

## North Carolina Essential Standards Advanced Visual Arts

Note on Numbering:

A-Advanced High School Standards

**V** - Visual Literacy, **CX** – Contextual Relevancy, **CR** – Critical Response

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

**Advanced High School Visual Arts** standards are designed for those students who have achieved proficient level Visual Arts standards at the high school level.

### Visual Literacy

	<b>Essential Standard</b>	<b>Clarifying Objectives</b>	
A.V.1	<b>Use the language of visual arts to communicate effectively.</b>	A.V.1.1	Use art vocabulary to explain compositional choices.
		A.V.1.2	Create art based on personal expression and applied design.
		A.V.1.3	Create art that responds to contemporary themes in art.
		A.V.1.4	Analyze the compositional components of art.
A.V.2	<b>Apply creative and critical thinking skills to artistic expression.</b>	A.V.2.1	Create original art in response to artistic problems.
		A.V.2.2	Create art using experiences and observation to represent individual perspectives.
		A.V.2.3	Generate art based on a creative exploration of a concept.
A.V.3	<b>Create art using a variety of tools, media, and processes, safely and appropriately.</b>	A.V.3.1	Produce art by using a variety of tools and media appropriately, safely, and effectively.
		A.V.3.2	Produce art by using a variety of processes appropriately, safely, and effectively.

## Contextual Relevancy

	<b>Essential Standard</b>	<b>Clarifying Objectives</b>	
<b>A.CX.1</b>	<b>Understand the global, historical, societal, and cultural contexts of the visual arts.</b>	A.CX.1.1	Interpret visual arts from personal, cultural, and historical contexts.
		A.CX.1.2	Implement a personal philosophy of art.
		A.CX.1.3	Apply personal artistic style while creating art.
		A.CX.1.4	Apply a personal aesthetic to the creation of art.
		A.CX.1.5	Apply environmental responsibility to the creation of art.
<b>A.CX.2</b>	<b>Understand the interdisciplinary connections and life applications of the visual arts.</b>	A.CX.2.1	Design a portfolio to reflect personal choices and growth over time as an artist.
		A.CX.2.2	Create art using skills and knowledge learned in other disciplines.
		A.CX.2.3	Understand the collaborative relationship between the artist and the community.
		A.CX.2.4	Analyze the influence of digital media and technology on creating art.

## Critical Response

	<b>Essential Standard</b>	<b>Clarifying Objectives</b>	
<b>A.CR.1</b>	<b>Use critical analysis to generate responses to a variety of prompts.</b>	A.CR.1.1	Construct convincing and logical arguments, individually and collaboratively, to defend analyses of art.
		A.CR.1.2	Critique personal portfolios using personal and teacher-generated criteria.