

Fine Arts Learning Standards Crosswalk: Visual Arts



Philosophical Foundation for Fine Arts Learning Standards

The Ohio Learning Standards for Fine Arts reflect the skills and knowledge students need to succeed in their personal and professional artistic pursuits. Underpinning the philosophical and lifelong goals of the Ohio Learning Standards for Fine Arts is the conceptual framework of *Artistic Literacy* and the *Artistic Processes*. When enacted through high-quality instruction, the four artistic processes cultivate students’ artistic literacy and prepare students for success in college, careers, and beyond.

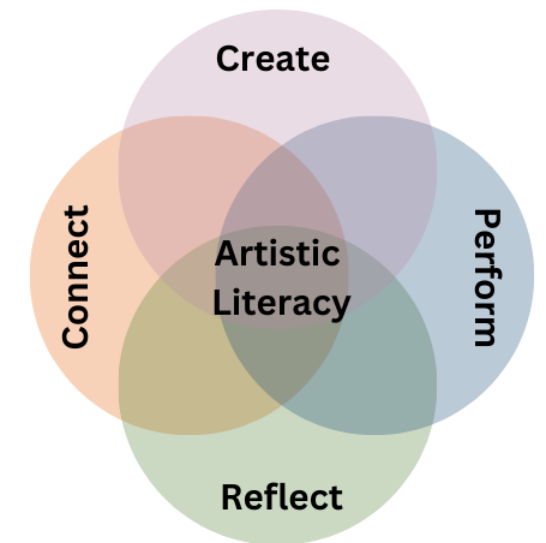
Artistic Literacy

- The knowledge and understanding required to participate authentically in the arts.
- Artistic Literacy is supported by arts domain-specific literacy processes such as: aural, kinesthetic, media, oral and text-based, and visual literacy.

Artistic Process

- The rigorous cognitive and physical actions by which arts learning and artmaking are realized.
- When students use the Artistic Processes, they draw from various kinds of knowledge and understanding about the arts to construct meaning. This process builds fluency in the symbolic and metaphoric forms that are both unique to the arts and transferable to a multitude of contexts.

Access the [Ohio Learning Standards for Fine Arts](#).



ORGANIZATION OF FINE ARTS LEARNING STANDARDS

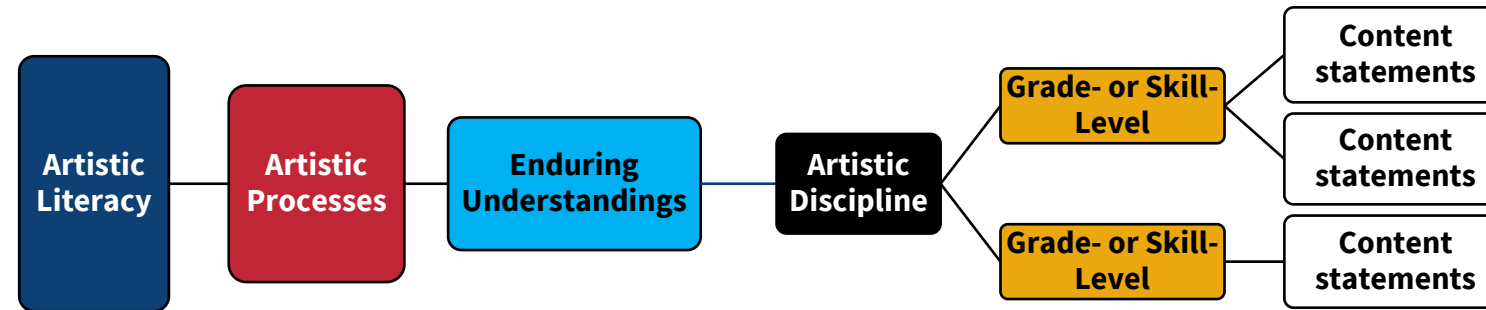
The Ohio Learning Standards for Fine Arts are structured around four Artistic Processes and designed to answer the question: *What do artists do?*. Organizational changes included consistency of the Artistic Processes across all five disciplines, alignment with the national framework, and the inclusion of ‘artists/students’ centered students as artists as a part of the learning process.

ARTISTIC PROCESSES

2012	2024	CHANGES AND RATIONALE
COGNITIVE & CREATIVE LEARNING PROCESSES	ARTISTIC PROCESSES	
PERCEIVING/KNOWING (PE): Listen, observe, move, attend to, discriminate	CREATING (CR): Artists/students conceive and develop new artistic ideas and work	Creating was parsed out from Producing/Performing to elevate the importance of the creating process.
PRODUCING/PERFORMING (PR): Create, compose, improvise, use & master skills	PERFORMING (PE): Artists/students realize artistic ideas and work through interpretation and presentation	Performing shifted the focus from ‘knowing what’ (i.e., skills and techniques) to ‘knowing how’ (i.e., making and conveying meaning through art).
RESPONDING/REFLECTING (RE): Make connections, reconsider, question, self-assess	RESPONDING (RE): Artists/students understand and evaluate how the arts convey meaning	Responding merged aspects of Perceiving/Knowing and Responding/Reflecting to focus on analysis, interpretation, understanding, critique, and evaluation. Making connections was parsed out of Responding/Reflecting and included under Connecting.
	CONNECTING (CO): Artists/students relate artistic ideas and work with personal meaning and external content	The Connecting process was added in response to the educational communities’ desire to have a category that had more real-world and career connections beyond only technical performance skills for students.

ENDURING UNDERSTANDINGS FOR FINE ARTS LEARNING STANDARDS

Each artistic process has an aligned Enduring Understanding which is shared across all five artistic disciplines. Enduring Understandings clarifies what students will carry forward from high-quality arts instruction. These Enduring Understandings prepare for success in both the arts and life.



The four Enduring Understandings are big picture goals for student learning, underpin the performance indicators, and drive curricular and instructional choices. Each Artistic Process has a discipline-specific performance standard for each grade- or skill-level. Grades K-8 performance standards are organized by grade level while high school performance standards are organized by skill-level. The content statements serve as guideposts, or performance indicators, to support reaching the goals of the Enduring Understandings and the cultivation of *Artistic Literacy*. Changes include reconceptualizing the Enduring Understandings to be consistent across all arts disciplines and alignment with the Artistic Processes.

2012	2024	CHANGES AND RATIONALE
ENDURING UNDERSTANDINGS	ENDURING UNDERSTANDINGS	
PERSONAL CHOICE AND VISION: Students construct and solve problems of personal relevance and interest when expressing themselves through dance.	CREATING: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.	Personal Choice and Vision is embedded within both Creating and Connecting.
CRITICAL AND CREATIVE THINKING: Students combine and apply artistic and reasoning skills to imagine, create, realize, and refine dances in conventional and innovative ways and understand the dances created and performed by others.	PERFORMING: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Critical and Creative Thinking is embedded within Creating and Responding.
AUTHENTIC APPLICATION AND COLLABORATION: Students work individually and in groups to focus ideas and create and perform dances to address genuine local and global community needs.	RESPONDING: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.	Authentic Application and Collaboration is embedded within Creating, Performing, and Connecting.
LITERACY: As consumers, critics and creators, students evaluate and understand performances, choreographies, improvisations and other texts produced in the media forms of the day.	CONNECTING: Artists/students understand and communicate the value of creative expressions in internal and external contexts	Literacy is embedded within the larger framework of the Artistic Processes as the cultivation of Artistic Literacy.

Changes from 2012 to 2024

The visual arts standards were revised and updated to address the vertical and horizontal alignment suggestions that trended in the public comments. The revision streamlined the content standards by reducing repetition and aligning language and processes with prevalent terms used within the field. The revision also encouraged an understanding of how personal, cultural, and social norms and expectations influence the Fine Arts Learning Standards. The 2024 standards were designed to be less prescriptive and more conceptual, allowing teachers to utilize their professional expertise and experience to customize arts learning for the individual students in the classroom. This allows for increased flexibility in which types of artistic genres and styles are included within locally adopted curricula to support student acquisition of artistic literacy. The new framework recognizes that high-quality arts learning can be realized in a myriad of ways, allowing schools and districts increased flexibility in how they might create artistic learning opportunities for students.

CONCEPTUAL SHIFT

In the shift from skill-based learning standards to cognitive and artistic process-based learning standards, the arts techniques and skills become the activity by which learning is activated. Consider rigor as a process of building conceptual understandings, procedural skills, and fluency, and applying learning. What this may look like in practice may vary from arts discipline to arts discipline, and even between genres or types of arts.

IMPLICATIONS FOR INSTRUCTION

The 2024 Learning Standards for Fine Arts focus instruction on the cognitive and artistic processes and repositions the technical skills as the means by which students acquire the knowledge and understanding required for artistic and technical fluency.

VISION OF HIGH-QUALITY INSTRUCTION IN THE ARTS

Munter (2014) outlines a framework characterizing a vision for high-quality instruction:

1. **Role of the teacher** – forms of guidance or instructional practices utilized by teacher
2. **Classroom discourse** – ways students participate in learning (e.g., listening, talking, doing, moving, singing, playing, etc.)
3. **Content-specific Tasks** – activities grounded in the artistic content used to support learning (e.g., projects, assignments, activities, etc.)

In addition to these three elements, high-quality instruction needs to be supported by a foundation of a welcoming classroom culture and high levels of student engagement.

Consider the following guiding questions:

1. **Role of the teacher** – What pedagogical approaches and instructional strategies are utilized by the teacher to promote mastery and are aligned to best practices within the artistic domain?
2. **Classroom discourse** – How are students participating in the learning? What opportunities do students have to communicate (verbal, written, symbolic, movement, etc.) their understanding of the learning?
3. **Content-specific tasks** – What technical skills and cognitive processes are students engaging with?
4. **Classroom culture** – What teacher explicit and implicit actions encourage students to feel welcome and ready to learn in the classroom?
5. **Student engagement** – How are student interests included in the lesson activities? What strategies are used to support high levels of student engagement from all students?

FRAMEWORK GUIDING QUESTIONS

Instructional Vision	What is your vision for teaching and learning in the arts?
Artistic Literacy	What knowledge and understanding are required to participate authentically in the arts? What abilities are required to demonstrate artistic fluency?
Artistic Processes	What are the cognitive, artistic, and physical actions, understandings, and skills required for arts learning?
Enduring Understandings	What are the overarching goals of arts learning? What should students carry forward from the learning?
Grade- or Skill-Level Statements	What are the targets for each grade- or skill-level to meet the goals of the enduring understandings? What indicators of performance should students be able to demonstrate?

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.

OVERVIEW OF THE 2024 VISUAL ARTS 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.

Integration of Technology: 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.

Career Connections: 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.

Visual Arts Crosswalk Kindergarten

2012		2024		CHANGES AND RATIONALE
Perceiving Knowing (PE)	<p>1PE Describe the meaning in the marks they make on paper.</p> <p>2PE Name and point out subject matter and details observed in works of art.</p> <p>3PE Describe different ways that an artwork expresses an emotion or mood.</p> <p>4PE Distinguish between common visual art forms (e.g., painting, drawing, sculpture).</p> <p>5PE Identify and name materials used in visual art.</p> <p>6PE Recognize and point out basic elements of art in their own artworks and that of others.</p> <p>7PE Explore their environments and experiences for artmaking ideas.</p>	Creating (CR)	<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>Added 2024</p> <p>1PE – combine K.1PE and K.1RE and now K.2RE, combine multiple standards</p> <p>2PE – combine K.2PE, K.3PE, K.6PE, K.4RE, K.5RE and now K.3RE; combine multiple standards</p> <p>3PE – combine K.2PE, K.3PE, K.6PE, K.4RE, K.5RE and now K.3RE; combine multiple standards</p> <p>4PE – combine K.4PE, K.5PE, K.6RE and now K.1RE; combine of multiple standards</p> <p>5PE – combine K.4PE, K.5PE, K.6RE and now K.1RE; combine of multiple standards</p> <p>6PE – combine K.2PE, K.3PE, K.6PE, K.4RE, K.5RE and now K.3RE; combine multiple standards</p> <p>7PE – combine K.7PE and K.2PR and now K.1CR; combine multiple standards</p>
Producing Performing (PR)	<p>1PR Explore and experiment with a range of art materials and tools to create and communicate personal meaning.</p> <p>2PR Generate ideas and images for artwork based on observation, memory, imagination, and experience.</p> <p>3PR Discover, select, and combine art and design elements to communicate subject matter in various visual forms.</p> <p>4PR Reduce objects into basic shapes and lines in relation to the whole image.</p> <p>5PR Engage in artmaking that explores and combines various forms of symbolic representation including words, symbols, images, music, and movement.</p> <p>6PR Create artwork that explores a central theme across disciplines.</p>	Performing (PE)	<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>Standards related to the Creating process were moved.</p> <p>1PR – now K.2PR; edited to make clear and concise</p> <p>2PR – combine K.7PE and K.2PR and now K.1CR; combine multiple standards</p> <p>3PR – now K.3CR; edited to make clear and concise</p> <p>4PR – combine K.4PR and K.5PR and now K.3PR; simplified for scaffolding</p> <p>5PR – combine K.4PR and K.5PR and now K.3PR; simplified for scaffolding</p> <p>6PR – deleted, developmentally inappropriate</p>
Responding Reflecting (RE)	<p>1RE Describe their artworks and efforts and share their artmaking processes.</p> <p>2RE Show confidence and pride in their artistic accomplishments.</p> <p>3RE Connect their personal experiences to what they see in works of art.</p> <p>4RE Communicate the ideas and stories they see in works of art.</p> <p>5RE Describe what they see and feel in selected works of art.</p> <p>6RE Recognize and point out the similarities and differences between artistic styles.</p> <p>7RE Recognize that people have different opinions and responses to works of art.</p> <p>8RE Consider and talk about why people make and enjoy works of art.</p> <p>6RE Demonstrate confidence and pride in individual and collaborative dramatic play.</p>	Responding (RE)	<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>Standards related to the Connecting process were moved.</p> <p>1RE – combine K.1PE and K.1RE and now K.2RE, combine multiple standards</p> <p>2RE – deleted; not able to be assessed</p> <p>3RE – is now K1C – edited to be more concise</p> <p>4RE – combine K.2PE, K.3PE, K.6PE, K.4RE, K.5RE and now K.3RE; combine multiple standards</p> <p>5RE – combine K.2PE, K.3PE, K.6PE, K.4RE, K.5RE and now K.3RE; combine multiple standards</p> <p>6RE – combine K.4PE, K.5PE, K.6RE and now K.1RE; combine of multiple standards</p> <p>7RE – now K.3CO; edited to make clear and concise</p> <p>8RE – is now K.2CO – edited to be more concise</p>
		Connecting (CO)	<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>	<p>Added 2024</p>

Grade 1

2012		2024		CHANGES AND RATIONALE
Perceiving Knowing (PE)	<p>1PE Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.</p> <p>2PE Explore and describe how a selected art object was made.</p> <p>3PE Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.</p> <p>4PE Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.</p> <p>5PE Identify and discuss what an artist does and find examples of works by artists in their schools and communities.</p> <p>6PE Generate artmaking ideas from their daily experiences and the environment.</p>	Creating (CR)	<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>Added 2024</p> <p>1PE – combine 1.1PE, 1.3PE, and 1.6RE and now 1.1CO; combine of multiple standards</p> <p>2PE – is now 1.3RE – edited to be more concise</p> <p>3PE – combine 1.1PE, 1.3PE, and 1.6RE and now 1.1CO; combine of multiple standards</p> <p>4PE – combine 1.4PE and 1.7RE and now 1.3CE; combine multiple standards</p> <p>5PE – is now 1.2CO; edited to make clear and concise</p> <p>6PE – is now 1.1CR; more developmentally appropriate</p>
Producing Performing (PR)	<p>1PR Demonstrate beginning skill and craftsmanship in the use of art materials and tools.</p> <p>2PR Invent imagery and symbols to express thoughts and feelings.</p> <p>3PR Explore and use a range of subject matter to create original works of art.</p> <p>4PR Create an artwork based on observation of familiar objects and scenes.</p> <p>5PR Use selected art and design elements and principles to explore ideas, feelings, and relationships.</p> <p>6PR Engage in artmaking to produce a work that combines music, movement, or dramatic play with visual art.</p>	Performing (PE)	<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>Standards related to the Creating process were moved.</p> <p>1PR – now 1.2PR; edited to make clear and concise</p> <p>2PR – is now 1.2CR – edited to be more concise</p> <p>3PR – deleted; too broad and included other standards</p> <p>4PR – deleted; too broad and included other standards</p> <p>5PR – now 1.3PR; edited to make clear and concise</p> <p>6PR – deleted; curriculum and not standards</p>
Responding Reflecting (RE)	<p>1RE Recognize and point out the strengths in their artworks and how the work could be improved.</p> <p>2RE Revise works of art to a level of personal satisfaction.</p> <p>3RE Share their artmaking processes with peers.</p> <p>4RE Explain how personal interests and experiences are reflected in the subject matter of artworks.</p> <p>5RE Discuss the meanings of visual symbols, images, and icons observed in artworks.</p> <p>6RE Select an art object and describe its personal, functional, or decorative purpose.</p> <p>7RE Describe how elements and principles communicate meaning in works of art.</p> <p>8RE Express and share their own responses to works of art and consider the responses of others.</p>	Responding (RE)	<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>Standards related to the Connecting process were moved.</p> <p>1RE – combine 1.1RE and 1.2RE and now 1.2RE; combine of multiple standards</p> <p>2RE – combine 1.1RE and 1.2RE and now 1.2RE; combine of multiple standards</p> <p>3RE – edited to make clear and concise</p> <p>4RE – combine 1.4RE and 1.8RE and now 1.3CO; combine of multiple standards</p> <p>5RE – is now 1.1RE – edited to be more concise</p> <p>6RE – combine 1.1PE, 1.3PE, and 1.6RE and now 1.1CO; combine of multiple standards</p> <p>7RE- combine 1.4PE and 1.7RE and now 1.3CR; combine multiple standards</p> <p>8RE – combine 1.4RE and 1.8RE and now 1.3CO; combine of multiple standards</p>
		Connecting (CO)	<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>	<p>Added 2024</p>

Grade 2

2012		2024		CHANGES AND RATIONALE
Perceiving Knowing (PE)	<p>1PE Notice and point out details and respond to expressive features in artworks.</p> <p>2PE Distinguish the subject matter and artistic style of two or more visual artists.</p> <p>3PE Compare the form, materials, and techniques in selected works of art using descriptive language.</p> <p>4PE Identify and compare the purposes for creating art objects from various cultures.</p> <p>5PE Identify and describe cultural symbols, images, and contexts of works of art.</p> <p>6PE Identify and share the uses of visual art outside the classroom and provide examples.</p> <p>7PE Generate artmaking ideas from their daily experiences and the environment.</p>	Creating (CR)	<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>Added 2024</p> <p>1PE – combine 2.1PE and 2.2PE and now 2.1RE; combine of multiple standards</p> <p>2PE – combine 2.1PE and 2.2PE and now 2.1RE; combine of multiple standards</p> <p>3PE – is now 2.1RE – edited to be more concise</p> <p>4PE – combine 2.4PE, 2.5PE and 2.6RE and now 2.1CO; combine of multiple standards</p> <p>5PE – combine 2.4PE, 2.5PE and 2.6RE and now 2.1CO; combine of multiple standards</p> <p>6PE – now 2.2CO; edited to be more concise and clearer</p> <p>7PE – is now 2.1CR – edited to be more concise</p>
Producing Performing (PR)	<p>1PR Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.</p> <p>2PR Envision what cannot be observed directly and depict it visually.</p> <p>3PR Create artworks based on imagination and observation of familiar objects and scenes.</p> <p>4PR Demonstrate flexibility in their creative processes and use of art materials.</p> <p>5PR Identify, select, and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern, and tone).</p> <p>6PR Use visual art materials to express an idea that reflects their own social or cultural identity.</p>	Performing (PE)	<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>Standards related to the Creating process were moved.</p> <p>1PR – now 2.2PR; edited to be more concise</p> <p>2PR – deleted; developmentally inappropriate</p> <p>3PR – 2.1CR; edited to be clear and concise</p> <p>4PR – combine 2.4PR and 2.6PR and now 2.2CR; combine of multiple standards</p> <p>5PR – now 2.3PR; edited to be clear and concise</p> <p>6PR – combine 2.4PR and 2.6PR and now 2.2CR; combine of multiple standards</p>
Responding Reflecting (RE)	<p>1RE Use basic self-assessment strategies to improve their artworks.</p> <p>2RE Understand the difference between assessing the quality of an artwork and their personal preference for the work.</p> <p>3RE Relate the subject matter and ideas in their own artworks to those in the works of others.</p> <p>4RE Share their personal interpretations of the meanings conveyed in various works of art.</p> <p>5RE Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.</p> <p>6RE Identify and articulate important historical and cultural contributions of selected visual artists.</p> <p>7RE Recognize and discuss that people have various opinions about art and value art for different reasons.</p>	Responding (RE)	<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>Standards related to the Connecting process were moved.</p> <p>1RE – is now 2.2RE – edited to be more concise</p> <p>2RE – combine 2.2RE and 2.7RE and now 2.3CO; combine of multiple standards</p> <p>3RE – edited to be more concise</p> <p>4RE – is 2.3RE – edited to be more concise</p> <p>5RE – now 2.3CR; edited to be clear and concise</p> <p>6RE – combine 2.4PE, 2.5PE and 2.6RE and now 2.1CO; combine of multiple standards</p> <p>7RE – combine 2.2RE and 2.7RE and now 2.3CO; combine of multiple standards</p>
		Connecting (CO)	<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>	<p>Added 2024</p>

Grade 3

2012		2024		CHANGES AND RATIONALE
Perceiving Knowing (PE)	<p>1PE Observe and compare similar themes, subject matter, and images in artworks from historical and contemporary eras.</p> <p>2PE Identify the relationships between and among selected elements and principles of art and design.</p> <p>3PE Use historical and cultural artworks to answer questions about daily life.</p> <p>4PE Recognize selected artists who contributed to the cultural heritages of the people of the United States.</p> <p>5PE Provide examples of how we encounter art and artists in everyday life.</p> <p>6PE Recognize and identify choices that give meaning to a personal work of art.</p>	Creating (CR)	<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>1PE – is now 3.1CO; edited to be clear and concise</p> <p>2PE – combined with 3.1RE to create 2.3CR and edited for grade level appropriateness</p> <p>3PE – combine 3.3PE and 3.4PE; edited to be clear and concise</p> <p>4PE – combined 3.3PE and 3.4PE; edited to be clear and concise</p> <p>5PE – deleted; removed for redundancy; addressed in 1st grade 1.2CO</p> <p>6PE – now 3.1CR, edited to make clear and concise</p>
Producing Performing (PR)	<p>1PR Demonstrate skill and expression in the use of art techniques and processes.</p> <p>2PR Use appropriate visual art vocabulary during artmaking processes.</p> <p>3PR Find and solve problems of personal relevance and interest when developing artmaking ideas.</p> <p>4PR Create artworks that demonstrate awareness of two- and three-dimensional space.</p> <p>5PR Show increasing attention to the nuances of elements and principles of design when creating personal works of art.</p> <p>6PR Collaborate with others to create a work of art that addresses an interdisciplinary theme.</p>	Performing (PE)	<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>Standards related to the Creating process were moved.</p> <p>1PR – now 3.2PR; edited to make clear and concise</p> <p>2PR – deleted, included in K.1CE; 2.1CR and 2.1CR</p> <p>3PR – combine 3.3PR and 3.4PR; combine multiple standards</p> <p>4PR – combine 3.3PR and 3.4PR; combine multiple standards</p> <p>5PR – now 3.3CR, edited to be more concise</p> <p>6PR – now 3.3CO; edited to be more concise</p>
Responding Reflecting (RE)	<p>1RE Examine and describe how art and design principles are used by artists to create visual effects.</p> <p>2RE Select an object and explain reasons why they think it is a work of art.</p> <p>3RE Compare and contrast their opinions of a work of art with those of their peers.</p> <p>4RE Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.</p> <p>5RE Use feedback and self-assessment to improve the quality of personal artworks.</p>	Responding (RE)	<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>Standards related to the Connecting process were moved.</p> <p>1RE – combined with 3.2PE to create 2.3CR and edited for grade level appropriateness</p> <p>2RE – now 3.3RE; edited to be more concise</p> <p>3RE – minor edits, now 3.1RE</p> <p>4RE – now 3.1CO; edited to be more concise</p> <p>5RE – split to 3.2RE and 3.1PR; split for scaffolding purposes</p>
		Connecting (CO)	<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>	Added 2024

Grade 4

2012		2024		CHANGES AND RATIONALE
Perceiving Knowing (PE)	<p>1PE Use sensory details and descriptive language to identify and describe universal themes, subject matter, and ideas expressed across arts disciplines.</p> <p>2PE Notice and describe different visual effects resulting from artmaking techniques.</p> <p>3PE Compare and contrast art forms, techniques functions, and artistic styles from a variety of cultures and historical periods.</p> <p>4PE Identify and describe how artists from various cultural and ethnic groups have impacted Ohio’s history.</p> <p>5PE Link ideas in and design works of art to the emotions and moods expressed in them.</p> <p>6PE Identify and name the sources for artmaking ideas (e.g., self, environment, and other people).</p>	Creating (CR)	<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>Added 2024</p> <p>1PE – 4.1PE and 4.6PR are now 4.2CO – edited and combined to make clear and concise</p> <p>2PE – now 4.3PR, wording updated for scaffolding and assessment</p> <p>3PE – is now 4.3RE – edited to be clearer and more concise</p> <p>4PE – 4.4PE and 4.3RE are now 4.1CO – edited and combined to make clear and concise</p> <p>5PE – combine 4.5PE and 4.2RE and now 4.3CO; consolidated for conciseness and for SEL</p> <p>6PE – now 4.1CR; grade level appropriateness in wording</p>
Producing Performing (PR)	<p>1PR Identify, select, and vary art materials, tools, and processes to achieve desired results in their artwork.</p> <p>2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.</p> <p>3PR Generate ideas and employ a variety of strategies to solve visual problems.</p> <p>4PR Demonstrate motivation, independence, and persistent during studio practices to complete artworks.</p> <p>5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art.</p> <p>6PR Demonstrate technical skill through the integration of common processes and topics from other subject areas.</p>	Performing (PE)	<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>Standards related to the Creating process were moved.</p> <p>1PR – is now 4.2PR with minor edits – scope and sequence</p> <p>2PR – combine 4.2PR and 4.4PR and now 4.1PR; consolidated to make clear and concise</p> <p>3PR – now 4.2CR; edited to make clear and concise</p> <p>4PR – combine 4.2PR and 4.4PR and now 4.1PR; consolidated to make clear and concise</p> <p>5PR – is now 4.3CR – scope and sequence</p> <p>6PR – 4.1PE and 4.6PR are now 4.2CO – edited and combined to make clear and concise.</p>
Responding Reflecting (RE)	<p>1RE Identify qualities that contribute to the design and meaning of their artworks and the works of others.</p> <p>2RE Develop and share their ideas, beliefs, and values about art.</p> <p>3RE Recognize and describe the relationship of artworks to their social and cultural contexts.</p> <p>4RE Generate criteria for discussing and assessing works of art.</p> <p>5RE Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.</p> <p>6RE Give and use constructive feedback to produce artworks that achieve learning goals.</p>	Responding (RE)	<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>Standards related to the Connecting process were moved.</p> <p>1RE – no major change – edited to be more concise</p> <p>2RE – combine 4.5PE and 4.2RE and now 4.3CO; consolidated for conciseness and for SEL</p> <p>3RE - 4.4PE and 4.3RE are now 4.1CO – edited and combined to make clear and concise</p> <p>4RE – now 5.2RE; grade level appropriateness</p> <p>5RE – 4.6RE and 4.5RE combined to be the new 4.2RE to clearer and more concise</p> <p>6RE – 4.6RE and 4.5RE combined to be the new 4.2RE to clearer and more concise</p>
		Connecting (CO)	<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>	<p>Added 2024</p>

Grade 5

2012		2024		CHANGES AND RATIONALE
Perceiving Knowing (PE)	<p>1PE Understand that the context of an art object has an effect on how that object is perceived.</p> <p>2PE Identify and communicate how historical and cultural contexts influence ideas that inform artists.</p> <p>3PE Investigate the role of cultural objects in our everyday environment.</p> <p>4PE Compare and contrast how form and style are influenced by social, environmental and political views in artworks.</p> <p>5PE Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works.</p> <p>6PE Select and access contemporary digital tools media arts to investigate ideas and inform artmaking.</p>	Creating (CR)	<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>Added 2024</p> <p>1PE – combine 5.1PE, 5.2PE, 5.3PE, 5.4PE and now 5.1CO; combined standards to make clear and concise</p> <p>2PE – combine 5.1PE, 5.2PE, 5.3PE, 5.4PE and now 5.1CO; combined standards to make clear and concise</p> <p>3PE – combine 5.1PE, 5.2PE, 5.3PE, 5.4PE and now 5.1CO; combined standards to make clear and concise</p> <p>4PE – combine 5.1PE, 5.2PE, 5.3PE, 5.4PE and now 5.1CO; combined standards to make clear and concise</p> <p>5PE – now 5.3CO; edited to make clear and concise</p> <p>6PE – combine 5.5PE and 5.2PR and now 5.2CR edited to make clear and concise</p>
Producing Performing (PR)	<p>1PR Integrate observational and technical skills to strengthen artmaking.</p> <p>2PR Use digital tools to explore ideas, create and refine works of art during the artmaking process.</p> <p>3PR Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.</p> <p>4PR Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.</p> <p>5PR During collaborative artmaking experiences, demonstrate respect and support for peer ideas and creativity.</p>	Performing (PE)	<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>Standards related to the Creating process were moved.</p> <p>1PR – now 5.2PR; edited to make clear and concise</p> <p>2PR – combine 5.5PE and 5.2PR and now 5.2CR edited to make clear and concise</p> <p>3PR – now 5.1CR, edited to make clear and concise</p> <p>4PR – is now split to be 5.3CR and 5.3PR, split for scaffolding</p> <p>5PR – combine 5.5PR and 5.5RE now 5.1PR, combined to make clear and concise</p>
Responding Reflecting (RE)	<p>1RE Apply reasoning skills to analyze and interpret the meaning in artworks.</p> <p>2RE Describe how personal experiences can influence artistic preferences.</p> <p>3RE Explain the reasons and value of documenting and preserving works of art and art objects in some cultures.</p> <p>4RE Communicate how personal artistic decisions are influenced by social, environmental and political views.</p> <p>5RE Express what was learned and the challenges that remain when assessing their artworks.</p> <p>6RE Use criteria to assess works of art individually and collaboratively.</p>	Responding (RE)	<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>Standards related to the Connecting process were moved.</p> <p>1RE – combine 5.1RE and 5.6RE and is now 5.1RE. combined for conciseness and redundancy</p> <p>2RE – combine 5.2RE and 5.3RE and now 5.1PR; combined to make clear and concise</p> <p>3RE – combine 5.2RE and 5.3RE and now 5.1PR; combined to make clear and concise</p> <p>4RE – now 5.1CO; edited to make clear and concise</p> <p>5RE – combine 5.5PR and 5.5RE now 5.1PR, combined to make clear and concise</p> <p>6RE – combine 5.1RE and 5.6RE and is now 5.1RE. combined for conciseness and redundancy</p>
		Connecting (CO)	<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>	<p>Added 2024</p>

Grade 6

2012		2024		CHANGES AND RATIONALE
Perceiving Knowing (PE)	1PE Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning. 2PE Discover and articulate how the media forms of the day use art and images to communicate messages and meaning. 3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world. 4PE Connect selected ideas, concepts, and processes used in visual art with those used in other academic disciplines. 5PE Use observations, life experiences, and imagination as sources for visual symbols, images, and creative expression.	Creating (CR)	6.1CR Reference multiple sources for visual expression. 6.2CR Brainstorm and experiment independently with ideas. 6.3CR Synthesize the elements of art and principles of design to plan works of art. 6.4CR Recognize ethical uses of visual resources.	Added 2024 1PE – is now 6.3CR, edited to be clear and concise 2PE – now 6.4CR; edited to be clear and concise 3PE – is now 6.4RE, no change 4PE – deleted, curriculum and not a standard 5PE – split to 6.3CO and 6.1CR; split and edited to make clear and concise for scope and sequence
Producing Performing (PR)	1PR Demonstrate technical skill and craftsmanship in the use of materials, tools, and technology to solve an artistic problem. 2PR Experiment with a variety of techniques and working methods when creating an original work of art. 3PR Generate ideas and engage in thoughtful planning when solving a visual art problem. 4PR Transform perceptions and processes into two- and three-dimensional artworks. 5PR Engage in visual problems of personal or social relevance showing focus and persistence to complete the task. 6PR Integrate elements of art and design to solve interdisciplinary problem.	Performing (PE)	6.1PE Compare and contrast various levels of artisanship. 6.2PE Identify technical skills that impact artmaking. 6.3PE Purposefully incorporate the elements of art and principles of design to construct works of art. 6.4PE Select artwork for exhibition based on established criteria.	Standards related to the Creating process were moved. 1PR – now 6.2PR; edited to make clear and concise 2PR – combine 6.2PR and 6.3PR and now 6.2CR; combination and addition of SEL 3PR – combine 6.2PR and 6.3PR and now 6.2CR; combination and addition of SEL 4PR – combine 6.4PR and 6.6PR and now 6.3PR; combine of multiple standards 5PR – is now 6.3CO; edited to make clear and concise 6PR – combine 6.4PR and 6.6PR and now 6.3PR; combine of multiple standards
Responding Reflecting (RE)	1RE Explain what makes an object a work of art using a range of criteria. 2RE Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary. 3RE Explore and discuss how aspects of culture influence ritual and social artwork. 4RE Defend artistic decisions using appropriate visual art vocabulary. 5RE Assess personal progress to improve craftsmanship and refine and complete works of art. 6RE Develop and use criteria for self-assessment and to select and organize artworks for a portfolio.	Responding (RE)	6.1RE Select relevant vocabulary to define and describe works of art. 6.2RE Identify self-assessment criteria to inform goals within the artmaking process. 6.3RE Describe how elements of art and principles of design are used in art criticism. 6.4RE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.	Standards related to the Connecting process were moved. 1RE – now 6.4CO; edited to make clear and concise 2RE – is now 6.1RE, edited to make clear and concise 3RE – is now 6.1CO; edited to make clear and concise 4RE – is now 6.3RE; edited to make clear and concise 5RE – is now 6.1PR; edited to make clear and concise 6RE – split into 6.2RE and 6.4PR for scope and sequence
		Connecting (CO)	6.1CO Identify how art reflects changing cultures over time. 6.2CO Identify the importance of lifelong involvement and advocacy in visual arts. 6.3CO Link observations, life experiences, and imagination for personal and creative expression. 6.4CO Define a variety of aesthetic stances.	Added 2024

Grade 7

2012		2024		CHANGES AND RATIONALE
Perceiving Knowing (PE)	<p>1PE Explore how personal experiences, interest, cultural heritage, and gender influence an artist’s style and choice of subject matter.</p> <p>2PE Identify professions that use artistic skills and problem-solving.</p> <p>3PE Identify sources of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.</p> <p>4PE Observe a variety of artworks noticing details, themes, and ideas and group them into patterns and categories.</p> <p>5PE Examine designed objects and identify the processes and decisions made to produce them with attention to purpose, aesthetics, social issues, and cultural and personal meaning.</p> <p>6PE Connect various art forms to their social, cultural, or political purposes and include regional examples.</p>	Creating (CR)	<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>Added 2024</p> <p>1PE – is now 7.3CO, edited to make clear and concise</p> <p>2PE – combine 7.2PE and 7.5RE and now 7.2CO; combined to make clear and concise</p> <p>3PE – now 7.1CO; edited to make clear and concise</p> <p>4PE – deleted, curriculum not standards</p> <p>5PE – now 7.2CR; edited to make clear and concise</p> <p>6PE – now 7.4CR; edited to make clear and concise</p>
Producing Performing (PR)	<p>1PR Improve craftsmanship and refine ideas in response to feedback.</p> <p>2PR Manipulate materials, tools, and technology in conventional and unconventional ways to create a work of art.</p> <p>3PR Represent depth and volume in their two-dimensional works of art.</p> <p>4PR Apply art and design principles in the construction of three-dimensional artworks.</p> <p>5PR Create a work of art in collaboration with others to address a social or cultural issue.</p> <p>6PR Demonstrate understanding of visual literacy, illustration, and graphic communication.</p>	Performing (PE)	<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>Standards related to the Creating process were moved.</p> <p>1PR – reworded for clarity</p> <p>2PR – now 7.2PR; edited to make clear and concise</p> <p>3PR – combine 7.3PR and 7.4PR and now 7.3CR; combining multiple standards</p> <p>4PR – combine 7.3PR and 7.4PR and now 7.3CR; combining multiple standards</p> <p>5PR – combine 7.5PR and 7.4RE and now 7.4RE; combined to make clear and concise</p> <p>6PR – now 7.3PR; reworded for clarity</p>
Responding Reflecting (RE)	<p>1RE Speculate about an artist’s intentions and message in a work using relevant references to the work.</p> <p>2RE Compare and contrast diverse viewpoints about works of art.</p> <p>3RE Interpret selected artworks and synthesize their interpretations with the interpretations of others.</p> <p>4RE Classify and categorize examples of artworks from various eras and cultures.</p> <p>5RE Describe how experiences in galleries, museums, and other cultural institutions can stimulate the imagination and enrich people’s lives.</p> <p>6RE Develop and use criteria to guide reflection and assessment of selected personal artworks.</p> <p>7RE Assess one’s own work and working process and the work of others in relation to criteria and standards.</p>	Responding (RE)	<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>Standards related to the Connecting process were moved.</p> <p>RE – now 7.1CR; edited to make clear and concise</p> <p>2RE – now 7.4CO; reworded for clarity</p> <p>3RE – 7.3RE; reworded for clarity</p> <p>4RE – combine 7.5PR and 7.4RE and now 7.4RE; combined to make clear and concise</p> <p>5RE – combine 7.2PE and 7.5RE and now 7.2CO; combined to make clear and concise</p> <p>6RE – now 7.4PR; edited to make clear and concise</p> <p>7RE- now 7.2RE, edited to make clear and concise</p>
		Connecting (CO)	<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>	<p>Added 2024</p>

Grade 8

2012		2024		CHANGES AND RATIONALE
Perceiving Knowing (PE)	1PE Identify how an artist’s choice of media relates to the ideas and images in the work. 2PE Develop awareness and articulate various functions of art. 3PE Connect science and technology with the development of art in various cultures. 4PE Understand how social, cultural, and political factors affect what contemporary artists and designers create. 5PE Discover how culture, age, gender, and background influence audience perception of art. 6PE Identify professions that use artistic and problem-solving skills.	Creating (CR)	8.1CR Determine how the choice of media relates to the ideas and images in works of art. 8.2CR Brainstorm, refine, and select solutions for original works of art. 8.3CR Demonstrate visual literacy through the application of the elements of art and principles of design to communicate an idea. 8.4CR Analyze and apply what it means to ethically create, and share works of art.	Added 2024 1PE – is now 8.1CR, edited to make it clear and concise 2PE – now 8.4CO; reworded for clarity 3PE – now 8.4CR; reworded for clarity 4PE – combine 8.4PE and 8.3RE and now 8.4RE; combined to make clear and concise 5PE – now 8.3CO, edited to make it clear and concise 6PE – combine 8.6PE and 8.5RE and now 8.2CO; combined to make clear and concise
Producing Performing (PR)	1PR Select, organize, and manipulate skills, elements, and techniques appropriate to the art form when making art. 2PR Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two-and three-dimensional artworks. 3PR Use critical thinking and visual literacy to communicate a specific idea. 4PR Present personal artworks that show competence in the use of art elements to create meanings and effects. 5PR Collaborate to create a thematic work that combines visual art with other arts disciplines.	Performing (PE)	8.1PE Apply artisanship when preparing and presenting works of art. 8.2PE Select materials and techniques to independently create works of art. 8.3PE Make aesthetic decisions using the elements of art and principles of design. 8.4PE Collect personal works of art for a portfolio.	Standards related to the Creating process were moved. 1PR – split 8.2PR and 8.2CR; split for scaffolding and now different steps in the artistic process 2PR – now 8.1PR, edited to make it clear and concise 3PR – is now 8.3CR – reworded for clarity 4PR – now 8.3PR, edited to make it clear and concise 5PR- deleted for redundancy
Responding Reflecting (RE)	1RE Examine various qualities in artworks to understand how an artist’s choice of media relates to the images and ideas in the work. 2RE Explain and defend their artistic decisions using visual art vocabulary. 3RE Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior. 4RE Recognize how public discussion can affect beliefs about the nature and value of art. 5RE Identify professions that use art and design and explore the relationship between art, technology, and industry. 6RE Develop and apply criteria to assess personal works for content and craftsmanship.	Responding (RE)	8.1RE Build relevant vocabulary to describe and analyze works of art. 8.2RE Differentiate between established criteria and personal goals throughout the learning process. 8.3RE Distinguish visual characteristics related to the meaning of works of art. 8.4RE Understand how cultural factors affect what contemporary artists create.	Standards related to the Connecting process were moved. 1RE – now 8.3RE, edited to make clear and concise 2RE – now 8.1RE, edited to make clear and concise 3RE – combine 8.4PE and 8.3RE and now 8.4RE; combined to make clear and concise 4RE – now 8.1CO, edited to make it clear and concise 5RE – now 8.4PR; new for scaffolding purposes 6RE – is now 8.1PR, edited to make it clear and concise
		Connecting (CO)	8.1CO Interpret how community context, beliefs, and resources influence works of art. 8.2CO Research artistic professions of personal interest. 8.3CO Discover how cultural differences impact personal perceptions. 8.4CO Identify aesthetic choices within works of art.	Added 2024

High School

2012		2024		CHANGES AND RATIONALE
Perceiving/Knowing (PE)		Creating (CR)		
Beginning	1PE Examine and articulate the effects of context on visual imagery. 2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks. 3PE Identify the relationship between community or cultural values and trends in visual art. 4PE Identify the factors that influence the work of individual artists. 5PE Describe the role of technology as a visual art medium. 6PE Describe the decisions made in the design of everyday objects.	HS Proficient (HSP)	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.	Added 2024 Standards were revised to reflect Bloom’s taxonomy through the High School levels. Beginning: 1PE – combine HSB.1PE and HSB.6RE and now HSP.1CO; combined for conciseness and clarity 2PE – now HSP.1CR, edited to make clear and concise 3PE – is now HSP.4RE, no change
Intermediate	1PE Examine the context details of visual imagery and explain the social and cultural influences on the images. 2PE Describe sources visual artists use to generate ideas for artworks. 3PE Explore the relationship between community or cultural values and trends in visual art. 4PE Analyze the work of individual artists and explain how they are influenced by cultural factors. 5PE Explore the application of technology to the production of visual artworks. 6PE Connect processes and decisions made in the design of everyday objects, environments, and communications.	Intermediate (HSI)	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.	Standards were revised to reflect Bloom’s taxonomy through the High School levels. Intermediate: 1PE – now HSI.1CO; edited to make clear and concise 2PE – is now HSI.1CR, vertical progression 4PE – now HSI.2CO; reworded for clarity 5PE – now HSI.4CR, edited to make clear and concise 6PE – now HSI.3PR; clarity and removal of redundancy
Accelerated	1PE Analyze interdisciplinary connections that influence social and cultural contexts of visual imagery. 2PE Analyze and explain the factors that influence artworks. 3PE Compare and contrast the styles in artworks by artists of different cultures and historical trends. 4PE Explain how individual artists impact cultural developments. 5PE Investigate the influence of technology on visual art and its effects on their own works. 6PE Identify, examine, and understand the aesthetic, stylistic, and functional considerations of designing objects, environments, and communications.	Accomplished (AC)	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.	Standards were revised to reflect Bloom’s taxonomy through the High School levels. Accelerated/Accomplished: 1PE – combine HSAC.1PE, HSAC.2PE and HSAC.6RE and now HSAC.4RE; combined for conciseness and clarity 2PE – combine HSAC.1PE, HSAC.2PE and HSAC.6RE and now HSAC.4RE; combined for conciseness and clarity 3PE – combine HSAC.3PE and HSAC.6PE and now HSAC.3PR; combined for clarity with addition of elements and principles for scaffolding 4PE – now HSAC.1CO, edited to make clear 5PE – combined HSAC.5PE and HSAC.4RE and now HSAC.1CR; combined for conciseness and clarity 6PE – combine HSAC.3PE and HSAC.6PE and now HSAC.3PR; combined for clarity with addition of elements and principles for scaffolding
Advanced	1PE Interpret social and cultural contexts to develop personal meaning in visual imagery. 2PE Interpret and evaluate the way a theme or meaning in an artwork expresses the social, political, or cultural context. 3PE Compare and contrast universal themes and sociopolitical issues in artworks from different cultures and historical periods. 4PE Demonstrate the ability to form and defend judgments regarding the relationships between artists and culture. 5PE Envision and explain how technology can impact visual art and literacy. 6PE Apply self-direction, independence, and a purposed approach when defining and solving a visual design problem.	Advanced (AD)	HSAD.1CR Utilize multiple sources to establish a central theme for a body of work. HSAD.2CR Determine potential solutions for artistic problems with independence and purpose. HSAD.3CR Synthesize visual literacy strategies to fluently communicate meaning. HSAD.4CR Defend the ethical incorporation of visual resources in personal works of art.	Standards were revised to reflect Bloom’s taxonomy through the High School levels. Advanced: 1PE – combine HSAD.1PE and HSAD.4PR and now HSAD.1CR, combined for conciseness and clarity 2PE – combine HSAD.2PE and HSAD.3PE and now HSAD.2CO; combined for conciseness and clarity 3PE – combine HSAD.2PE and HSAD.3PE and now HSAD.2CO; combined for conciseness and clarity 4PE – minor edits 5PE – combined HSAD.5PE and HSAD.6PE and now HSAD.4CR; combined for conciseness and clarity 6PE – combined HSAD.5PE and HSAD.6PE and now HSAD.4CR; combined for conciseness and clarity

High School

2012		2024		CHANGES AND RATIONALE
Producing/Performing (PR)		Performing (PE)		
Beginning	<p>1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</p> <p>2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.</p> <p>3PR Explore multiple solutions to visual art problems through preparatory work.</p> <p>4PR Establish the appropriate levels of craftsmanship when completing artworks.</p> <p>5PR Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.</p> <p>6PR Identify and apply visual literacy as a means to create images that are personally expressive.</p>	HS Proficient (HSP)	<p>HSP.1PE Determine appropriate levels of artisanship through persistence.</p> <p>HSP.2PE Demonstrate increasing skill with materials and techniques.</p> <p>HSP.3PE Integrate selected elements of art and principles of design to construct works of art.</p> <p>HSP.4PE Select works of art for a foundational portfolio.</p>	<p>Standards related to the Creating process were moved. Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p> <p>Beginning:</p> <p>1PR – combine HSB.5PE, HSB.1PR and HSB.4RE and now HSP.2PR, combined for conciseness and clarity</p> <p>2PR – is now HSP.3PR – reworded for clarity</p> <p>3PR – is now HSP.2CR, edited to make clear and concise</p> <p>HSP.4PR – new for college and career readiness</p> <p>5PR – now HSP.4CR; reworded for clarity</p> <p>6PR – is now HSP.1PR – skill or content is not correct</p>
Intermediate	<p>1PR Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.</p> <p>2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.</p> <p>3PR Generate a variety of solutions to visual arts problems through preparatory work.</p> <p>4PR Establish and apply appropriate levels of craftsmanship to complete artworks.</p> <p>5PR Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.</p> <p>6PR Incorporate visual literacy as a means to create images that advance individual expression and communication.</p>	Intermediate (HSI)	<p>HSI.1PE Refine levels of artisanship while modeling persistence.</p> <p>HSI.2PE Apply and defend the selection of materials and techniques.</p> <p>HSI.3PE Organize the elements of art and principles of design to intentionally construct works of art.</p> <p>HSI.4PE Select, prepare, and present works of art for a portfolio.</p>	<p>Standards related to the Creating process were moved. Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p> <p>Intermediate:</p> <p>1PR – now HSI.2PR, edited to make clear and concise</p> <p>2PR – now HSI.2CR, combined for conciseness and clarity</p> <p>3PR – combined HSI.3PR and HSI.4RE</p> <p>4PR – is now HIS.1PR; vertical progression</p> <p>5PR - HSI.5PR and HSI.6PR combined to make HSI.3CE, edited to make clear and concise</p> <p>6PR – HSI.5PR and HSI.6PR combined to make HSI.3CR, edited to make clear and concise</p>
Accelerated	<p>1PR Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory, and imagination.</p> <p>2PR Make informed choices in the selection of materials and techniques that relate to solving a visual problem.</p> <p>3PR Solve visual art problems that demonstrate skill, imagination, and observation.</p> <p>4PR Prepare artworks for display that demonstrate high levels of craftsmanship.</p> <p>5PR Explore and expand on personal art applications through the use of available digital tools, innovative technologies, and media arts.</p> <p>6PR Expand visual literacy as a means to create images that advance individual expression and communication.</p>	Accomplished (AC)	<p>HSAC.1PE Demonstrate skilled artisanship through persistence.</p> <p>HSAC.2PE Broaden the selection of materials and techniques while demonstrating technical skills.</p> <p>HSAC.3PE Use selected elements of art and principles of design to inform personal style.</p> <p>HSAC.4PE Determine criteria used in the personal selection of works of art for an accomplished portfolio.</p>	<p>Standards related to the Creating process were moved. Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p> <p>1PR – is now HSAC.1PR; scope and sequence</p> <p>2PR – combined multiple standards</p> <p>3PR – now HSAC.2RE, edited to make clear</p> <p>4PR – minor edits</p> <p>5PR – now HSAC.1CR, edited to make clear</p> <p>6PR – is now HSAC.3CR; edited to make clear and concise</p>

High School

2012		2024		CHANGES AND RATIONALE
Advanced	<p>1PR Demonstrate advanced technical skills and craftsmanship with various art media when creating images from observation, memory, and imagination.</p> <p>2PR Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</p> <p>3PR Contribute to a portfolio of works that demonstrates technical skill, a range of media, and various original solutions to visual art problems.</p> <p>4PR Select, organize, and prepare artworks for exhibition.</p> <p>5PR Create original artworks that demonstrate the ability to select, use, and vary available digital tools and innovative technologies.</p> <p>6PR Visually express complex concepts and meaning in their artworks.</p>	Advanced (AD)	<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>Standards related to the Creating process were moved. Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p> <p>Advanced:</p> <p>1PR – was poorly written, same just edited to be more clear</p> <p>2PR – now HSAD.3PR; addition of elements and principles for scaffolding</p> <p>3PR – now HSAD.2CR, edited to make clear and concise</p> <p>4PR – combine HSAD.1PE and HSAD.4PR and now HSAD.1CE, combined for conciseness and clarity</p> <p>5PR – now HSAD.2PR, edited to make clear and concise</p> <p>6PR – now HSAD.2PR, edited to make clear and concise</p>
Responding/Reflecting (RE)		Responding (RE)		
Beginning	<p>1RE Explore various methods of art criticism in responding to artworks.</p> <p>2RE Identify assessment practices to manage, monitor, and document their learning.</p> <p>3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.</p> <p>4RE Investigate the role of innovative technologies in the creation and composition of new media imagery.</p> <p>5RE Identify and explain one or more theories of aesthetics and visual culture.</p> <p>6RE Identify various venues for viewing works of art.</p> <p>7RE Recognize and articulate the importance of lifelong involvement and advocacy in the arts.</p>	HS Proficient (HSP)	<p>HSP.1RE Increase relevant vocabulary to describe and analyze components related to visual art.</p> <p>HSP.2RE Engage with self-assessment to set and monitor goals to document personal growth.</p> <p>HSP.3RE Utilize art criticism methods when responding to works of art.</p> <p>HSP.4RE Identify the relationships between community or cultural values and trends in visual art.</p>	<p>Standards related to the Connecting process were moved. Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p> <p>Beginning:</p> <p>1RE – is now HSP.3RE, edited to make clear and concise</p> <p>2RE – now HSP.2RE; edited to make clear and concise</p> <p>3RE – is now HSP.1RE, edited to make clear and concise</p> <p>4RE –</p> <p>5RE – is now HSP.4CO; edited to make clear and concise</p> <p>6RE –</p> <p>7RE- combine HSB.6PE and HSB.7RE and now HSP.2CO; combined for conciseness and clarity</p>
Intermediate	<p>1RE Apply methods of art criticism when discussing selected works of art.</p> <p>2RE Apply assessment practices to revise and improve their artworks and to document their learning.</p> <p>3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.</p> <p>4RE Explain the role of innovative technologies in the creation and composition of new media imagery.</p> <p>5RE Compare and contrast various theories of aesthetics and visual culture.</p> <p>6RE Identify the challenges various venues present to the creation of works of art.</p> <p>7RE Explore and discuss opportunities for lifelong involvement and advocacy in the arts.</p>	Intermediate (HSI)	<p>HSI.1RE Expand relevant vocabulary to analyze and interpret works of art.</p> <p>HSI.2RE Apply self-assessment and goal-setting practices to revise artworks and document personal growth.</p> <p>HSI.3RE Develop art criticism methods when responding to artworks.</p> <p>HSI.4RE Explain the relationship between cultures, communities, and artists.</p>	<p>Standards related to the Connecting process were moved. Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p> <p>Intermediate:</p> <p>1RE – is now HSI.RE3; vertical progression</p> <p>2RE – same, minor edits</p> <p>3RE – is now HSI.1RE; edited to make clear and concise</p> <p>4RE – combined HSI.3PR and HSI.4RE</p> <p>5RE – now HSI.4CO, edited to make clear</p> <p>6RE – combine HSI.6RE and HSI.7RE and now HSI.4PR; combined for clarity and rearticulated for college and career readiness</p> <p>7RE- combine HSI.6RE and HSI.7RE and now HSI.4PR; combined for clarity and rearticulated for college and career readiness</p>

High School

2012		2024		CHANGES AND RATIONALE
Accelerated	<p>1RE Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts.</p> <p>2RE Practice self-assessment to understand their progress and prioritize steps for improvement.</p> <p>3RE Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.</p> <p>4RE Respond to critical questions about the meaning and influence of new media imagery in our culture.</p> <p>5RE Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture.</p> <p>6RE Explain how a response to a work of art is affected by the context in which it is viewed.</p> <p>7RE Investigate and plan strategies for lifelong involvement and advocacy in the arts.</p>	Accomplished (AC)	<p>HSAC.1RE Apply relevant vocabulary to interpret and evaluate works of art.</p> <p>HSAC.2RE Refine self-assessment and goal-setting strategies to understand progress and prioritize steps for improvement.</p> <p>HSAC.3RE Use art criticism methods independently when responding to works of art.</p> <p>HSAC.4RE Analyze the work of individual artists and explain how they are influenced by cultural factors.</p>	<p>Standards related to the Connecting process were moved. Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p> <p>Accelerated:</p> <p>1RE – now HSAC.3RE; combine multiple standards. Don’t like “independently”</p> <p>2RE – edited to make clear and concise</p> <p>3RE – now HSAC.1RE, edited to make clear</p> <p>4RE – combined HSAC.5PE and HSAC.4RE and now HSAC.1CR; combined for conciseness and clarity</p> <p>5RE – is now HSAC.4C; scope and sequence.</p> <p>6RE – combine HSAC.1PE, HSAC.2PE and HSAC.6RE and now HSAC.4RE; combined for conciseness and clarity</p> <p>7RE- is now HSAC.2CO – edited to make clear and concise</p>
Advanced	<p>1RE Apply art criticism methods and inquiry skills as viewer, critic and consumer of visual images produced by new media and media arts.</p> <p>2RE Apply assessment practices to select, organize and present personal artworks that document their understanding of visual art and literacy concepts.</p> <p>3RE Apply inquiry and analytic processes when viewing, judging and consuming visual content and images produced by new media and media arts.</p> <p>4RE Analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional elements.</p> <p>5RE Defend personal philosophies of art based on a connection to aesthetic theories and visual culture.</p> <p>6RE Engage in discourse and express a point of view about issues related to the public display of works of art.</p> <p>7RE Form and demonstrate personal strategies for lifelong involvement and advocacy in the arts.</p>	Advanced (AD)	<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>Standards related to the Connecting process were moved. Standards were revised to reflect Bloom’s taxonomy through the High School levels.</p> <p>Advanced:</p> <p>1RE – now HSAD.3RE; edited to make clear and concise</p> <p>2RE – minor edits</p> <p>3RE – now HSAD.1RE; edited to make clear and concise</p> <p>4RE – split up between HSAD.1CR and HSAD.2CE; split for scaffolding</p> <p>5RE – now HSAD.4CO; scope and sequence</p> <p>6RE – now HSAD.1CO, edited to make clear and concise</p> <p>7RE- now HSAD.2CO; edited to make clear and concise</p>
		Connecting (CO)		
		HS Proficient (HSP)	<p>HSP.1CO Understand how works of art reflect diverse communities, viewpoints, and perspectives.</p> <p>HSP.2CO Recognize contributions of the visual arts in everyday life.</p> <p>HSP.3CO Examine personal and social contexts related to works of art.</p> <p>HSP.4CO Examine various aesthetic theories and visual culture.</p>	Added 2024
		Intermediate (HSI)	<p>HSI.1CO Explore how works of art can impact issues relevant to various communities.</p> <p>HSI.2CO Connect universal themes in the visual arts to personal life experiences.</p> <p>HSI.3CO Investigate emotional experiences through personal and collaborative artistic processes.</p> <p>HSI.4CO Compare aesthetic theory and visual culture to inform personal aesthetic development.</p>	Added 2024
		Accomplished (AC)	<p>HSAC.1CO Articulate evidence of how works of art impact communities.</p> <p>HSAC.2CO Assess the impact of advocacy in the visual arts personally and professionally.</p> <p>HSAC.3CO Analyze the personal impact of art experiences.</p> <p>HSAC.4CO Develop a personal philosophy of art based on aesthetic theory and an understanding of visual culture.</p>	Added 2024



High School				
2012		2024		CHANGES AND RATIONALE
		Advanced (AD)	HSAD.1CO Develop strategies for artmaking that impact communities. HSAD.2CO Demonstrate personal strategies for lifelong involvement and advocacy in the visual arts. HSAD.3CO Predict potential impact and responses to works of art based on contextual considerations. HSAD.4CO Defend a personal philosophy of art based on aesthetic theory and visual culture.	Added 2024