

North Carolina Essential Standards Intermediate Visual Arts

Note on Numbering:

I - Intermediate High School Standards

Note on Strands:

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).

Intermediate High School Visual Arts standards are designed for those students who have had a complete K-8 progression in Visual Arts education or who have achieved beginning level high school standards for Visual Arts.

Visual Literacy

	Essential Standard	Clarifying Objectives	
I.V.1	Use the language of visual arts to communicate effectively.	I.V.1.1	Use art vocabulary to critique art.
		I.V.1.2	Understand how design influences artistic expression.
		I.V.1.3	Understand the use of global themes, symbols, and subject matter in art.
		I.V.1.4	Analyze images through the process of deconstruction (the components of the image and its meaning).
I.V.2	Apply creative and critical thinking skills to artistic expression.	I.V.2.1	Generate innovative solutions to artistic problems.
		I.V.2.2	Use experiences and observations to create content for art.
		I.V.2.3	Understand the role of emotion, imagination, and creativity in producing content for original art.
I.V.3	Create art using a variety of tools, media, and processes, safely and appropriately.	I.V.3.1	Understand the function of tools in creating art.
		I.V.3.2	Select media appropriate for communicating content.
		I.V.3.3	Analyze the relationship between process and product.

Contextual Relevancy

	Essential Standard	Clarifying Objectives	
I.CX.1	Understand the global, historical, societal, and cultural contexts of the visual arts.	I.CX.1.1	Use visual arts to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence.
		I.CX.1.2	Understand the role of visual art in documenting history.
		I.CX.1.3	Classify art by artist, movement, and style.
		I.CX.1.4	Explain the influence of contextual knowledge on aesthetic responses to art.
		I.CX.1.5	Explain the effect of geographic location and physical environment on design, production, and marketing of art.
I.CX.2	Understand the interdisciplinary connections and life applications of the visual arts.	I.CX.2.1	Apply skills and concepts developed in art to daily life.
		I.CX.2.2	Apply skills and knowledge learned in various disciplines to visual arts.
		I.CX.2.3	Apply collaborative skills to create art.
		I.CX.2.4	Analyze how digital design affects communication in art.

Critical Response

	Essential Standard	Clarifying Objectives	
I.CR.1	Use critical analysis to generate responses to a variety of prompts.	I.CR.1.1	Critique art based on personal and formal criteria.
		I.CR.1.2	Critique personal art using personal or teacher-generated criteria.