joy, sadness, power, weakness—in the viewer, by using such

devices as ascending lines, sharp angles, bright or subdued colors, delicate textures, hovering shapes, etc.

**Expression.** A process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

**Ideas.** A formulated thought, opinion, or concept that can be represented in visual or verbal form.

**Materials.** The resources used in: (1) the creation of works of visual art, such as: canvas, clay, fabrics, fibers, film, paint, paper, wood, etc., and (2) the study of works of art, such as: art reproductions, books, video cassettes, film strips, slides, etc.

**Media.** The categories into which visual art works are grouped according to the materials used to produce them, such as: acrylics, felt tip pens, film, computer-generated images, mixed media, oils, pastels, pen and ink, pencils, and watercolors.

**Organizational principles.** A general term referring to various ways of organizing the elements or components of art, including the \*principles of design used in the Western European tradition of visual art as well as principles or conventions of other cultures and historical periods. While the \*elements of art are applicable to works of art from all cultures, the \*principles of design are not. (See "Principles of design.")

**Perception.** Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings.

**Principles of design.** The rules by which the elements of art are organized into a design or visual work of art in the Western European tradition, such as: repetition, contrast, balance, emphasis, movement, and unity. (Note: Although works from cultures which are not part of the Western European Tradition may give evidence of such principles, they were not created according to these principles and would not be judged by them. The principles of organization and design are only valid in aesthetic analysis and evaluation when they have been used in the creation of the work under consideration.) (See "Organizational principles.")

**Problems.** See "Visual arts problems."

**Process.** A complex operation involving a number of methods or techniques, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, or the casting or constructing processes in making jewelry.

**Structures.** Means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.

**Subject matter.** The categories for identifying the type of content in visual works of art, such as: abstractions, animals, cityscapes, genre (people in everyday activities), human figure, landscapes, non-objective, portraits, seascapes, etc.



**Techniques.** The processes by which art materials and media are used to create/produce works of visual art, such as: carving, drawing, painting, printing, rendering, sketching, and stippling.

**Technologies.** Complex machines used in the study and creation of art, such as lathes, presses, computers, lasers, and video equipment.

**Tools.** Instruments and equipment used by students to create and learn about art, such as brushes, scissors, brayers, easels, knives, kilns, and cameras.

**Visual arts.** A broad category that includes the traditional fine arts such as drawing, painting, printmaking, sculpture; communication and design arts such as film, television, graphics, product design; architecture and environmental arts such as urban, interior, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

**Visual arts problems.** Specific challenges based in thinking about and using visual arts components.