

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 K-5

Essential Concepts and/or Skills

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.

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

Content Standard for Grade K-5

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

A Benchmark	Use media, styles and technique to solve visual problems.
B Benchmark	Use a variety of tools and technologies to define, investigate and solve problems.

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

A Benchmark	Understand and apply the elements and principles of design within their artwork.
B Benchmark	Apply a variety of approaches and processes to encourage unique thoughts and application in art making.
C Benchmark	Compare and contrast art elements in various works of art.

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	Develop ideas by understanding artists, styles and cultures.
B Benchmark	Use original ideas to create authentic art to reflect personal interests.

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

A Benchmark	Listen, question, and apply information when studying works of art.
B Benchmark	Investigate artists and diverse cultures throughout history to develop new ideas.
C Benchmark	Compare and contrast the strengths and traits of diverse cultures as related to self.

Content Standard 5: Students will reflect upon and assess the characteristics and merits of their own and other’s work. *(Critical Thinking, Complex Communication, Collaboration, Flexibility / Adaptability)*

Visual Art Team Grade K-5 | 2011

A Benchmark	Examine and express judgments about art using relevant vocabulary.
B Benchmark	Reflect upon personal artistic growth over time in relation to specific criteria.
Content Standard 6: Students will make connections between the visual arts and other disciplines. (<i>Critical Thinking, Complex Communication, Flexibility / Adaptability</i>)	
A Benchmark	Understand the connection between art and other disciplines, careers and emerging technologies.
B Benchmark	Make connections between art and the larger world through community outreach.

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