

Delaware Recommended Curriculum



Visual Art

Grade-Level Expectations & Proficiency-Level Expectations

Visual Art

Grade-Level Expectation (GLE) & Proficiency-Level Expectation (PLE) Descriptors

Definitions for the terms Introduce, Develop, Demonstrate Proficiency, and Extend used on the developmental matrix are adapted from the Revised Blooms Taxonomy (2001). These definitions represent a hierarchy of objectives that stratify artistic and cognitive student expectations into learning that scaffolds from the simplest artistic behaviors to the most complex.

INTRODUCE (I)

Expose students to artistic concepts and skills for the first time.

- Students move from unfamiliarity with artistic concepts and skills to the Remembering/Knowledge level
- Learning descriptors: describe, recognize, identify, retrieve, name, recall, list

DEVELOP (D)

Facilitate continued growth of students' artistic capabilities.

- Students proceed from the Remembering/Knowledge level of learning to the Understanding/Comprehension level
- Learning descriptors: interpret, summarize, outline, paraphrase, explain, compare, contrast

PROFICIENT (P)

Students demonstrate evidence of artistic attainment.

- Students progress from the Understanding/Comprehension level of learning to the Analyzing/Evaluating/Creating level through the transfer of knowledge, skills and understanding into another familiar situation
- Learning descriptors: implement, carry out, use, solve, examine, classify

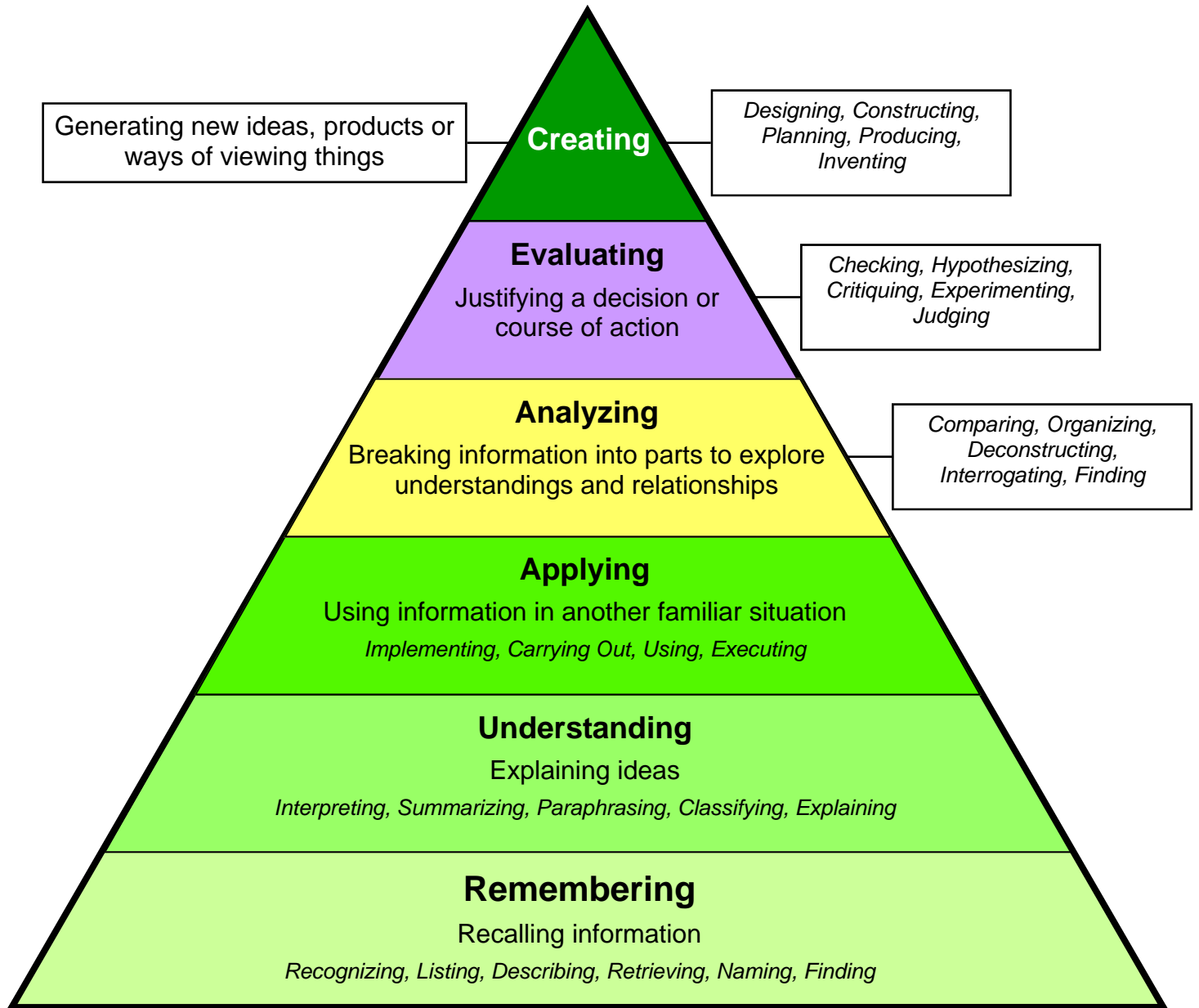
EXTEND (E)

Provide students with opportunities for heightened artistic engagement.

- Students advance to the Analyzing/Evaluating/Creating level of learning through the creation and the generation of new products, ideas and ways of viewing things in unfamiliar contexts
- Learning descriptors: generalize, infer, organize, investigate, construct, invent, elaborate, justify, predict, critique, plan, perform, create

¹Anderson, L.W., & Krathwohl, D.R. (Eds). (2001) A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

Bloom's Revised Taxonomy



Visual Art

Grade Level Expectation (GLE) & Proficiency Level Expectation (PLE) Descriptors

Overarching Essential Questions:

- To what extent is art a process or a product?
- What constitutes art? According to whom?
- Why create?

Standard 1: Understanding and applying media, techniques and processes

Enduring Understandings:

Following instruction students will understand that:

- Artists make thoughtful choices in creating works of art.
- Artists use a variety of techniques and processes to manipulate media to achieve desired effects.
- Artists must understand media, techniques and process as tools to communicate.
- Artists learn rules in order to break them.
- Artists consider multiple approaches to visual problems.
- Artists create works of art employing both conscious and intuitive thought.

Essential Questions:

- Why do artists select one medium over another?
- To what extent can media be manipulated using a variety of techniques and processes?

Grade-Level Expectations (GLEs)		Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced													
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
1.1	Select and use different media, techniques and processes that are used to create works of art	I	D				P		E						
1.2	Use selected two-dimensional and three-dimensional media to communicate ideas	I	D				P		E						
1.3	Use media and tools in a safe and responsible manner	I	D				P		E						
1.4	Demonstrate how a single medium or technique can be used to create multiple effects in works of art	I	D				P		E						

I - Introduce

D - Develop

P - Proficient

E - Extend

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
1.5	Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art			I	D				P	E					
1.6	Identify different media, techniques and processes that are used to create works of art	I	D						P	E					
1.7	Describe how media and techniques are used to create two-dimensional and three dimensional works of art	I	D							P	E				

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Standard 2: Using knowledge of structures and functions

Enduring Understandings:

Following instruction students will understand that:

- Every work of art has a point of view.
- Form and function may or may not be related one to the other.
- Art is a form of expression that employs a system of visual symbols.

Essential Questions:

- To what extent is a work of art dependent upon the point of view of the artist?
- To what extent is a work of art dependent upon the point of view of the viewer?
- How and why is art used as a vehicle for communication?
- To what extent does good design integrate form with function?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced										
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+			
2.1	Identify the elements of art	I	D				P			E								
2.2	Select and use the elements of art in works of art		I	D				P		E								
2.3	Identify the principles of design		I	D					P	E								
2.4	Analyze the elements of art		I	D					P	E								
2.5	Evaluate works of art in terms of structure and function			I	D					P	E							
2.6	Analyze the principles of design		I	D						P	E							
2.7	Select and use the principles of design in works of art		I	D						P	E							
2.8	Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art			I	D						P	E						

I - Introduce

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Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
2.9	Plan, design and execute multiple solutions to challenging visual arts problems			I	D					P	E				
2.10	Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects			I	D						P	E			

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Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas

Enduring Understandings:

Following instruction students will understand that:

- Art may be created solely to fulfill a need to create.
- Art is a universal symbol system that transcends language barriers.
- Art draws upon all aspects of human experience.
- The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.

Essential Questions:

- What is art?
- How does the use of specific symbols influence the meaning of a work of art?
- What makes art more or less authentic?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced								
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+	
3.1	Identify subject matter, symbols and ideas in works of art	I	D				P		E							
3.2	Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art			I	D			P	E							
3.3	Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art			I	D			P	E							
3.4	Select and use subject matter, symbols and ideas to communicate meaning in works of art	I	D						P	E						
3.5	Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art	I	D						P	E						
3.6	Analyze how the use of subject matter, symbols and ideas are used in works of art	I	D						P	E						

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Standard 4: Understanding the visual arts in relation to history and cultures

Enduring Understandings:

Following instruction students will understand that:

- Art has been created by all peoples, in all times and in all places.
- Art preserves and depicts history in ways words cannot.
- Art celebrates the unique characteristics of all cultures.
- Subject matter, symbols and ideas are all rooted in culture.
- Natural resources have influenced the creation of indigenous art forms.

Essential Questions:

- To what extent does history reflect upon and have an influence on art?
- To what extent does art reflect upon and have an influence on history?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
4.1	Identify historical and cultural characteristics of works of art	I	D				P		E						
4.2	Describe how the arts and artists influence each other across history and cultures	I	D				P		E						
4.3	Compare the purpose of works of art and design in history and cultures	I	D				P		E						
4.4	Speculate on how history and culture give meaning to a work of art	I	D				P		E						
4.5	Describe and differentiate the roles of artists in society across history and cultures	I	D				P		E						
4.6	Describe how history and cultures influence the visual arts	I						D						P	E
4.7	Describe how the visual arts influence history and cultures	I						D						P	E

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Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Enduring Understandings:

Following instruction students will understand that:

- Timeless works of art are deemed important for a number and variety of reasons.
- Reflection, assessment and refinement are key steps in the process of creating art.

Essential Questions:

- What makes some works of art great?
- When does a work of art have merit?
- To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced									
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+		
5.1	Discuss how individual experiences influence personal works of art	I	D	P	E			E									
5.2	Identify ways the visual arts are used as communication	I	D	P	E			E									
5.3	Describe personal responses to selected works of art	I	D		P	E			E								
5.4	Analyze works of art to speculate why they were created	I	D			P	E			E							
5.5	Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art	I	D				P	E									
5.6	Apply visual arts vocabulary when reflecting upon and assessing works of art	I	D				P	E									
5.7	Describe how a work of art can convey a voice of one or a voice of many	I	D				E		P	E							

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Standard 6: Making connections between visual arts and other disciplines

Enduring Understandings:

Following instruction students will understand that:

- Learning can be deepened by connecting visual art to other disciplines.
- Many people favor learning in a visual and tactile way.
- The process of creating art requires critical and creative problem solving.
- The means to create art always changes.

Essential Questions:

- How is learning deepened through a study of visual art?
- In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced								
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+	
6.1	Compare and contrast relationships and characteristics between the visual arts and other disciplines	I	D						P	E						
6.2	Compare the use of technology, media and processes of the visual arts with other disciplines	I	D						P	E						
6.3	Describe and/or demonstrate how skills transfer between the visual arts and other disciplines	I	D						P	E						
6.4	Describe how learning in the visual arts helps develop essential skills for life and the workplace	I	D							P	E					

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