

Artistic Literacy

Two tenets exist within this domain—creating and responding. Combined, these cultivate wisdom, innovative thinking and intrinsic values; processes not easily quantified, but vital to lifelong learning in an increasingly technological, commercial and global society.

“Artistic Literacy (is) the ability to encode and decode (“read” and “write”) aesthetic wisdom that is expressed and received in symbolic and metaphoric forms.”¹

“Artistic Literacy” supports “artistic modes of thinking” by teaching students “how to make good judgments about qualitative relationships,” that “problems can have more than one solution,” and that “complex forms of problem solving are seldom fixed, but change with circumstance and opportunity.”²

“Artistic Literacy” affords the opportunity to develop personal value systems within our 21st Century world through the discernment of historical and cultural information to foster growth in making informed decisions in order to live and work well with others.

¹ “Wisdom Lost: Artistic Literacy as a 21st-Century Skill” by Charles E. Combs (2009)

² *The Arts and the Creation of Mind* by Elliot Eisner (2002)

Visual Arts

A comprehensive art curriculum will actively engage students in their own learning to develop concepts and skills through sensory awareness, aesthetic discrimination and authentic production tasks. “Individuals who participate in an effective visual arts program develop visual thinking abilities and analytic and expressive abilities that result in a high level of functioning in academic areas such as mathematics, sciences, social sciences, and language arts. (Visual Art instruction) serves as an excellent model for approaches to creative problem-solving that mark the educated person.”¹

¹ *Creating Curriculum: A Framework for Visual Art*, Iowa Department of Education, Iowa Alliance for Arts Education and Iowa Arts Council (1995)

Visual Art - Grades 9-12

Essential Concepts and/or Skills (*Artistic Literacy*)¹

CREATE

Students will plan, make, evaluate, refine, complete, present, imagine, experiment, and research to create artworks that express concepts, ideas, and feelings within the Art disciplines.

RESPOND

Students will select, experience, describe, analyze interpret and evaluate to respond with understanding to diverse art works and performances within the Arts disciplines.

¹ Adapted from "Three Artistic Processes" by Scott Shuler. National Arts Assessment Training Institute, SCASS Arts Education Assessment Consortium (1997).

Content Standard for Grade 9-12

Content Standard 1: Students will understand, select and apply media, techniques and processes. (*Critical Thinking, Creativity, Flexibility / Adaptability, Productivity / Accountability*)

A Benchmark	Create objects, performances, conceptual works, and images with a variety of media to explore relevant personal, technical, social, environmental and cultural issues.
B Benchmark	Develop and demonstrate ability with tools and technologies associated with art making and research.
C Benchmark	Transform conceptual ideas and processes into visual art products.

Content Standard 2: Students will understand and apply elements and principles of design and other art structures. (*Critical Thinking, Complex Communication, Creativity, Flexibility / Adaptability, Productivity / Accountability*)

A Benchmark	Research and apply the elements and principles associated with the discipline of visual art to investigate, studio production, art history, aesthetics, and issues that occur in society, culture, and the natural world.
B Benchmark	Compare perspectives and functions of art to justify personal evaluation through reasoned arguments and logical connections.
C Benchmark	Communicate ideas to others through the visual arts.

Content Standard 3: Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas. (*Critical Thinking, Complex Communication, Creativity, Flexibility / Adaptability, Productivity / Accountability*)

A Benchmark	Create original artwork using subjects, symbols, and ideas from society, cultures, and the natural world.
B Benchmark	Generate and revise multiple solutions in the visual arts.

Content Standard 4: Students will understand the visual arts in relation to history and cultures. (*Complex Communication, Creativity, Collaboration*)

A Benchmark	Understand and apply knowledge of history and cultures to visual art.
B Benchmark	Identify and combine divergent sources from visual culture, art history, popular arts, and media to create original and meaningful

	works of art.
C Benchmark	Explore diversity through the study, creation, reflection, outreach and collaboration in the visual arts.
Content Standard 5: Students will reflect upon and assess the characteristics and merits of their own and other's work. <i>(Critical Thinking, Complex Communication, Creativity, Collaboration, Flexibility / Adaptability, Productivity / Accountability)</i>	
A Benchmark	Use written and oral communication to critique personal artwork and the work of others.
B Benchmark	Reflect upon personal artistic growth over time in relation to specific criteria.
C Benchmark	Adapt and revise artwork in response to critical feedback from peers and teachers.
Content Standard 6: Students will make connections between the visual arts, other disciplines and daily life. <i>(Critical Thinking, Flexibility / Adaptability, Productivity / Accountability)</i>	
A Benchmark	Synthesize materials, processes and technologies in the visual arts with other disciplines.
B Benchmark	Practice problem-solving with materials and processes to make predictions and anticipate change.
C Benchmark	Share ideas, images and objects with others through a variety of ways.

Adapted from "National Standards for Arts Education" and *Creating Curriculum: A Framework for Visual Art*.