Visual Art I-IV

Fine Arts
Curriculum Framework

Revised 2014

Course Title:	Visual Art I-IV			
Course/Unit Credit:	1 per course			

Course Numbers:	I	II	III	IV
Visual Art	450000	450030	450040	450050
Drawing	450200	450210	450220	
Printmaking	450300			
Painting	450400	450410		
Ceramics	450500	450510		
Sculpture	450600			

Teacher Licensure:	Please refer to the Course Code Management System (https://adedata.arkansas.gov/ccms/) for the most current licensure codes.
Grades:	9-12
Prerequisites:	There is no prerequisite for Visual Art I. The student entering Visual Art II, III, or IV must successfully complete the preceding year of study of Visual Art.

Visual Art I-IV

Visual Art I-IV are two-semester courses designed to teach students to apply the elements of art and the principles of design. Students are expected to use a variety of media, techniques, processes, and tools to create original artwork that demonstrates understanding of aesthetic concerns and complex compositions. These basic concepts are introduced at the Visual Art I level. As students progress through each course, they will develop, expand, and increase their real life application of problem solving through artistic maturation. Students will create, critique, reflect, and make connections to art. Students will exhibit original artwork and develop portfolios that reflect their personal growth. Visual Art I will satisfy the one-half credit fine arts requirement for graduation. Arkansas Department of Education approval is not required for Visual Art I, Visual Art II, Visual Art III, and Visual Art IV.

Strand	Content Standard
Creating	
	1. Students will generate and conceptualize artistic ideas and work.
	2. Students will organize and develop artistic ideas and work.
	3. Students will refine and complete artistic work.
Presenting	
	4. Students will analyze, interpret, and select artistic work for presentation.
	5. Students will develop and refine artistic work for presentation.
	6. Students will convey meaning through the presentation of artistic work.
Responding	
	7. Students will perceive and analyze artistic work.
	8. Students will interpret intent and meaning in artistic work.
	9. Students will apply criteria to evaluate artistic work.
Connecting	
	10. Students will synthesize and relate knowledge and personal experiences to make art.
	11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Notes:
1. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. SLEs may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.
6. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1

Strand: Creating
    Content Standard 1: Students will generate and conceptualize artistic ideas and work.

Visual Art I	Visual Art II	Visual Art III	Visual Art IV	CCSS Alignment
CR.1.VAI.1 Produce ideas that create multiple solutions to specific visual art problems and reflect artistic expression	CR.1.VAII.1 Produce ideas that create multiple solutions to specific visual art problems and reflect artistic expression	CR.1.VAIII.1 Produce ideas that create multiple solutions to specific visual art problems and reflect artistic expression	CR.1.VAIV.1 Produce ideas that create multiple solutions to specific visual art problems and reflect artistic expression	CCRA.R.1, 7 CCRA.W.2 CCRA.SL.1, 4

Key: CR.1.VAI.1 = Creating.Content Standard 1.Visual Art I.1st Student Learning Expectation

Strand: Creating
      Content Standard 2: Students will organize and develop artistic ideas and work.

Visual Art I	Visual Art II	Visual Art III	Visual Art IV	CCSS Alignment

CR.2.VAI.1
Use the elements of art in artistic compositions
• color
  (e.g., color wheel, complementary, analogous, monochromatic, triad, warm, cool, split complementary, hue, value, intensity)
• form
  (e.g., geometric, organic)
• line
  (e.g., contour, implied, gesture, sketch, outline, structural, calligraphic, weight, value, expressive, directional, media influences)
• shape
  (e.g., geometric, organic)
• space
  (e.g., positive, negative, foreground, middle ground, background, one-point, two-point, aerial perspective, overlap, placement, size, color, illusion of depth)
• texture
  (e.g., implied, actual)
• value
  (e.g., neutral, light, dark, high key, low key, value ranges)
	CR.2.VAII.1
	Select elements of art to create *artwork(s)*
	• color
	  (e.g., color wheel, complementary, analogous, monochromatic, triad, warm, cool, split complementary, hue, value, intensity)
	• form
	  (e.g., geometric, organic)
	• line
	  (e.g., contour, implied, gesture, sketch, outline, structural, calligraphic, weight, value, expressive, directional, media influences)
	• shape
	  (e.g., geometric, organic)
	• space
	  (e.g., positive, negative, foreground, middle ground, background, one-point, two-point, aerial perspective, overlap, placement, size, color, illusion of depth)
	• texture
	  (e.g., implied, actual)
	• value
	  (e.g., neutral, light, dark, high key, low key, value ranges)
		CR.2.VAIII.1
		Create *artwork(s)*
		(e.g., landscape, portrait, still-life, realistic, *expressive*, abstract) that show deliberate choices of the elements of art in a variety of compositional concerns
		(e.g., static, dynamic, planar, recession)
			CR.2.VAIV.1
			Create *artwork(s)* that show deliberate choices of the elements of art in a variety of aesthetic concerns
			(e.g., beauty/ugliness, artistic intent/viewer response)
				CCRA.R.7
				CCRA.W.7
				CCRA.SL.4, 5
				CCRA.L.6

Key: CR.2.VAI.1 = Creating.Content Standard 2.Visual Art I.1st Student Learning Expectation

Strand: Creating
Content Standard 2: Students will organize and develop artistic ideas and work.

Visual Art I	Visual Art II	Visual Art III	Visual Art IV	CCSS Alignment

CR.2.VAI.2
Use the *principles of design* in artistic composition
• balance
  (e.g., asymmetrical, radial, symmetrical)
• contrast
  (e.g., color, form, line, shape, space, texture, value)
• emphasis
  (e.g., dominance, focal point)
• movement
  (e.g., depth, flow, overlap, placement, repetition, size, time)
• pattern
  (e.g., formal, informal, repetition)
• proportion
  (e.g., exaggeration, scale)
• rhythm
  e.g., pattern, repetition)
• unity
  (e.g., repetition, order)
• harmony
  (e.g., similarity, wholeness)
• variety
  (e.g., difference, diversity)
	CR.2.VAII.2
	Select *principles of design* to create *artwork(s)* with specific intent
	• balance
	  (e.g., asymmetrical, radial, symmetrical)
	• contrast
	  (e.g., color, form, line, shape, space, texture, value)
	• emphasis
	  (e.g., dominance, focal point)
	• movement
	  (e.g., depth, flow, overlap, placement, repetition, size, time)
	• pattern
	  (e.g., formal, informal, repetition)
	• proportion
	  (e.g., exaggeration, scale)
	• rhythm
	  e.g., pattern, repetition)
	• unity
	  (e.g., repetition, order)
	• harmony
	  (e.g., similarity, wholeness)
	• variety
	  (e.g., difference, diversity)
		CR.2.VAIII.2
		Create *artwork(s)*
		(e.g., landscape, portrait, still-life, realistic, *expressive*, abstract) with a specific intent that show deliberate choices of the *principles of design* in a variety of compositional concerns
		(e.g., static, dynamic, planar, recession)
			CR.2.VAIV.2
			Create *artwork(s)* with a specific intent that show deliberate choices in the use of *principles of design* as well as aesthetic concerns
			(e.g., beauty/ugliness, artistic intent/viewer response)
				CCRA.R.7
				CCRA.W.7
				CCRA.SL.4, 5
				CCRA.L.6

CR.2.VAI.3 Practice safety, proper technique, and conservation in the use of tools, materials, and equipment	CR.2.VAII.3 Practice safety, proper technique, and conservation in the use of tools, materials, and equipment	CR.2.VAIII.3 Practice safety, proper technique, and conservation in the use of tools, materials, and equipment	CR.2.VAIV.3 Practice safety, proper technique, and conservation in the use of tools, materials, and equipment	CCRA.SL.1

5

Key: CR.2.VAI.2 = Creating.Content Standard 2.Visual Art I.2nd Student Learning Expectation

Strand: Creating

Content Standard 3: Students will refine and complete artistic work.

Visual Art I	Visual Art II	Visual Art III	Visual Art IV	CCSS Alignment
CR.3.VAI.1 Create *artwork(s)* with a specific intent using spatial relationships (e.g., visual measurements, figure, facial, linear perspective, architectural renderings, direct observational drawings)	CR.3.VAII.1 Create *artwork(s)* with a specific intent using spatial relationships (e.g., visual measurements, figure, facial, linear perspective, architectural renderings, direct observational drawings)	CR.3.VAIII.1 Create *artwork(s)* with a specific intent using spatial relationships (e.g., visual measurements, figure, facial, linear perspective, architectural renderings, direct observational drawings)	CR.3.VAIV.1 Create *artwork(s)* with a specific intent using spatial relationships (e.g., visual measurements, figure, facial, linear perspective, architectural renderings, direct observational drawings)	CCRA.R.7 CCRA.W.7 CCRA.SL.4, 5 CCRA.L.6
CR.3.VAI.2 Render drawings as preliminary sketches or as finished products (e.g., contour, blind contour, foreshortening, gesture, journal, negative spaces, upside down, mechanical, additive/subtractive, chiaroscuro)	CR.3.VAII.2 Render drawings as preliminary sketches and as finished products (e.g., contour, blind contour, foreshortening, gesture, journal, negative spaces, upside down, mechanical, additive/subtractive, chiaroscuro)	CR.3.VAIII.2 Render drawings as preliminary sketches and as finished products (e.g., contour, blind contour, foreshortening, gesture, journal, negative spaces, upside down, mechanical, additive/subtractive, chiaroscuro)	CR.3.VAIV.2 Render drawings as preliminary sketches and as finished products (e.g., contour, blind contour, foreshortening, gesture, journal, negative spaces, upside down, mechanical, additive/subtractive, chiaroscuro)	CCRA.R.7 CCRA.W.7 CCRA.SL.4, 5 CCRA.L.6
CR.3.VAI.3 Create *artwork(s)* with a specific intent from direct observation using wet and dry media (e.g., gradation, surface qualities, transparency, opacity, color theory)	CR.3.VAII.3 Create *artwork(s)* with a specific intent from direct observation using wet and dry media (e.g., gradation, surface qualities, transparency, opacity, color theory)	CR.3.VAIII.3 Create *artwork(s)* with a specific intent from direct observation using wet and dry media (e.g., gradation, surface qualities, transparency, opacity, color theory)	CR.3.VAIV.3 Create *artwork(s)* with a specific intent from direct observation using wet and dry media (e.g., gradation, surface qualities, transparency, opacity, color theory)	CCRA.R.7 CCRA.W.7 CCRA.SL.4, 5 CCRA.L.6

Visual Art I-IV: Creating
Fine Arts Curriculum Framework
Arkansas Department of Education
Revised 2014

Key: CR.3.VAI.1 = Creating.Content Standard 3.Visual Art I.1st Student Learning Expectation

Strand: Creating
Content Standard 3: Students will refine and complete artistic work.

Visual Art I	Visual Art II	Visual Art III	Visual Art IV	CCSS Alignment
CR.3.VAI.4 Create *artwork(s)* with a specific intent using a variety of media, techniques, processes, and tools (e.g., printmaking, image transfer, sculpture, jewelry, scratch art, paper arts, fiber arts, collage, calligraphy, technology, photography)	CR.3.VAII.4 Create *artwork(s)* with a specific intent using multiple approaches and a variety of media, techniques, processes, and tools (e.g., printmaking, image transfer, sculpture, jewelry, scratch art, paper arts, fiber arts, collage, calligraphy, technology, photography)	CR.3.VAIII.4 Create *artwork(s)* with a specific intent, individually and collaboratively, using multiple approaches and a variety of media, techniques, processes, and tools to address a particular issue (e.g., economic, environmental, personal, political, social)	CR.3.VAIV.4 Create *artwork(s)* with a specific intent, individually and collaboratively, using multiple approaches and a variety of media, techniques, processes, and tools to affect a particular social issue (e.g., economic, environmental, personal, political, social)	CCRA.R.7 CCRA.W.7 CCRA.SL.4, 5 CCRA.L.6
CR.3.VAI.5 Define a body of work (e.g., compositions, artistic maturation, personal visual *voice*, influences of visual cultures, personal influences, personal environments, personal experiences, underlying visual idea, content, theme, series)	CR.3.VAII.5 Create a body of work (e.g., compositions, artistic maturation, personal visual *voice*, influences of visual cultures, personal influences, personal environments, personal experiences, underlying visual idea, content, theme, series)	CR.3.VAIII.5 Create a body of work that shares an underlying visual idea, content, or theme (e.g., evidence of thinking, problem solving, complex compositions, innovation and risk-taking, extension and exploration of media experiences, series)	CR.3.VAIV.5 Create a traditional or original body of work that shares an underlying visual idea, content, or theme (e.g., evidence of thinking, problem solving, complex compositions, innovation and risk-taking, research, series)	CCRA.R.2, 3, 7, 10 CCRA.W.9 CCRA.SL.1, 4, 5 CCRA.L.6

Key: CR.3.VAI.4 = Creating.Content Standard 3.Visual Art I.4th Student Learning Expectation

Strand: Presenting
   Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

Visual Art I	Visual Art II	Visual Art III	Visual Art IV	CCSS Alignment
P.4.VAI.1 Identify one's own *artwork(s)* that reflect personal growth	P.4.VAII.1 Assemble a *portfolio* as a reflection of personal growth	P.4.VAIII.1 Assemble a *portfolio* as a reflection of personal growth for presentation	P.4.VAIV.1 Assemble a traditional or digital portfolio of quality personal *artwork(s)* for presentation (e.g., advanced placement, professional, scholarship)	CCRA.R.1, 2, 3 CCRA.SL.1, 2, 4 CCRA.L.6

Key: P.4.VAI.1 = Presenting.Content Standard 4.Visual Art I.1st Student Learning Expectation

Strand: Presenting
    Content Standard 5: Students will develop and refine artistic work for presentation.

Visual Art I	Visual Art II	Visual Art III	Visual Art IV	CCSS Alignment
P.5.VAI.1 Participate in the process of exhibiting personal *artwork(s)* (e.g., plan, select, promote, install, attend)	P.5.VAII.1 Participate in the process of exhibiting personal *artwork(s)* (e.g., plan, select, promote, install, attend, mat, prepare, catalog)	P.5.VAIII.1 Participate in the process of exhibiting personal *artwork(s)* (e.g., plan, select, promote, install, attend, mat, prepare, catalog)	P.5.VAIV.1 Participate in the process of traditional or digital exhibition of personal *artwork(s)* (e.g., plan, select, promote, install, attend, mat, prepare, catalog, exhibit online)	CCRA.R.2, 7, 10 CCRA.W.2, 7 CCRA.SL.4, 5 CCRA.L.6

Key: P.5.VAI.1 = Presenting.Content Standard 5.Visual Art I.1st Student Learning Expectation

Strand: Presenting

Content Standard 6: Students will convey meaning through the presentation of artistic work.

Visual Art I	Visual Art II	Visual Art III	Visual Art IV	CCSS Alignment
P.6.VAI.1 Describe appropriate venues for the presentation of artistic work, based on the meaning to be conveyed (e.g., museums, professional galleries, online venues, alternative venues)	P.6.VAII.1 Discuss appropriate venues for the presentation of artistic work, based on the meaning to be conveyed (e.g., museums, professional galleries, online venues, alternative venues)	P.6.VAIII.1 Choose an appropriate venue for the presentation of artistic work, based on the meaning to be conveyed (e.g., museums, professional galleries, online venues, alternative venues)	P.6.VAIV.1 Defend the choice of an appropriate venue for the presentation of artistic work, based on the meaning to be conveyed (e.g., museums, professional galleries, online venues, alternative venues)	CCRA.SL.1, 2, 3, 4 CCRA.L.6

Key: P.6.VAI.1 = Presenting.Content Standard 6.Visual Art I.1st Student Learning Expectation

Strand: Responding
Content Standard 7: Students will perceive and analyze artistic work.

Visual Art I	Visual Art II	Visual Art III	Visual Art IV	CCSS Alignment
R.7.VAI.1 Describe aspects of *works of art* • perceptual influence • understanding of human experiences	R.7.VAII.1 Discuss aspects of *works of art* • perceptual influence • understanding of human experiences • aesthetic characteristics	R.7.VAIII.1 Develop responses to aspects of *works of art* • perceptual influence • understanding of human experiences • aesthetic characteristics • natural and constructed environments	R.7.VAIV.1 Analyze responses developed over time to aspects of *works of art* • perceptual influence • understanding of human experiences • aesthetic characteristics • natural and constructed environments	CCRA.R.1, 2, 3, 6, 7, 9 CCRA.W.1, 8, 9 CCRA.SL.1, 2, 3, 4 CCRA.L.6

11

Key: R.7.VAI.1 = Responding.Content Standard 7.Visual Art I.1st Student Learning Expectation

Strand: Responding
      Content Standard 8: Students will interpret intent and meaning in artistic work.

Visual Art I	Visual Art II	Visual Art III	Visual Art IV	CCSS Alignment
R.8.VAI.1 Describe the artist's intent in student *artwork(s)* and *works of art* in terms of history, culture, and aesthetics	R.8.VAII.1 Discuss the artist's intent in student *artwork(s)* and *works of art* in terms of history, culture, and aesthetics	R.8.VAIII.1 Compare artist's intent in student *artwork(s)* and *works of art* in terms of history, culture, and aesthetics	R.8.VAIV.1 Defend personal interpretation of artist's intent in student *artwork(s)* and *works of art* in terms of history, culture, and aesthetics	CCRA.R.1, 2, 3, 9 CCRA.W.1, 8, 9 CCRA.1, 2, 3, 4, 6 CCRA.L.6
R.8.VAI.2 Describe varied subject matter, signs, symbols, icons, and/or ideas from a variety of perspectives • media • styles • techniques • history • culture • aesthetics	R.8.VAII.2 Discuss varied subject matter, signs, symbols, icons, and/or ideas from a variety of perspectives • media • styles • techniques • history • culture • aesthetics	R.8.VAIII.2 Compare varied subject matter, signs, symbols, icons, and/or ideas from a variety of perspectives • media • styles • techniques • history • culture • aesthetics	R.8.VAIV.2 Defend personal interpretation of varied subject matter, signs, symbols, icons, and/or ideas from a variety of perspectives • media • styles • techniques • history • culture • aesthetics	CCRA.R.1, 2, 3, 9 CCRA.W.1, 8, 9 CCRA.1, 2, 3, 4, 6 CCRA.L.6

Key: R.8.VAI.1 = Responding.Content Standard 8.Visual Art I.1st Student Learning Expectation

Strand: Responding
Content Standard 9: Students will apply criteria to evaluate artistic work.

Visual Art I	Visual Art II	Visual Art III	Visual Art IV	CCSS Alignment
R.9.VAI.1 Discuss criteria used when evaluating student *artwork(s)* and *works of art* in terms of history, culture, and aesthetics	R.9.VAII.1 Refine criteria used when evaluating student *artwork(s)* and *works of art* in terms of history, culture, and aesthetics	R.9.VAIII.1 Apply criteria used when evaluating student *artwork(s)* and *works of art* in terms of history, culture, and aesthetics	R.9.VAIV.1 Defend criteria used when evaluating student *artwork(s)* and *works of art* in terms of history, culture, and aesthetics	CCRA.R.1, 7, 9 CCRA.W.1, 7, 9 CCRA.SL.2, 4 CCRA.L.6

Key: R.9.VAI.1 = Responding.Content Standard 9.Visual Art I.1st Student Learning Expectation

Strand: Connecting

Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

Visual Art I	Visual Art II	Visual Art III	Visual Art IV	CCSS Alignment
CN.10.VAI.1 Discuss selected personal *artwork(s)* with reference to media, styles, and techniques	CN.10.VAII.1 Analyze selected personal *artwork(s)* with reference to media, styles, and techniques	CN.10.VAIII.1 Apply knowledge of media, styles, and techniques to personal *artwork(s)*	CN.10.VAIV.1 Defend artistic choices made in selected personal *artwork(s)* with reference to media, styles, and techniques	CCRA.R.1, 2, 3, 7, 9 CCRA.W.1, 9 CCRA.SL.1, 2, 4 CCRA.L.6
CN.10.VAI.2 Identify personal connections (e.g., self, gender, family, community, history, culture, environment, *visual cultures*) to one's own *artwork(s)*	CN.10.VAII.2 Describe the influence of personal connections (e.g., self, gender, family, community, history, culture, environment, visual cultures, lifelong learning experiences) on one's own *artwork(s)*	CN.10.VAIII.2 Examine *intrinsic* motivations of making art	CN.10.VAIV.2 Compare *intrinsic* motivations to *extrinsic* motivations of making art	CCRA.R.1, 9 CCRA.W.1, 7 CCRA.SL.1, 4 CCRA.L.6

Key: CN.10.VAI.1 = Connecting.Content Standard 10.Visual Art I.1st Student Learning Expectation

Strand: Connecting

Content Standard 11: Students will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Visual Art I	Visual Art II	Visual Art III	Visual Art IV	CCSS Alignment
CN.11.VAI.1 Describe various purposes for creating art in the context of self, family, community, social and global perspectives (e.g., aesthetic, cultural, functional, historical, occupational, social, therapeutic, interdisciplinary)	CN.11.VAII.1 Discuss various purposes for creating art in the context of self, family, community, social and global perspectives (e.g., aesthetic, cultural, functional, historical, occupational, social, therapeutic, interdisciplinary)	CN.11.VAIII.1 Compare various purposes for creating art in the context of self, family, community, social and global perspectives (e.g., aesthetic, cultural, functional, historical, occupational, social, therapeutic, interdisciplinary,)	CN.11.VAIV.1 Defend various purposes for creating art in the context of self, family, community, social and global perspectives (e.g., aesthetic, cultural, functional, historical, occupational, social, therapeutic, interdisciplinary)	CCRA.W.1, 7 CCRA.SL.1, 2, 4 CCRA.SL.6
CN.11.VAI.2 Describe recurring universal themes, concepts, forms, and functions in *works of art* and design that span cultures, times, and places	CN.11.VAII.2 Discuss recurring universal themes, concepts, forms, and functions in *works of art* and design that span cultures, times, and places	CN.11.VAIII.2 Compare recurring universal themes, concepts, forms, and functions in *works of art* and design that span cultures, times, and places	CN.11.VAIV.2 Defend recurring universal themes, concepts, forms, and functions in *works of art* and design that span cultures, times, and places	CCRA.R.1, 2, 7, 9 CCRA.W.1, 7, 8, 9 CCRA.SL.1, 2, 4 CCRA.L.6
CN.11.VAI.3 Describe social and global impacts of art (e.g., self, gender, family, community, history, culture environments, *visual cultures*)	CN.11.VAII.3 Discuss social and global impacts of art (e.g., self, gender, family, community, history, culture environments, *visual cultures*)	CN.11.VAIII.3 Compare social and global impacts of art (e.g., self, gender, family, community, history, culture environments, *visual cultures*)	CN.11.VAIV.3 Defend social and global impacts of art (e.g., self, gender, family, community, history, culture environments, *visual cultures*)	R. CCR.1, 7, 9 W.CCR.1, 7, 8, 9 SL.CCR.1, 2, 3, 4 CCRA.L.6
CN.11.VAI.4 Describe relationships between art and environments (e.g. conservation, recycling, emerging environmental issues)	CN.11.VAII.4 Discuss relationships between art and environments (e.g. conservation, recycling, emerging environmental issues)	CN.11.VAIII.4 Compare relationships between art and environments (e.g. conservation, recycling, emerging environmental issues)	CN.11.VAIV.4 Defend relationships between art and environments (e.g. conservation, recycling, emerging environmental issues)	R. CCR.1, 7, 9 W.CCR.1, 7, 8, 9 SL.CCR.1, 2, 3, 4 CCRA.L.6

Key: CN.11.VAI.1 = Connecting.Content Standard 11.Visual Art I.1st Student Learning Expectation

Aesthetic	The quality of an object that elicits a personal response to that object; ability to discriminate at a sensory level; a pattern of thinking that deals with man's nature to respond to things
Aesthetics	The philosophical study of the nature and value of works of art and how people respond to art with their senses, intellect, and emotions; synonym for the philosophy of art
Artistic expression	Ways artists communicate ideas and feelings
Artwork	A creation by a student with a specific intent
Body of Work	A collection based on commonality
Elements of art	The basic visual tools artists use to create a work of art: color, form, line, shape, space, texture, and value
Expressive	Qualities that communicate feelings, moods, and ideas to the viewer through a work of art; expressive lines seem to reflect the artist's emotions or feelings
Extrinsic	The worth or value associated with something that is outwardly rewarding
Implied	Suggested or perceived, but not actually present
Interdisciplinary	Involving two or more academic disciplines
Intrinsic	The personal/internal emotional worth or value of something
Portfolio	A purposeful collection of an artist's own work; digital (e.g., websites, digital media, other digital collection) or traditional (e.g., collection of actual art, body of work, collection of photographs of work, book of photographs)
Principles of design	Guidelines artists use to organize the elements of art: balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, harmony, and variety)
Visual culture	The imagery in all kinds of media that encompasses the visual as well as the ideas, beliefs, and other conceptual realms that function in the immediate environment and globally, including all or nearly all of what people experience visually (e.g., fashion, advertising, comic books, video games, signage, politics, music)
Voice	A unique and personal artistic expression
Work of art	A creation by a master artist or contemporary artist which has historical, social, or cultural significance

The Visual Art I-III Framework should be used in the teaching of Drawing I-III with the exceptions contained in this appendix. These exceptions apply to the level of study and the SLE indicated. There is no prerequisite for Drawing I. The student entering Drawing II or III must successfully complete the preceding year of Drawing.

SLE	Exceptions for Drawing I
CR.1.VAI.1	Add "by using creative artistic activities • drawing • rendering • sketching"
CR.3.VAI.1	Add "by using creative artistic activities • drawing • rendering • sketching"
CR.3.VAI.2	Replace with "Render drawings as preliminary sketches and as finished products using • additive/subtractive • blind contour • chiaroscuro • contour • gesture • journal • negative spaces"
CR.3.VAI.3	Add "by using creative artistic activities • drawing • rendering • sketching"
CR.3.VAI.4	Replace with "Draw using a variety of media, techniques, processes, and tools"
CR.3.VAI.5	Replace with "Create a body of work"
SLE	Exceptions for Drawing II
CR.1.VAII.1	Add "by using creative artistic activities • drawing • rendering • sketching"
CR.3.VAII.1	Add "by using creative artistic activities • drawing • rendering • sketching"

Key: CR.1.VAI.1 = Creating.Standard 11.Visual Art I.1st Student Learning Expectation

CR.3.VAII.2	Replace with "Render drawings as preliminary sketches and as finished products using • foreshortening • journal • negative spaces • mechanical • additive/subtractive • chiaroscuro"
CR.3.VAII.3	Add "by using creative artistic activities • drawing • rendering • sketching"
CR.3.VAII.4	Replace with "Draw using multiple approaches and a variety of media, techniques, processes, and tools"
SLE	Exceptions for Drawing III
CR.1.VAIII.1	Add "by using creative artistic activities • drawing • rendering • sketching"
CR.2.VAIII.2	Change "*artwork(s)*" to "drawings" and add • "abstract • expressive • realistic"
CR.2.VAIII.3	Change "*artwork(s)*" to "drawings" and add • "abstract • expressive • realistic"
CR.3.VAIII.1	Add "by using creative artistic activities • drawing • rendering • sketching"
CR.3.VAIII.2	Replace with "Render drawings as preliminary sketches"
CR.3.VAIII.3	Replace with "Create drawings from direct observation using wet, dry, and mixed media"
CR.3.VAIII.4	Replace with "Create drawings individually and collaboratively using multiple approaches and a variety of media, techniques, processes, and tools to address a particular issue • personal • economic, environmental, political, spiritual, or social"

Key: CR.3.VAII.2 = Creating.Standard 3.Visual Art II I.2nd Student Learning Expectation

The Visual Art II Framework should be used in the teaching of Printmaking with the exceptions contained in this appendix. These exceptions apply to the level of study and the SLE indicated. The prerequisite for Printmaking is Visual Art I or Drawing I.

SLE	Exceptions for Printmaking
CR.3.VAII.1	Replace with "Create compositions using spatial relationships (e.g., visual measurements, figure, facial, linear perspective, architectural renderings, direct observational drawings)"
CR.3.VAII.2	Replace with "Render compositional drawings as preliminary sketches (e.g., foreshortening, journal, negative spaces, mechanical, additive/subtractive, chiaroscuro)"
CR.3.VAII.3	Replace with "Create prints from direct observation"
CR.3.VAII.4	Replace with "Create prints using multiple approaches, a variety of media, techniques, processes, and tools, and the following five domains of printmaking: • intaglio (e.g., dry-point, etching, mezzotint, aquatint) • planography (e.g., lithography, monotype, monoprint) • relief (e.g., woodcut, linoleum, collagraph) • stencil (e.g., seriograhy, screen print) • transfer (e.g., chalk, rubbings, gel medium, peppermint/wintergreen oil, graphite, carbon)"

Key: CR.3.VAII.1 = Creating.Standard 3.Visual Art II.1st Student Learning Expectation

The Visual Art II-III Framework should be used in the teaching of Painting I-II with the exceptions contained in this appendix. These exceptions apply to the level of study and the SLE indicated. The prerequisite for Painting I is Visual Art I or Drawing I. The prerequisite for Painting II is Painting I.

SLE	Exceptions for Painting I
CR.1.VAII.1	Add "through painting experiences"
CR.3.VAII.1	Add "through painting experiences"
CR.3.VAII.2	Replace with "Render drawings as preliminary sketches"
CR.3.VAII.3	Add "through painting experiences"
CR.3.VAII.4	Change to "Paint using a variety of media, techniques, processes, and tools (e.g., watercolor, acrylic, pastels, tempera, sketch and wash, ink, oil sticks, dry brush, wet in wet, knife painting, sgraffito, scumbling, glazing, direct painting, brushes, knife, finger, palette, sponge)"
SLE	Exceptions for Painting II
CR.1.VAIII.1	Add "through painting experiences"
CR.2.VAIII.2	Change "*artwork(s)"* to "paintings" and add • "abstract • expressive • realistic"
CR.2.VAIII.3	Change "*artwork(s)"* to "paintings" and add • "abstract • expressive • realistic"
CR.3.VAIII.1	Change "*artwork(s)"* to "paintings"
CR.3.VAIII.2	Replace with "Render drawings as preliminary sketches "
CR.3.VAIII.3	Change to "Create paintings from direct observation using wet and dry media using • color theory • gradation • opacity • surface qualities • transparency"
CR.3.VAIII.4	Change to "Paint individually and collaboratively using a variety of media, techniques, processes, and tools (e.g., oil, watercolor, acrylic, pastels, tempera, sketch and wash, ink, oil sticks, mixed media, dry brush, wet in wet, knife painting, sgraffito, scumbling, glazing, direct painting, brushes, knife, finger, palette, sponge)"

Key: CR.1.VAII.1 = Creating.Standard 1.Visual Art II.1st Student Learning Expectation

The Visual Art I-II Framework should be used in the teaching of Ceramics I-II with the exceptions contained in this appendix. These exceptions apply to the level of study and the SLE indicated. There is no prerequisite for Ceramics I. The prerequisite for Ceramics II is Ceramics I.

SLE	Exceptions for Ceramics I
CR.3.VAI.1	Remove e.g.s
CR.3.VAI.2	Remove e.g.s
CR.3.VAI.3	Replace with "Create sculptural or functional forms from direct observation"
CR.3.VAI.4	Replace with "Create ceramic forms using pinch, coil, slab, wedging, and a variety of other media, techniques, processes, and tools (e.g., earthenware, stoneware, paper clay, sgraffito, underglaze, overglaze, relief, stamping, press molds, slump, hump, air dry, kiln fire, kiln, paddling)"
CR.3.VAI.5	Replace with "Create a body of work (e.g., compositions, artistic maturation, personal visual *voice*, influences of *visual cultures*, personal influences, personal environments, personal experiences, underlying visual idea, content, theme, series)"
SLE	Exceptions for Ceramics II
CR.3.VAII.1	Remove e.g.s
CR.3.VAII.2	Remove e.g.s
CR.3.VAII.3	Replace with "Create ceramic forms from direct observation"
CR.3.VAII.4	Replace with "Create ceramic forms using wedging, pinch, coil, slab, relief, wheel, and a variety of other media, techniques, processes, and tools (e.g., earthenware, stoneware, paper clay, sgraffito, underglaze, overglaze, slump, hump, air dry, kiln fire, kiln, paddling)"
CR.3.VAII.5	Replace with "Create a body of work that share an underlying visual idea, content, or theme (e.g., evidence of thinking, problem solving, complex compositions, innovation and risk-taking, extension and exploration of media experiences, set, series of functional forms, series of figurative forms, series of sculptural forms)"

Key: CR.3.VAII.1 = Creating.Standard 3.Visual Art II.1st Student Learning Expectation

Appendix 5: Sculpture

The Visual Art II Framework should be used in the teaching of Sculpture with the exceptions contained in this appendix. These exceptions apply to the level of study and the SLE indicated. The prerequisite for Sculpture is Visual Art I or Ceramics I.

SLE	Exceptions for Sculpture
CR.2.VAII.2	Replace with "Create sculptural forms that show deliberate choices of the elements of art in a variety of compositional concerns • abstract • expressive • realistic"
CR.2.VAII.3	Replace with "Create sculptural forms that show deliberate choices of the *principles of design* in a variety of compositional concerns • abstract • expressive • realistic"
CR.3.VAII.1	Remove e.g.s
CR.3.VAII.2	Remove e.g.s
CR.3.VAII.3	Replace with "Create sculptural or functional forms from direct observation"
CR.3.VAII.4	Replace with "Create in the round and relief sculptural forms using additive and subtractive processes and a variety of media, techniques, and tools (e.g., clay, plaster, foam, found objects, cardboard, paper mache, wire, wood, metal)"
CR.3.VAII.5	Replace with "Create a body of work that share an underlying visual idea, content, or theme (e.g., evidence of thinking, problem solving, complex compositions, innovation and risk-taking, extension and exploration of media experiences, series of figurative forms, series of sculptural forms)"

Key: CR.2.VAI.2 = Creating.Standard 2.Visual Art I.2nd Student Learning Expectation

Contributors

The following people contributed to the development of this document:

Jennifer Cates – Atkins School District	Nikki Owens – Woodlawn School District
William Fortson – Rivercrest School District	Shannon Puckett – Genoa Central School District
Mignon Hatton – Pulaski County Special School District	Tom Richard – University of Arkansas at Monticello
Nikki Kalcevic – Bentonville School District	Blaine Sapaugh – Texarkana School District
James Kunzelman – Fayetteville School District	Robert Sibley – Brinkley School District
Cheryl McMickle – Forrest City School Disrict	Lynn Smith – Little Rock School District
Daphne Morgan – Strong-Huttig School District	Marc Sloan – Westside Consolidated School District