

Nebraska K-12 Fine Arts Standards: Visual Arts

(Jan 22, 2014 edit: 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. (curricular bands have been re-ordered: create, respond, present, connect.)				
	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 (glossary) to make works of art with a variety of materials (glossary).	FA 5.2.1 Students will use the creative process (glossary) to make works of art exploring subjects and themes (glossary) with a variety of materials (glossary).	FA 8.2.1 Students will use the creative process (glossary) to investigate and communicate personal voice within their artwork.	FA 12.2.1 Students will use the creative process (glossary) to formulate a plan and implement aesthetic (glossary) choices in their artwork.
	FA 2.2.1.a Experiment and explore ideas and materials (glossary). (e.g. 2D and 3D)	FA 5.2.1.a Develop ideas using a variety of materials (glossary).	FA 8.2.1.a Investigate ideas and materials (glossary), demonstrate planning and begin refining.	FA 12.2.1.a Analyze multiple ideas and materials (glossary), formulate a plan and refine intentions.
	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 (glossary) 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.
	FA 2.2.1.c Explore and experience the properties of various art media (glossary) through the senses and emotions.	FA 5.2.1.c Demonstrate the connections between sensory experience (glossary) 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 (glossary) to self-expression (e.g., aesthetic theories (glossary) – imitationalism (glossary), expressionism (glossary), institutionalism (glossary), instrumentalism (glossary), formalism (glossary), contextualism (glossary).
	FA 2.2.1.d Explore the elements of art and the principles (glossary) of design to brainstorm visual possibilities. (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 (glossary) to brainstorm visual possibilities. (e.g., create symmetrical and asymmetrical balance using line and shape).	FA 8.2.1.d Investigate and apply the relationships between the elements of art and principles of design (glossary) to brainstorm visual possibilities. (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 (glossary) by developing multiple solutions to a visual problem.
	FA 2.2.1.e Explore various techniques and skills and the importance of craftsmanship/workmanship (glossary) (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 (glossary) 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 (glossary).	FA 12.2.1.e Synthesize knowledge of the relationships between advanced technique, skill, and craftsmanship (glossary).
esthetic	FA 2.2.1 f Demonstrate respect for, the accepted procedures regarding the responsible care of equipment and materials (glossary).	FA 5.2.1 f Demonstrate respect for, the accepted procedures regarding the responsible care of equipment and materials (glossary).	FA 8.2.1 f Demonstrate respect for, the accepted procedures regarding the responsible care of equipment and materials (glossary).	FA 12.2.1 f Demonstrate respect for, the accepted procedures regarding the responsible care of equipment and materials (glossary).

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Present –Art to communicate ideas, process, and product.		FA 2.2.2 The student will explore basic presentation methods and purposes.	FA 5.2.2 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.
	Intent	FA 2.2.2.a Present an artist statement (<i>glossary</i>) through formal or informal communication (e.g., written or oral).	FA 5.2.2.a Communicate artistic statements (<i>glossary</i>) using art terminology (e.g., product and process).	FA 8.2.2.a Analyze and present reflections of personal growth in an artist statement (<i>glossary</i>)	FA 12.2.2.a Design a personal artist statement (<i>glossary</i>) of intent by choosing from a variety of methods (e.g., poetry, multimedia).
	Selection	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 (<i>glossary</i>), digital collection (<i>glossary</i>), community display, or contest in a professional manner.
	Presentation Venue	FA 2.2.2.c Communicate that there are a variety of different venues (<i>glossary</i>) to display art. (e.g. describe or dramatize to an audience)	FA 5.2.2.c Examine how 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 (<i>glossary</i>) (e.g., reproduction, digital, social media (<i>glossary</i>), or original museum/gallery experience).	FA 12.2.2.c Compare and contrast the effectiveness of a presentation venue (<i>glossary</i>) and how it affects the artist, artwork, and audience (e.g., reproduction, digital, social media (<i>glossary</i>), or original museum/gallery experience).

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Respond – to understand and appreciate ideas	FA 2.2.3 Students will explore the critical process (<i>glossary</i>) to respond to works of art, learning about themselves and others.	FA 5.2.3 Students will use the critical process (<i>glossary</i>) to examine works of art, learning about themselves and cultures.	FA 8.2.3 Students will use the critical process (<i>glossary</i>) to compare and contrast multiple works of art learning about themselves in the world.	FA 12.2.3 Students will use the critical process (<i>glossary</i>) developing a logical argument and supporting a response to a work of art that represents another context. contextual response to a work of art.
	FA 2.2.3.a Identify and describe a piece of art (e.g., subject matter (<i>glossary</i>), use of color).	FA 5.2.3.a Identify and describe the artist's use of media (<i>glossary</i>) (e.g., paint, clay, collage) and techniques to create subject matter (<i>glossary</i>), visual elements (<i>glossary</i>) and mood.	FA 8.2.3.a Identify and describe themes (<i>glossary</i>) 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 (<i>glossary</i>) in works of art (e.g., recognizing and using pattern, symmetry).	FA 5.2.3.b Categorize the elements and principles (<i>glossary</i>) 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 (<i>glossary</i>) (e.g., themes (<i>glossary</i>), styles, cultures).	FA 12.2.3.b Formulate a rationale addressing the use of the elements and principles (<i>glossary</i>) 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 (<i>glossary</i>) subject matter (<i>glossary</i>) and mood.	FA 8.2.3.c Compare and contrast how themes (<i>glossary</i>) styles and mood can be interpreted in different ways.	FA 12.2.3.c Interpret and explain the expressive qualities of artistic styles (<i>glossary</i>) and movements (e.g., contemporary/pop cultural vs. historical art movements).
	FA 2.2.3.d Articulate personal artistic choice and ideas (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 and life.	FA 5.2.4 Students will examine contemporary, historical, and cultural context in art and life.	FA 8.2.4 Students will examine the significance of art in contemporary, historical, and cultural context in art and life.	FA 12.2.4 Students will synthesize understanding of contemporary, historical, and cultural context in art and life.
		FA 2.2.4.a Students will communicate 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).
	Time and Place	FA 2.2.4.b Identify examples of how 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.
	Purpose and Function	FA 2.2.4.c Communicate 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 (glossary) vs. fine art).	FA 12.2.4.c Synthesize how the purpose and function of art reveals aesthetic theory (glossary) (e.g., political, social, cultural, personal).
		(Students can identify how images and objects, convey a story, a familiar experience, or connections to the world.	FA 5.2.4.d Students can explore how images and objects, convey a story, a familiar experience, or connections to the world.	FA 8.2.4.d Students can explain how images and objects may convey a story, a familiar experience, or connections to the world.	FA 12.2.4.d Students can connect how images and objects may convey a story, a familiar experience, or connections to the world in a personal work of art.