



Ohio's Learning Standards

# Fine Arts: Visual Arts

June 2022 Draft

## Introduction to Ohio's Learning Standards for Fine Arts: Visual Arts

### 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 the 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 diversity;
- 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 social-emotional, leadership and team-building skills;
- Engage with visual art in a thoughtful, knowledgeable and ethically responsible way;
- Explore equity, diversity and inclusion, revealing common threads of human experience;
- Practice self-discipline, problem-solving and innovation skills through varied art experiences.

### THE 2022 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 *Enduring Understandings*:

- Creating;
- Performing;
- Responding;
- 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 from kindergarten through high school while being vertically and horizontally aligned.

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 within the construct of their curriculum. Educators acknowledging and providing technology opportunities allows 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 own personal sense of discipline, creativity and perseverance. Through the arts, students will be prepared to engage in an increasingly complex and interconnected world.



## Ohio's Learning Standards for Fine Arts: Visual Arts

## KINDERGARTEN – GRADE 8

<b>ENDURING UNDERSTANDINGS</b>	<p><b>Creating:</b> Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.</p> <p><b>Performing:</b> Artists employ personal processes and skills to solve problems creatively and present work in various contexts.</p> <p><b>Responding:</b> Artists engage in analysis and interpretation to understand and evaluate artistic works.</p> <p><b>Connecting:</b> Artists understand and communicate the value of creative expressions in internal and external contexts.</p>	
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GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
KINDERGARTEN	<p><b>CONTENT STATEMENTS</b></p> <p><b>K.1CR</b> Explore environments and experiences to generate original artmaking ideas.</p> <p><b>K.2CR</b> Engage in self-directed play with various materials.</p> <p><b>K.3CR</b> Discover how the elements of art can be used in artmaking.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>K.1PE</b> Demonstrate willingness to try new processes.</p> <p><b>K.2PE</b> Explore a variety of materials and tools to create works of art.</p> <p><b>K.3PE</b> Communicate an idea using the elements of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>K.1RE</b> Use visual art vocabulary to distinguish between art forms.</p> <p><b>K.2RE</b> Describe processes used to make art.</p> <p><b>K.3RE</b> Observe and describe works of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>K.1CO</b> Connect ideas, stories and personal experiences to works of art.</p> <p><b>K.2CO</b> Consider and discuss why people create and enjoy works of art.</p> <p><b>K.3CO</b> Share personal responses to works of art and acknowledge the opinions of others.</p>
GRADE 1	<p><b>CONTENT STATEMENTS</b></p> <p><b>1.1CR</b> Differentiate between personal ideas and the ideas of others when developing artmaking concepts.</p> <p><b>1.2CR</b> Explore materials to devise imagery and symbols.</p> <p><b>1.3CR</b> Experiment with various elements of art to communicate meaning.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>1.1PE</b> Develop independence during artmaking.</p> <p><b>1.2PE</b> Engage with materials and tools to develop artmaking skills.</p> <p><b>1.3PE</b> Convey ideas and emotions using the elements of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>1.1RE</b> Describe the meaning of symbols and images in works of art.</p> <p><b>1.2RE</b> Recognize and identify strengths in personal artwork.</p> <p><b>1.3RE</b> Explore and describe how works of art are produced.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>1.1CO</b> Use historical and cultural works of art to answer questions about daily life.</p> <p><b>1.2CO</b> Identify examples of art and artists in students' everyday lives.</p> <p><b>1.3CO</b> Communicate personal emotions and read emotional content in works of art.</p>
GRADE 2	<p><b>CONTENT STATEMENTS</b></p> <p><b>2.1CR</b> Generate artmaking ideas from multiple sources.</p> <p><b>2.2CR</b> Combine materials to explore personal artistic ideas.</p> <p><b>2.3CR</b> Investigate ways to organize elements of art to express meaning.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>2.1PE</b> Show perseverance in the creative process.</p> <p><b>2.2PE</b> Apply increasing skill in the appropriate use of materials and tools.</p> <p><b>2.3PE</b> Produce works that intentionally incorporate the elements of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>2.1RE</b> Compare works of art using descriptive language.</p> <p><b>2.2RE</b> Use self-assessment strategies with current artworks to inform future artmaking.</p> <p><b>2.3RE</b> Share personal interpretations of works of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>2.1CO</b> Recognize and discuss the different ways in which art communicates ideas and serves many purposes.</p> <p><b>2.2CO</b> Analyze how art, exhibited inside and outside of schools, contributes to communities.</p> <p><b>2.3CO</b> Respect and support peer ideas and creativity.</p>
GRADE 3	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1CR</b> Identify problems as sources in preparation for artmaking.</p> <p><b>3.2CR</b> Investigate artistic challenges using various materials and tools.</p> <p><b>3.3CR</b> Experiment with the elements of art to explore connections with the principles of design.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1PE</b> Demonstrate flexible thinking in revising personal works of art.</p> <p><b>3.2PE</b> Demonstrate expressive and purposeful use of materials and tools.</p> <p><b>3.3PE</b> Use principles of design to arrange the elements of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1RE</b> Compare and contrast personal interpretations of works of art with those of peers.</p> <p><b>3.2RE</b> Use feedback and self-assessment to improve the techniques utilized in personal artworks.</p> <p><b>3.3RE</b> Generate and defend established criteria for determining what is a work of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1CO</b> Understand that the context impacts the creation, interpretation and perception of an artwork.</p> <p><b>3.2CO</b> Explain the reasons and value of documenting and preserving works of art.</p> <p><b>3.3CO</b> Consider the opinions of others when working toward a common goal in art.</p>
GRADE 4	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1CR</b> Discover and solve problems of personal relevance and interest when developing artmaking ideas.</p> <p><b>4.2CR</b> Select materials and processes to solve artistic problems.</p> <p><b>4.3CR</b> Consider the elements of art and principles of design to create visually effective compositions.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1PE</b> Engage and persist in artistic risk-taking.</p> <p><b>4.2PE</b> Select and vary materials, tools and processes to achieve innovative outcomes.</p> <p><b>4.3PE</b> Utilize innovative ways to apply the elements of art and principles of design.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1RE</b> Identify qualities that contribute to the design and meanings of works of art.</p> <p><b>4.2RE</b> Provide and receive constructive feedback for personal skill development.</p> <p><b>4.3RE</b> Analyze art forms, techniques and artistic styles from a variety of cultures and historical periods.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1CO</b> Explore artists and works of art that impact the history and culture of Ohio.</p> <p><b>4.2CO</b> Explore universal themes expressed across arts disciplines.</p> <p><b>4.3CO</b> Demonstrate empathetic reactions in response to works of art.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<b>GRADE 5</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>5.1CR</b> Experiment with various ideas to address contemporary issues.</p> <p><b>5.2CR</b> Investigate ideas and inform artmaking through available resources.</p> <p><b>5.3CR</b> Select and use the elements of art and principles of design to investigate interdisciplinary concepts.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>5.1PE</b> Incorporate constructive feedback throughout the artmaking process.</p> <p><b>5.2PE</b> Develop technical skills to strengthen artmaking.</p> <p><b>5.3PE</b> Communicate an interdisciplinary concept using the elements of art and principles of design.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>5.1RE</b> Use established criteria to assess works of art individually and collaboratively.</p> <p><b>5.2RE</b> Develop personal criteria to assess work and set goals for growth.</p> <p><b>5.3RE</b> Evaluate the relationship between works of art and human experiences.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>5.1CO</b> Investigate works of art and the social and cultural contexts that shaped their creation.</p> <p><b>5.2CO</b> Recognize that art is a tool for advocacy and change.</p> <p><b>5.3CO</b> Evoke emotional responses for a desired outcome through works of art.</p>
<b>GRADE 6</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>6.1CR</b> Reference multiple sources for visual expression.</p> <p><b>6.2CR</b> Brainstorm and experiment independently with ideas.</p> <p><b>6.3CR</b> Synthesize the elements of art and principles of design to plan works of art.</p> <p><b>6.4CR</b> Recognize ethical uses of visual resources.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>6.1PE</b> Compare and contrast various levels of artisanship.</p> <p><b>6.2PE</b> Identify technical skills that impact artmaking.</p> <p><b>6.3PE</b> Purposefully incorporate the elements of art and principles of design to construct works of art.</p> <p><b>6.4PE</b> Select artwork for exhibition based on established criteria.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>6.1RE</b> Select relevant vocabulary to define and describe works of art.</p> <p><b>6.2RE</b> Identify self-assessment criteria to inform goals within the artmaking process.</p> <p><b>6.3RE</b> Describe how elements of art and principles of design are used in art criticism.</p> <p><b>6.4RE</b> Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>6.1CO</b> Identify how art reflects changing cultures over time.</p> <p><b>6.2CO</b> Identify the importance of lifelong involvement and advocacy in visual arts.</p> <p><b>6.3CO</b> Link observations, life experiences and imagination for personal and creative expression.</p> <p><b>6.4CO</b> Define a variety of aesthetic stances.</p>
<b>GRADE 7</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1CR</b> Explore influences on style and choice of subject matter.</p> <p><b>7.2CR</b> Investigate organizational strategies to develop original ideas.</p> <p><b>7.3CR</b> Practice visual fluency through the application of elements of art and principles of design.</p> <p><b>7.4CR</b> Consider ethics when interacting with visual resources.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1PE</b> Demonstrate persistence and artisanship during the artmaking process.</p> <p><b>7.2PE</b> Explore materials to design and create works of art.</p> <p><b>7.3PE</b> Demonstrate artistic style through the use of the elements of art and principles of design.</p> <p><b>7.4PE</b> Provide and receive feedback as part of exhibition practices.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1RE</b> Apply relevant vocabulary to define and describe works of art.</p> <p><b>7.2RE</b> Design self-assessment techniques to inform goals within the artmaking process.</p> <p><b>7.3RE</b> Interpret art by analyzing the characteristics of its context and media.</p> <p><b>7.4RE</b> Connect various art forms to their social, cultural or historical purposes.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1CO</b> Analyze how art is used to inform or influence beliefs, values or behaviors of a community.</p> <p><b>7.2CO</b> Investigate cultural institutions that support lifelong engagement with visual arts.</p> <p><b>7.3CO</b> Explore how personal experiences influence style and choice of subject matter.</p> <p><b>7.4CO</b> Explore personal aesthetic beliefs.</p>
<b>GRADE 8</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1CR</b> Determine how the choice of media relates to the ideas and images in works of art.</p> <p><b>8.2CR</b> Brainstorm, refine and select solutions for original works of art.</p> <p><b>8.3CR</b> Demonstrate visual literacy through application of the elements of art and principles of design to communicate an idea.</p> <p><b>8.4CR</b> Analyze and apply what it means to ethically create and share works of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1PE</b> Apply artisanship when preparing and presenting works of art.</p> <p><b>8.2PE</b> Select materials and techniques to independently create works of art.</p> <p><b>8.3PE</b> Make aesthetic decisions using the elements of art and principles of design.</p> <p><b>8.4PE</b> Collect personal works of art for a portfolio.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1RE</b> Build relevant vocabulary to describe and analyze works of art.</p> <p><b>8.2RE</b> Differentiate between established criteria and personal goals throughout the learning process.</p> <p><b>8.3RE</b> Distinguish visual characteristics related to the meaning of works of art.</p> <p><b>8.4RE</b> Understand how cultural factors affect what contemporary artists create.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1CO</b> Interpret how community context, beliefs and resources influence works of art.</p> <p><b>8.2CO</b> Research artistic professions of personal interest.</p> <p><b>8.3CO</b> Discover how cultural differences impact personal perceptions.</p> <p><b>8.4CO</b> Identify aesthetic choices within works of art.</p>

## HIGH SCHOOL

## ENDURING UNDERSTANDINGS

**Creating:** Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

**Performing:** Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

**Responding:** Artists engage in analysis and interpretation to understand and evaluate artistic works.

**Connecting:** Artists understand and communicate the value of creative expressions in internal and external contexts.



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