

Nebraska K-12 Fine Arts Standards: Visual Arts

(December 6, 2013 Nebraska State Board of Education draft)

K-12 Visual Arts: Students will develop and apply the ideas, knowledge, and skills in Art to create, respond to, present and connect with the human experience.					
		Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Create - Art to generate ideas	FA 2.2.1 Students will use the creative process to make works of art with a variety of materials.	FA 5.2.1 Students will use the creative process to make works of art exploring subjects and themes with a variety of materials.	FA 8.2.1 Students will use the creative process to investigate and communicate personal voice within their artwork.	FA 12.2.1 Students will use the creative process to formulate a plan and implement aesthetic choices in their artwork.	
	Plan/ Material	FA 2.2.1.a Experiment with ideas and materials.	FA 5.2.1.a Understand how to develop ideas using a variety of materials.	FA 8.2.1.a Investigate ideas and materials, demonstrate planning and begin refining.	FA 12.2.1.a Analyze multiple ideas and materials, formulate a plan and refine intentions.
	Imagine/ Artistic Voice	FA 2.2.1.b Create real or imaginary artworks that express the students' unique interpretation.	FA 5.2.1.b Use observation, imagination and interpretation in creating artworks that reflect a variety of styles, themes and subjects.	FA 8.2.1.b Recognize own voice and make stylistic choices that reflect personal identity.	FA 12.2.1.b Create and communicate a personal voice, with intention, through a body of work.
	Aesthetic Experience	FA 2.2.1.c Explore and experience the properties of various art media through the senses and emotions.	FA 5.2.1.c Understand the connections between sensory experience and expressing emotion.	FA 8.2.1.c Engage in the sensory experience and relate it to making expressive artwork.	FA 12.2.1.c Engage in making art that communicates and connects aesthetic theories to self-expression (e.g., aesthetic theories - imitationalism, expressionism, institutionalism, instrumentalism, formalism, contextualism).
	Elements/ Principles	FA 2.2.1.d Explore the elements of art and the principles of design (e.g., use color and shape to create pattern).	FA 5.2.1.d Identify and use the elements of art and the principles of design (e.g., create symmetrical balance using line and shape).	FA 8.2.1.d Investigate and apply the relationships between the elements of art and principles of design (e.g., considering a variety of images, how does line and value create emphasis in your artwork?).	FA 12.2.1.d Demonstrate and communicate an understanding of the relationships between the elements of art and principles of design by developing multiple solutions to a visual problem.
	Process/ Craftsmanship	FA 2.2.1.e Explore various techniques and skills and the importance of craftsmanship/workmanship (e.g., properly hold scissors, while turning paper, to create a well-defined shape).	FA 5.2.1.e Apply various techniques to develop craftsmanship skills (e.g., use cutting skills with proper gluing techniques without rough edges or visible glue).	FA 8.2.1.e Investigate and demonstrate the relationship between technique, skill, and craftsmanship.	FA 12.2.1.e Synthesize knowledge of the relationships between advanced technique, skill, and craftsmanship.

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Present —Art to communicate ideas, process, and product. Presentation Venue Selection Intent	FA 2.2.2 The student will explore basic presentation methods and purposes.		FA 5.3.2 The student will develop presentation skills to communicate meaning.		FA 8.2.2 The student will understand and apply their knowledge of a variety of presentation and communication techniques.		FA 12.2.2 The student will integrate or apply presentation knowledge into life experiences.	
	FA 2.2.2.a Present an artist statement through formal or informal communication (e.g., written or oral).		FA 5.2.2.a Communicate artistic statements using art terminology (e.g., product and process).		FA 8.2.2.a Analyze and present reflections of personal growth in an artist statement.		FA 12.2.2.a Design a personal artist statement of intent by choosing from a variety of methods (e.g., poetry, multimedia).	
	FA 2.2.2.b Select a work of art for display.		FA 5.2.2.b Apply basic skills of displaying artwork in a collaborative group display.		FA 8.2.2.b Individually or collaboratively analyze the selection of art in collections, displays, and presentations.		FA 12.2.2.b Compile work for a portfolio, digital collection, community display, or contest in a professional manner.	
	FA 2.2.2.c Understand that there are a variety of different venues to display art.		FA 5.2.2.c Examine the process of collecting and displaying artwork varies depending on the purpose (e.g., cultivate awareness and appreciation of ideas, beliefs, experiences).		FA 8.2.2.c Explore how the meaning of art can be affected by the presentation venue (e.g., reproduction, digital, social media, or original museum/gallery experience).		FA 12.2.2.c Compare and contrast the effectiveness of a presentation venue and how it affects the artist, artwork, and audience (e.g., reproduction, digital, social media, or original museum/gallery experience).	

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Respond	FA 2.2.3 Students will explore the critical process to respond to works of art, learning about themselves and others.	FA 5.2.3 Students will use the critical process to examine works of art, learning about themselves and cultures.	FA 8.2.3 Students will use the critical process to compare and contrast multiple works of art learning about themselves in the world.	FA 12.2.3 Students will use the critical process developing a logical argument and supporting a response to a work of art that represents another context.
	FA 2.2.3.a Identify and describe a piece of art (e.g., subject matter, use of color).	FA 5.2.3.a Identify and describe the artist's use of media (e.g., paint, clay, collage) and techniques to create subject matter, visual elements and mood.	FA 8.2.3.a Identify and describe themes and styles in works of art.	FA 12.2.3.a Identify and describe works of art that reveal different ideas (e.g., cultures, individuals).
	FA 2.2.3.b Identify the use of elements and principles in works of art (e.g., recognizing and using pattern, symmetry).	FA 5.2.3.b Categorize the elements and principles in works of art (e.g., group works of art by the use of line, shape, balance).	FA 8.2.3.b Compare and contrast works of art using the elements and principles (e.g., themes, styles, cultures).	FA 12.2.3.b Formulate a rationale addressing the use of the elements and principles in a work of art.
	FA 2.2.3.c Interpret mood or feeling in a work of art.	FA 5.2.3.c Interpret the message communicated by a work of art, using knowledge of visual elements, subject matter and mood.	FA 8.2.3.c Compare and contrast how themes styles and mood can be interpreted in different ways.	FA 12.2.3.c Interpret and evaluate the expressive qualities of artistic styles and movements (e.g., contemporary/pop cultural vs. historical art movements).
	FA 2.2.3.d Students support personal choice (e.g., "I like this because...", "I chose this because...").	FA 5.2.3.d Compare one's own interpretation of a work of art with the interpretations of others.	FA 8.2.3.d Explain why a work of art can evoke different interpretations and how artwork is interpreted and evaluated by the way it is displayed or presented.	FA 12.2.3.d Critique and defend how aesthetic choices impact the visual image and/or intended message.

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Connect - Individual perspective and identity through the study of art	Artist Identity	FA 2.2.4 Students will identify contemporary, historical, and cultural context in art.	FA 5.2.4 Students will examine contemporary, historical, and cultural context in art.	FA 8.2.4 Students will examine the significance of art in contemporary, historical, and cultural context in art.	FA 12.2.4 Students will synthesize understanding of contemporary, historical, and cultural context in art.
	Time and Place	FA 2.2.4.a Students will recognize that "I can be an artist."	FA 5.2.4.a Students can identify how artists affect everyday life and communities.	FA 8.2.4.a Students can identify and demonstrate the role of an artist and explore art-related career opportunities.	FA 12.2.4.a Investigate how artists define, shape, and empower their lives (e.g., personal life, lifelong opportunities, careers).
	Purpose and Function	FA 2.2.4.b Realize or recognize that humans have always made art.	FA 5.2.4.b Compare and contrast works of art from a variety of contemporary, historical, and cultural contexts.	FA 8.2.4.b Investigate and classify works of art from a variety of contemporary, historical, and cultural contexts.	FA 12.2.4.b Analyze and interpret works of art from a variety of contemporary, historical, cultural contexts; time periods, and cultural settings.
		FA 2.2.4.c Understand that works of art are made for different purposes.	FA 5.2.4.c Identify and discuss the purpose and function of different art forms. (e.g., is this object a sculpture, bowl or decoration?).	FA 8.2.4.c Compare and contrast the purpose and function of different art forms. (e.g., artifacts vs. fine art).	FA 12.2.4.c Synthesize how the purpose and function of art reveals aesthetic theory (e.g., political, social, cultural, personal).
		Addressed at grades 3-5.	FA 5.2.4.d Explore how art connects to other curricular areas.	FA 8.2.4.d Explain how art connects to other curricular areas.	FA 12.2.4.d Connect art to other disciplines in personal works of art.