

Ohio's Learning Standards for Fine Arts



Visual Arts

2024



**Department of
Education &
Workforce**

Introduction to Ohio’s Learning Standards for Fine Arts: Visual Arts

ORC 3301.079(B)(3): All school districts, community schools, and STEM schools may utilize the state standards and the model curriculum.

RATIONALE

The purpose of Ohio’s Learning Standards for Fine Arts: Visual Arts is to provide a framework for visual art curriculum development that lays a foundation for lifelong learning and understanding of visual art. Through discovery, inquiry, analysis, and application, the standards promote:

- Critical thinking, personal expression, and creativity;
- Collaboration and communication skills;
- Interdisciplinary connections;
- The use of technology as a tool for artistic expression;
- Appreciation for the diversity of visual art; and
- Understanding the value and role of visual art in society.

GUIDING PRINCIPLES

A high-quality visual art education provides a unique set of learning experiences for students. The following illustrates the guiding principles of a visual art curriculum.

Students need to:

- Exercise and develop creativity as an essential intellectual activity;
- Create and collaborate with peers to develop leadership and team-building skills;
- Engage with visual art in a thoughtful, knowledgeable, and ethically responsible way; and
- Practice self-discipline, problem-solving, and innovation skills through varied art experiences.

THE 2024 VISUAL ART STANDARDS

The visual art standards emphasize the need for lifelong learning in visual art. The standards guide and inspire teachers to design high-quality instruction through the following *Artistic Processes*:

- Creating;
- Performing;
- Responding; and
- Connecting.

The new standards provide certified visual art educators with a framework that closely matches the unique goals of their discipline. The standards are sequential and presented in a grade-by-grade sequence from kindergarten through grade 8 and at four high school levels: Proficient, Intermediate, Accomplished, and Advanced while being vertically and horizontally aligned.

A variety of factors contribute to the individuality of visual arts programs throughout the state. Factors may include but are not limited to, schedule, access to various technologies, time allotted, and class size. The flexibility of standards implementation is important because not all teachers may be capable of meeting every standard in every single grade band or course. However, the best practice is to ensure that each artistic process is addressed within the curriculum and instruction.

Visual art teachers use a variety of approaches, philosophies, and methods. Visual art can be taught effectively in a multitude of ways. The standards allow flexibility for teachers to determine how to deliver the content in ways that consider their students, communities, and available resources.

Opportunities to use technology as a tool are embedded within all the standards. Individual teachers and school districts have the flexibility to incorporate and apply technology, based on accessibility and practical use to enhance the artist/student within the construct of their curriculum. Educators acknowledging and providing technology opportunities allow for artistic space to explore new subjects and deepen their understanding of difficult concepts.

The arts allow opportunities for students to cultivate the types of essential thinking dispositions for life today, tomorrow, and well into the future. Woven into our *Enduring Understandings*, students are encouraged to express their sense of discipline, creativity, and perseverance. Through the arts, students will be prepared to engage in an increasingly complex and interconnected world.

NOTE: Items in parentheses are intended as examples and are not intended to be prescriptive.

Ohio's Learning Standards for Fine Arts: Visual Arts

KINDERGARTEN – GRADE 8

ENDURING UNDERSTANDINGS

- Creating:** Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
- Performing:** Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
- Responding:** Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
- Connecting:** Artists/students understand and communicate the value of creative expressions in internal and external contexts.



GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
KINDERGARTEN	<p>CONTENT STATEMENTS</p> <p>K.1CR Explore environments and experiences to generate original artmaking ideas.</p> <p>K.2CR Engage in self-directed play with various materials.</p> <p>K.3CR Discover how the elements of art can be used in artmaking.</p>	<p>CONTENT STATEMENTS</p> <p>K.1PE Demonstrate willingness to try new processes.</p> <p>K.2PE Explore a variety of materials and tools to create works of art.</p> <p>K.3PE Communicate an idea using the elements of art.</p>	<p>CONTENT STATEMENTS</p> <p>K.1RE Use visual art vocabulary to distinguish between art forms.</p> <p>K.2RE Describe processes used to make art.</p> <p>K.3RE Observe and describe works of art.</p>	<p>CONTENT STATEMENTS</p> <p>K.1CO Connect ideas, stories, and personal experiences to works of art.</p> <p>K.2CO Consider and discuss why people create and enjoy works of art.</p> <p>K.3CO Share personal responses to works of art and acknowledge the opinions of others.</p>
GRADE 1	<p>CONTENT STATEMENTS</p> <p>1.1CR Differentiate between personal ideas and the ideas of others when developing artmaking concepts.</p> <p>1.2CR Explore materials to devise imagery and symbols.</p> <p>1.3CR Experiment with various elements of art to communicate meaning.</p>	<p>CONTENT STATEMENTS</p> <p>1.1PE Develop independence during artmaking.</p> <p>1.2PE Engage with materials and tools to develop artmaking skills.</p> <p>1.3PE Convey ideas and emotions using the elements of art.</p>	<p>CONTENT STATEMENTS</p> <p>1.1RE Describe the meaning of symbols and images in works of art.</p> <p>1.2RE Recognize and identify strengths in personal artwork.</p> <p>1.3RE Explore and describe how works of art are produced.</p>	<p>CONTENT STATEMENTS</p> <p>1.1CO Use historical and cultural works of art to answer questions about daily life.</p> <p>1.2CO Identify examples of art and artists in students' everyday lives.</p> <p>1.3CO Communicate personal emotions and read emotional content in works of art.</p>
GRADE 2	<p>CONTENT STATEMENTS</p> <p>2.1CR Generate artmaking ideas from multiple sources.</p> <p>2.2CR Combine materials to explore personal artistic ideas.</p> <p>2.3CR Investigate ways to organize elements of art to express meaning.</p>	<p>CONTENT STATEMENTS</p> <p>2.1PE Show perseverance in the creative process.</p> <p>2.2PE Apply increasing skill in the appropriate use of materials and tools.</p> <p>2.3PE Produce works that intentionally incorporate the elements of art.</p>	<p>CONTENT STATEMENTS</p> <p>2.1RE Compare works of art using descriptive language.</p> <p>2.2RE Use self-assessment strategies with current artworks to inform future artmaking.</p> <p>2.3RE Share personal interpretations of works of art.</p>	<p>CONTENT STATEMENTS</p> <p>2.1CO Recognize and discuss the different ways in which art communicates ideas and serves many purposes.</p> <p>2.2CO Analyze how art, exhibited inside and outside of schools, contributes to communities.</p> <p>2.3CO Respect and support peer ideas and creativity.</p>
GRADE 3	<p>CONTENT STATEMENTS</p> <p>3.1CR Identify problems as sources in preparation for artmaking.</p> <p>3.2CR Investigate artistic challenges using various materials and tools.</p> <p>3.3CR Experiment with the elements of art to explore connections with the principles of design.</p>	<p>CONTENT STATEMENTS</p> <p>3.1PE Demonstrate flexible thinking in revising personal works of art.</p> <p>3.2PE Demonstrate expressive and purposeful use of materials and tools.</p> <p>3.3PE Use principles of design to arrange the elements of art.</p>	<p>CONTENT STATEMENTS</p> <p>3.1RE Compare and contrast personal interpretations of works of art with those of peers.</p> <p>3.2RE Use feedback and self-assessment to improve the techniques utilized in personal artworks.</p> <p>3.3RE Generate and defend established criteria for determining what is a work of art.</p>	<p>CONTENT STATEMENTS</p> <p>3.1CO Understand that the context impacts the creation, interpretation and perception of an artwork.</p> <p>3.2CO Explain the reasons and value of documenting and preserving works of art.</p> <p>3.3CO Consider the opinions of others when working toward a common goal in art.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
GRADE 4	<p>CONTENT STATEMENTS</p> <p>4.1CR Discover and solve problems of personal relevance and interest when developing artmaking ideas.</p> <p>4.2CR Select materials and processes to solve artistic problems.</p> <p>4.3CR Consider the elements of art and principles of design to create visually effective compositions.</p>	<p>CONTENT STATEMENTS</p> <p>4.1PE Engage and persist in artistic risk-taking.</p> <p>4.2PE Select and vary materials, tools, and processes to achieve innovative outcomes.</p> <p>4.3PE Utilize innovative ways to apply the elements of art and principles of design.</p>	<p>CONTENT STATEMENTS</p> <p>4.1RE Identify qualities that contribute to the design and meanings of works of art.</p> <p>4.2RE Provide and receive constructive feedback for personal skill development.</p> <p>4.3RE Analyze art forms, techniques, and artistic styles from a variety of cultures and historical periods.</p>	<p>CONTENT STATEMENTS</p> <p>4.1CO Explore artists and works of art that impact the history and culture of Ohio.</p> <p>4.2CO Explore universal themes expressed across arts disciplines.</p> <p>4.3CO Demonstrate empathetic reactions in response to works of art.</p>
GRADE 5	<p>CONTENT STATEMENTS</p> <p>5.1CR Experiment with various ideas to address contemporary issues.</p> <p>5.2CR Investigate ideas and inform artmaking through available resources.</p> <p>5.3CR Select and use the elements of art and principles of design to investigate interdisciplinary concepts.</p>	<p>CONTENT STATEMENTS</p> <p>5.1PE Incorporate constructive feedback throughout the artmaking process.</p> <p>5.2PE Develop technical skills to strengthen artmaking.</p> <p>5.3PE Communicate an interdisciplinary concept using the elements of art and principles of design.</p>	<p>CONTENT STATEMENTS</p> <p>5.1RE Use established criteria to assess works of art individually and collaboratively.</p> <p>5.2RE Develop personal criteria to assess work and set goals for growth.</p> <p>5.3RE Evaluate the relationship between works of art and human experiences.</p>	<p>CONTENT STATEMENTS</p> <p>5.1CO Investigate works of art and the social and cultural contexts that shaped their creation.</p> <p>5.2CO Recognize that art is a tool for advocacy and civic engagement.</p> <p>5.3CO Evoke emotional responses for a desired outcome through works of art.</p>
GRADE 6	<p>CONTENT STATEMENTS</p> <p>6.1CR Reference multiple sources for visual expression.</p> <p>6.2CR Brainstorm and experiment independently with ideas.</p> <p>6.3CR Synthesize the elements of art and principles of design to plan works of art.</p> <p>6.4CR Recognize ethical uses of visual resources.</p>	<p>CONTENT STATEMENTS</p> <p>6.1PE Compare and contrast various levels of artisanship.</p> <p>6.2PE Identify technical skills that impact artmaking.</p> <p>6.3PE Purposefully incorporate the elements of art and principles of design to construct works of art.</p> <p>6.4PE Select artwork for exhibition based on established criteria.</p>	<p>CONTENT STATEMENTS</p> <p>6.1RE Select relevant vocabulary to define and describe works of art.</p> <p>6.2RE Identify self-assessment criteria to inform goals within the artmaking process.</p> <p>6.3RE Describe how elements of art and principles of design are used in art criticism.</p> <p>6.4RE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.</p>	<p>CONTENT STATEMENTS</p> <p>6.1CO Identify how art reflects changing cultures over time.</p> <p>6.2CO Identify the importance of lifelong involvement and advocacy in visual arts.</p> <p>6.3CO Link observations, life experiences, and imagination for personal and creative expression.</p> <p>6.4CO Define a variety of aesthetic stances.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
GRADE 7	<p>CONTENT STATEMENTS</p> <p>7.1CR Explore influences on style and choice of subject matter.</p> <p>7.2CR Investigate organizational strategies to develop original ideas.</p> <p>7.3CR Practice visual fluency through the application of elements of art and principles of design.</p> <p>7.4CR Consider ethics when interacting with visual resources.</p>	<p>CONTENT STATEMENTS</p> <p>7.1PE Demonstrate persistence and artisanship during the artmaking process.</p> <p>7.2PE Explore materials to design and create works of art.</p> <p>7.3PE Demonstrate artistic style through the use of the elements of art and principles of design.</p> <p>7.4PE Provide and receive feedback as part of exhibition practices.</p>	<p>CONTENT STATEMENTS</p> <p>7.1RE Apply relevant vocabulary to define and describe works of art.</p> <p>7.2RE Design self-assessment techniques to inform goals within the artmaking process.</p> <p>7.3RE Interpret art by analyzing the characteristics of its context and media.</p> <p>7.4RE Connect various art forms to their social, cultural, or historical purposes.</p>	<p>CONTENT STATEMENTS</p> <p>7.1CO Analyze how art is used to inform or influence the beliefs, values, or behaviors of a community.</p> <p>7.2CO Investigate cultural institutions that support lifelong engagement with visual arts.</p> <p>7.3CO Explore how personal experiences influence style and choice of subject matter.</p> <p>7.4CO Explore personal aesthetic beliefs.</p>
GRADE 8	<p>CONTENT STATEMENTS</p> <p>8.1CR Determine how the choice of media relates to the ideas and images in works of art.</p> <p>8.2CR Brainstorm, refine, and select solutions for original works of art.</p> <p>8.3CR Demonstrate visual literacy through the application of the elements of art and principles of design to communicate an idea.</p> <p>8.4CR Analyze and apply what it means to ethically create and share works of art.</p>	<p>CONTENT STATEMENTS</p> <p>8.1PE Apply artisanship when preparing and presenting works of art.</p> <p>8.2PE Select materials and techniques to independently create works of art.</p> <p>8.3PE Make aesthetic decisions using the elements of art and principles of design.</p> <p>8.4PE Collect personal works of art for a portfolio.</p>	<p>CONTENT STATEMENTS</p> <p>8.1RE Build relevant vocabulary to describe and analyze works of art.</p> <p>8.2RE Differentiate between established criteria and personal goals throughout the learning process.</p> <p>8.3RE Distinguish visual characteristics related to the meaning of works of art.</p> <p>8.4RE Understand how cultural factors affect what contemporary artists create.</p>	<p>CONTENT STATEMENTS</p> <p>8.1CO Interpret how community context, beliefs, and resources influence works of art.</p> <p>8.2CO Research artistic professions of personal interest.</p> <p>8.3CO Discover how cultural differences impact personal perceptions.</p> <p>8.4CO Identify aesthetic choices within works of art.</p>

HIGH SCHOOL

ENDURING UNDERSTANDINGS

Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.



ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
PROFICIENT	<p>CONTENT STATEMENTS HSP.1CR Evaluate various sources for visual reference. HSP.2CR Explore multiple solutions to artistic problems. HSP.3CR Identify visual literacy strategies as a means to communicate concepts. HSP.4CR Determine and apply what it means to create and share works of art ethically.</p>	<p>CONTENT STATEMENTS HSP.1PE Determine appropriate levels of artisanship through persistence. HSP.2PE Demonstrate increasing skill with materials and techniques. HSP.3PE Integrate selected elements of art and principles of design to construct works of art. HSP.4PE Select works of art for a foundational portfolio.</p>	<p>CONTENT STATEMENTS HSP.1RE Increase relevant vocabulary to describe and analyze components related to visual art. HSP.2RE Engage with self-assessment to set and monitor goals to document personal growth. HSP.3RE Utilize art criticism methods when responding to works of art. HSP.4RE Identify the relationships between community or cultural values and trends in visual art.</p>	<p>CONTENT STATEMENTS HSP.1CO Understand how works of art reflect diverse communities, viewpoints, and perspectives. HSP.2CO Recognize contributions of the visual arts in everyday life. HSP.3CO Examine personal and social contexts related to works of art. HSP.4CO Examine various aesthetic theories and visual culture.</p>
INTERMEDIATE	<p>CONTENT STATEMENTS HSI.1CR Develop a practice of engaging with sources for idea generation. HSI.2CR Select the appropriate creative processes for potential solutions to artistic problems. HSI.3CR Explore visual literacy strategies as a means to develop individual communication. HSI.4CR Develop a practice of ethical use of visual resources.</p>	<p>CONTENT STATEMENTS HSI.1PE Refine levels of artisanship while modeling persistence. HSI.2PE Apply and defend the selection of materials and techniques. HSI.3PE Organize the elements of art and principles of design to intentionally construct works of art. HSI.4PE Select, prepare, and present works of art for a portfolio.</p>	<p>CONTENT STATEMENTS HSI.1RE Expand relevant vocabulary to analyze and interpret works of art. HSI.2RE Apply self-assessment and goal-setting practices to revise artworks and document personal growth. HSI.3RE Develop art criticism methods when responding to artworks. HSI.4RE Explain the relationship between cultures, communities, and artists.</p>	<p>CONTENT STATEMENTS HSI.1CO Explore how works of art can impact issues relevant to various communities. HSI.2CO Connect universal themes in the visual arts to personal life experiences. HSI.3CO Investigate emotional experiences through personal and collaborative artistic processes. HSI.4CO Compare aesthetic theory and visual culture to inform personal aesthetic development.</p>
ACCOMPLISHED	<p>CONTENT STATEMENTS HSAC.1CR Utilize sources to conceptualize a personally relevant idea. HSAC.2CR Develop aesthetic and stylistic solutions to artistic problems through preparatory work. HSAC.3CR Expand visual literacy strategies to express personal meaning. HSAC.4CR Utilize practices that protect personal works of art from unethical use.</p>	<p>CONTENT STATEMENTS HSAC.1PE Demonstrate skilled artisanship through persistence. HSAC.2PE Broaden the selection of materials and techniques while demonstrating technical skills. HSAC.3PE Use selected elements of art and principles of design to inform personal style. HSAC.4PE Determine criteria used in the personal selection of works of art for an accomplished portfolio.</p>	<p>CONTENT STATEMENTS HSAC.1RE Apply relevant vocabulary to interpret and evaluate works of art. HSAC.2RE Refine self-assessment and goal-setting strategies to understand progress and prioritize steps for improvement. HSAC.3RE Use art criticism methods independently when responding to works of art. HSAC.4RE Analyze the work of individual artists and explain how they are influenced by cultural factors.</p>	<p>CONTENT STATEMENTS HSAC.1CO Articulate evidence of how works of art impact communities. HSAC.2CO Assess the impact of advocacy in the visual arts personally and professionally. HSAC.3CO Analyze the personal impact of art experiences. HSAC.4CO Develop a personal philosophy of art based on aesthetic theory and an understanding of visual culture.</p>



ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
ADVANCED	<p>CONTENT STATEMENTS</p> <p>HSAD.1CR Utilize multiple sources to establish a central theme for a body of work.</p> <p>HSAD.2CR Determine potential solutions for artistic problems with independence and purpose.</p> <p>HSAD.3CR Synthesize visual literacy strategies to fluently communicate meaning.</p> <p>HSAD.4CR Defend the ethical incorporation of visual resources in personal works of art.</p>	<p>CONTENT STATEMENTS</p> <p>HSAD.1PE Initiate sophisticated levels of artisanship through self-motivated persistence.</p> <p>HSAD.2PE Justify the intentional selection of materials and techniques while exhibiting advanced technical skills.</p> <p>HSAD.3PE Shape a body of work with independently selected elements of art and principles of design.</p> <p>HSAD.4PE Justify the selection of individual pieces for a portfolio of cohesive work.</p>	<p>CONTENT STATEMENTS</p> <p>HSAD.1RE Utilize relevant vocabulary to interpret, evaluate, and defend works of art.</p> <p>HSAD.2RE Provide evidence of self-assessment and goal-setting throughout the production of artworks.</p> <p>HSAD.3RE Develop a personal art criticism method to defend the merits of works of art.</p> <p>HSAD.4RE Justify how individual artists impact cultural developments.</p>	<p>CONTENT STATEMENTS</p> <p>HSAD.1CO Develop strategies for artmaking that impact communities.</p> <p>HSAD.2CO Demonstrate personal strategies for lifelong involvement and advocacy in the visual arts.</p> <p>HSAD.3CO Predict potential impact and responses to works of art based on contextual considerations.</p> <p>HSAD.4CO Defend a personal philosophy of art based on aesthetic theory and visual culture.</p>