

VISUAL ART Crosswalk

Crosswalk for Proposed Fine Arts Missouri Learning Standards

Legend

Strikethrough	Strikethrough	Removed Text
Bold	Bold	New Text
Yellow Highlight	Yellow Highlight	Minor change to the standard
Green Highlight	Green Highlight	Significant change to the standard
Magenta Highlight	Magenta Highlight	Existing standard shifted to a lower or higher grade-level
No Highlight	No Highlight	No change to the standard

ABOUT THE MISSOURI LEARNING STANDARDS: The State Board of Education approved the updated Missouri Learning Standards: Grade Level Expectations on XXXX based on the standards created by work groups of Missouri educators, parents, and community members. The revised standards were developed by Missourians for Missouri students. These expectations are challenging, yet attainable, for students in our state. The standards further define our high expectations for what children should know and be able to do in each course and grade level, helping ensure they graduate prepared for college, career, and life.

ABOUT THE VISUAL ART CROSSWALK: The intent of this crosswalk is to enhance understanding of the changes to the VISUAL ART expectations. The column on the left contains the newly adopted VISUAL ART expectations (2019). The column on the right contains the previous expectations (GLEs). These charts demonstrate a broader possible alignment. They are not meant to be examples of how students should demonstrate understanding of their knowledge and skills. These new standards are more comprehensive in scope than the previous GLEs (originally adopted in the 1990's) and are meant to better develop artistic literacy and encourage student-driven learning. This document is intended to assist teachers with some of the issues associated with implementing new VISUAL ART standards: planning, pacing, professional development and curricular materials.

Taking a big picture approach, the strands from the older Grade Level Expectations roughly translate to the new Missouri Learning Standards' strands as follows in the chart below. However, there may be overlap with individual standards falling into more than one strand, or specific standards fitting better into a different strand than listed below.

Missouri Learning Standards: Grade-Level Expectations for VISUAL ART (Adopted April 2019 for implementation in the 2019 – 2020 school year.)	Missouri Grade Level Expectations: VISUAL ART (Adopted 2010, transitioning out.)
Create	Product- Performance
Create	Elements & Principles
Present	Artistic Perceptions
Respond	Interdisciplinary Connections
Connect	Historical and Cultural Connections

While the previous standards were specific and tight, these new standards allow for a broader interpretation to allow for student driven creative exploration.

Preschool VISUAL ART

*Current Visual Arts GLE's for Preschool do not exist. See the [Fine Arts Standards Early Childhood Alignment](#) document for alignment to the Missouri Early Learning Goals (below).

Fine Arts Standards: Early Childhood Alignment

MO DESE Missouri Early Learning Goals <https://dese.mo.gov/sites/default/files/eel-el-2013-MELGoals.pdf>

Missouri Learning Standards: Grade-Level Expectations for VISUAL ART (Adopted April 2019 for implementation in the 2019 – 2020 school year.)		Missouri Early Learning Goals Previously adopted Visual Arts GLE's for preschool grades do not exist. This document aligns the newly revised Missouri Learning Standards for Visual Arts to the Missouri Early Learning Goals.	
Code	Newly Adopted Standards	Code	Early Learning Goal
1. Generate and conceptualize artistic ideas and work.			
VA:Cr1.1.PKa	Engage in self-directed play with materials	VIII.B.1.b VIII.B.2.b	Shows interest in visual arts - Shows an interest in mark making or creative art. Explores visual arts - Shows an interest in mark making or creative art.
VA:Cr1.2.PKa	Engage in self-directed, creative making	VIII.B.2.a	Explores visual arts - Explores and experiments with a range of media through exploration using the whole body.
2. Organize and develop artistic ideas and work.			
VA:Cr2.1.PKa	Use a variety of art-making tools	VIII.B.2.a	Explores and experiments with a range of media through exploration using the whole body.
VA:Cr2.2.PKa	Share materials with others	II.B.1.b	Develops relationships with others
VA:Cr2.3.PKa	Create and tell about art that communicates a story about a familiar place or object	VIII.B.2.c	Uses creative art to express thoughts, feelings, experiences, or knowledge.

		IV.A.1.d	Represents feelings and ideas through art and construction.
3. Refine and complete artistic work.			
VA:Cr3.1.PKa	Share and talk about personal artwork	IV.C.2.d	Uses language to pretend or create
		IV.C.2.e	Uses complete sentences of varying length.
4. Select, Analyze, and interpret artistic work for presentation.			
VA:Pr4.1.PKa	Identify reasons for saving and displaying objects, artifacts, and artwork.	IV.A.1.d	Represents feelings and ideas through art and construction.
5. Develop and refine artistic techniques and work for presentation.			
VA:Pr5.1.PKa	Identify places where art may be displayed or saved.	III.A.3.c	Exhibits spatial awareness.
		VI.A.4.c	Represents observations through art and construction.
6. Convey meaning through the presentation of artistic work.			
VA:Pr6.1.PKa	Identify where art is displayed both inside and outside of school	VI.A.3.a	Identifies problems involving physical properties of objects and materials.
7. Perceive and analyze artistic work.			
VA:Re.7.1.PKa	Recognize art in one's environment.	III.A.3.c	Exhibits spatial awareness.
VA:Re.7.2.PKa	Distinguish between images and real objects	VI.A.4.c	Represents observations through art and construction.
8. Interpret intent and meaning in artistic work.			
VA:Re8.1.PKa	Interpret art by identifying and describing subject matter.	IV.A.1.d	Represents feelings and ideas through art and construction.
9. Apply criteria to evaluate artistic work.			
VA:Re9.1.PKa	Select a preferred artwork.	I.A.2.b	Makes decisions independently.

		I.A.4.a	Expresses his or her own ideas and opinions.
		VIII.B.1.a	Shows an interest and engagement in surroundings.
10. Synthesize and relate knowledge and personal experiences to make art.			
VA:Cn10.1.PKa	Explore the world using descriptive and expressive words and art-making.	VIII.B.2.c	Use creative art to express thoughts, feelings, experiences, or knowledge.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
VA:Cn11.1.PKa	Recognize that people make art.	VII.B.2.b	Is interested in community, culture, and cultural groups.

Kindergarten VISUAL ART

Missouri Learning Standards: Grade-Level Expectations for VISUAL ART (Adopted April 2019 for implementation in the 2019 – 2020 school year.)		Missouri Grade Level Expectations: VISUAL ART (Adopted 2010, transitioning out.)	
Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
VA: Cr1.1.Ka	Engage in exploration and imaginative play with materials.		<i>*The GLE's do not ask students to engage in exploration and play with materials, however, the kindergarten standards in the strands of product-performance and elements & principles could be used for exploration.</i>
VA:Cr1.2.Ka	Engage collaboratively in creative art-making in response to an artistic problem.		<i>*The GLE's do not ask students to work collaboratively, however, the kindergarten standards in the strands of product-performance and elements & principles could be posed as artistic problems to be explored.</i>
2. Organize and develop artistic ideas and work.			
VA:Cr2.1.Ka	Through experimentation, build skills in various media and approaches to art-making.	PP1A.Ka PP1D.Kd PP2A.Ka PP2A.Kb PP3A.Ka PP3A.Kb PP3A.Kc	Produce a line using crayon, pencil, or marker. Demonstrate a simple printmaking technique. Use scissors with control. Use modeling material to make a sphere. Create an original picture of self or other person.(Portrait) Create a picture showing outside.(Landscape) Create a design using lines.(Non-objective)

		PP3C.Ka EP1A.Ka EP1B.Kb EP1E.Ka	Create original artwork that communicates ideas about people, indoors, outdoors. Identify and use lines. Identify and use shapes and categorize as large and small. Identify and use color.
VA:Cr2.2.Ka	Identify safe and non-toxic art materials, tools and equipment.		Not addressed in the GLE's.
VA:Cr2.3.Ka	Create art that represents natural and constructed environments.	PP3A.Ka PP3A.Kb PP3A.Kc PP3C.Ka EP1A.Ka EP1B.Ka EP1B.Kb EP1E.Ka	Create an original picture of self or other person.(Portrait) Create a picture showing outside.(Landscape) Create a design using lines.(Non-objective) Create original artwork that communicates ideas about people, indoors, and outdoors Identify and use lines Identify and use shapes. Categorize shapes as large or small. Identify and use color.
3. Refine and complete artistic work.			
VA:Cr3.1.Ka	Explain the process of making art while creating.	IC2A.Ka	Explain how stories can be told in pictures and/or words.

4. Select, Analyze, and interpret artistic work for presentation.			
VA:Pr4.1.Ka	Select art objects for personal portfolio and display, explaining why they were chosen.	AP2A.Ka IC2A.Ka	Identify the subject of artworks. Explain how stories can be told in pictures and/or words.
5. Develop and refine artistic techniques and work for presentation.			
VA:Pr5.1.Ka	Explain the purpose of a portfolio or collection.	AP2A.Ka IC2A.Ka	Identify the subject of artworks. Explain how stories can be told in pictures and/or words.
6. Convey meaning through the presentation of artistic work.			
VA:Pr6.1.Ka	Explain what an art museum is and distinguish how an art museum is different from other buildings.	IC2A.Ka	Explain how stories can be told in pictures and/or words.
7. Perceive and analyze artistic work.			
VA:Re7.1.Ka	Identify uses of art within one's personal environment.	IC2A.Ka	Explain how stories can be told in pictures and/or words.
VA:Re7.2.Ka	Describe what an image represents.	AP2A.K IC2A.K	Identify the subject of artworks. Explain how stories can be told in pictures and/or words.
8. Interpret intent and meaning in artistic work.			
VA:Re8.1.K	Interpret art by identifying subject matter and describing relevant details.	AP2A.Ka IC1A.Ka IC2A.Ka	Identify the subject of artworks. Use physical movement in dance to interpret line in artwork. Explain how stories can be told in pictures and/or words.
9. Apply criteria to evaluate artistic work.			

VA:Re9.1.K	Explain reasons for selecting a preferred artwork.	AP2A.Ka IC2A.Ka	Identify the subject of artworks. Explain how stories can be told in pictures and/or words.
10. Synthesize and relate knowledge and personal experiences to make art.			
VA:Cn10.1.K	Create art that tells a story about a life experience.	IC2A.Ka	Explain how stories can be told in pictures and/or words.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
VA:Cn11.1.K	Identify a purpose of an artwork.	AP2A.Ka IC2A.Ka	Identify the subject of artworks. Explain how stories can be told in pictures and/or words.

1st GRADE VISUAL ART

Missouri Learning Standards: Grade-Level Expectations for VISUAL ART (Adopted April 2019 for implementation in the 2019 – 2020 school year.)		Missouri Grade Level Expectations: VISUAL ART (Adopted 2010, transitioning out.)	
Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
VA:Cr1.1.1a	Engage collaboratively in exploration and imaginative play with materials.		<i>*The GLE's do not ask students to work collaboratively, however, the 1st grade standards in the strands of product-performance and elements & principles could be posed as artistic problems to be explored.</i>
VA:Cr1.2.1a	Use observation and investigation in preparation for making a work of art.	PP1A.1a PP1B.1a PP1D.1a PP2A.1a PP2A.1b PP2A.1c PP3A.1a PP3A.1b PP3B.1a	Fill an area with solid color/value using crayon, pencil, or marker. Apply paint with a dragging, not pushing motion. Demonstrate a monoprint process. Use glue with control. Fold paper and identify folded edge. Using modeling material, pinch, pull and roll material. Create an original artwork showing family members.(Portrait) Create a still life with one object. Subject Matter: Functional Art Design wearable art.

		<p>PP3C.1a PP3C.1b PP3C.1c</p> <p>EP1A.1a EP1B.1a</p> <p>EP1B.1b EP1C.1a EP1D.1a EP1E.1a EP1F.1a EP1G.1a</p> <p>EP2A.1a</p> <p>EP2D.1a</p>	<p>Create original artwork that communicates ideas about people. Create original artwork that communicates ideas about animals. Create original artwork that communicates ideas about things.</p> <p>Identify and use straight, curved, thick and thin lines Identify and use triangle, circle, square, rectangle and oval shapes. Categorize shapes as large, medium, and small. Identify and use form. Identify and use texture. Identify and use primary colors. Identify and use value. Identify and demonstrate the use of space.</p> <p>Identify and demonstrate the concept of middle or center.</p> <p>Identify and create an alternating pattern (abab).</p>
2. Organize and develop artistic ideas and work.			
VA:Cr2.1.1a	Explore uses of materials and tools to create works of art or design.	<p>PP1A.1a PP1B.1a PP1D.1a</p> <p>PP2A.1a</p>	<p>Fill an area with solid color/value using crayon, pencil, or marker. Apply paint with a dragging, not pushing motion.</p> <p>Demonstrate a monoprint process.</p> <p>Use glue with control. Fold paper and identify folded edge. Using modeling material, pinch, pull and roll material.</p>

		PP2A.1b PP2A.1c PP3A.1a PP3A.1b PP3B.1a PP3C.1a PP3C.1b PP3C.1c EP1A.1a EP1B.1a EP1B.1b EP1C.1a EP1D.1a EP1E.1a EP1F.1a EP1G.1a EP2A.1a EP2D.1a	Create an original artwork showing family members.(Portrait) Create a still life with one object. Subject Matter: Functional Art-Design wearable art. Create original artwork that communicates ideas about people. Create original artwork that communicates ideas about animals. Create original artwork that communicates ideas about things. Identify and use straight, curved, thick and thin lines. Identify and use triangle, circle, square, rectangle and oval shapes. Categorize shapes as large, medium, and small. Identify and use form. Identify and use texture. Identify and use primary colors. Identify and use value. Identify and demonstrate the use of space. Identify and demonstrate the concept of middle or center. Identify and create an alternating pattern (abab).
VA:Cr2.2.1a	Demonstrate safe and proper procedures for using materials, tools and equipment while making art.	PP1A.1a PP1B.1a	Fill an area with solid color/value using crayon, pencil, or marker.

		<p>PP1D.1a</p> <p>PP2A.1a</p> <p>PP2A.1b</p> <p>PP2A.1c</p> <p>PP3A.1a</p> <p>PP3A.1b</p> <p>PP3B.1a</p> <p>PP3C.1a</p> <p>PP3C.1b</p> <p>PP3C.1c</p> <p>EP1A .1a</p> <p>EP1B.1a</p> <p>EP1B.1b</p> <p>EP1C.1a</p> <p>EP1D.1a</p> <p>EP1E.1a</p> <p>EP1F.1a</p> <p>EP1G.1a</p> <p>EP2A.1a</p>	<p>Apply paint with a dragging, not pushing motion.</p> <p>Demonstrate a monoprint process.</p> <p>Use glue with control.</p> <p>Fold paper and identify folded edge.</p> <p>Using modeling material, pinch, pull and roll material.</p> <p>Create an original artwork showing family members.(Portrait)</p> <p>Create a still life with one object.</p> <p>Design wearable art.</p> <p>Create original artwork that communicates ideas about people.</p> <p>Create original artwork that communicates ideas about animals.</p> <p>Create original artwork that communicates ideas about things.</p> <p>Identify and use straight, curved, thick and thin lines</p> <p>Identify and use triangle, circle, square, rectangle and oval shapes.</p> <p>Categorize shapes as large, medium, and small.</p> <p>Identify and use form.</p> <p>Identify and use texture.</p> <p>Identify and use primary colors.</p> <p>Identify and use value.</p> <p>Identify and demonstrate the use of space.</p>
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		EP2D.1a	Identify and demonstrate the concept of middle or center. Identify and create an alternating pattern (abab).
VA:Cr1.3.1a	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	PP1A.1a PP1B.1a PP1D.1a PP2A.1a PP2A.1b PP2A.1c PP3A.1a PP3A.1b PP3B.1a PP3C.1a PP3C.1b PP3C.1c EP1A.1a EP1B.1a	Fill an area with solid color/value using crayon, pencil, or marker. Apply paint with a dragging, not pushing motion. Demonstrate a monoprint process. Use glue with control. Fold paper and identify folded edge. Using modeling material, pinch, pull and roll material. Create an original artwork showing family members.(Portrait) Create a still life with one object. Design wearable art. Create original artwork that communicates ideas about people. Create original artwork that communicates ideas about animals. Create original artwork that communicates ideas about things. Identify and use straight, curved, thick and thin line Identify and use triangle, circle, square, rectangle and oval shapes.

		EP1B.1b EP1C.1a EP1D.1a EP1E.1a EP1F.1a EP1G.1a EP2A.1a EP2D.1a	Categorize shapes as large, medium, and small. Identify and use form. Identify and use texture. Identify and use primary colors. Identify and use value. Identify and demonstrate the use of space. Identify and demonstrate the concept of middle or center. Identify and create an alternating pattern (abab).
3. Refine and complete artistic work.			
VA:Cr3.1.1a	Use art vocabulary to describe choices while creating art.	PP1A.1a PP1B.1a PP1D.1a PP2A.1a PP2A.1b PP2A.1c PP3A.1a PP3A.1b PP3B.1a PP3C.1a	Fill an area with solid color/value using crayon, pencil, or marker. Apply paint with a dragging, not pushing motion. Demonstrate a monoprint process. Use glue with control. Fold paper and identify folded edge. Using modeling material, pinch, pull and roll material. Create an original artwork showing family members.(Portrait) Create a still life with one object. Design wearable art. (Functional Art) Create original artwork that communicates ideas about people.

		<p>PP3C.1b Create original artwork that communicates ideas about animals.</p> <p>PP3C.1c Create original artwork that communicates ideas about things.</p> <p>EP1A.1a Identify and use straight, curved, thick and thin lines.</p> <p>EP1B.1a Identify and use triangle, circle, square, rectangle and oval shapes.</p> <p>EP1B.1b Categorize shapes as large, medium, and small.</p> <p>EP1C.1a Identify and use form.</p> <p>EP1D.1a Identify and use texture.</p> <p>EP1E.1a Identify and use primary colors.</p> <p>EP1F.1a Identify and use value.</p> <p>EP1G.1a Identify and demonstrate the use of space.</p> <p>EP1G.1b Identify and demonstrate the use of space.</p> <p>EP2A.1a Identify and demonstrate the concept of middle or center.</p> <p>EP2D.1a Identify and create an alternating pattern (abab).</p>	
4. Select, Analyze, and interpret artistic work for presentation.			
VA:Cr4.1.1a	Explain why some objects, artifacts, and artwork are valued over others.	<p>PP1A.1a Fill an area with solid color/value using crayon, pencil, or marker.</p> <p>PP1B.1a Apply paint with a dragging, not pushing motion.</p> <p>PP1D.1a Demonstrate a monoprint process.</p> <p>PP2A.1a Use glue with control.</p>	

		PP2A.1b	Fold paper and identify folded edge.
		PP2A.1c	Using modeling material, pinch, pull and roll material.
		PP3A.1a	Create an original artwork showing family members.(Portrait)
		PP3A.1b	Create a still life with one object.
		PP3B.1a	Design wearable art. (functional Art)
		PP3C.1a	Create original artwork that communicates ideas about people.
		PP3C.1b	Create original artwork that communicates ideas about animals.
		PP3C.1c	Create original artwork that communicates ideas about things.
		EP1A.1a	Identify and use straight, curved, thick and thin lines.
		EP1B.1a	Identify and use triangle, circle, square, rectangle and oval shapes.
		EP1B.1b	Categorize shapes as small, medium, and large.
		EP1C.1a	Identify and use form.
		EP1D.1a	Identify and use texture
		EP1E.1a	.Identify and use primary colors.
		EP1F.1a	Identify and use value.
		EP1G.1a	Identify and demonstrate the use of space.
		EP2A.1a	Identify and demonstrate the concept of middle or center.

		EP2D.1a	Identify and create an alternating pattern (abab).
5. Develop and refine artistic techniques and work for presentation.			
VA:Cr5.1.1a	Ask and answer questions such as where, when, why and how artwork should be prepared for presentation or preservation.		<i>*The GLE's do not ask students to prepare work for presentation.</i>
6. Convey meaning through the presentation of artistic work.			
VA:Cr6.1.1a	Identify the roles and responsibilities of people who work in and visit museums and other art venues.		<i>*The GLE's do not ask students to identify roles and responsibilities of museum and art venue workers.</i>
7. Perceive and analyze artistic work.			
VA:Cr7.1.1a	Select and describe works of art that illustrate daily life experiences of one's self and others.	PP3A.1a PP3A.1b PP3C.1a PP3C.1b PP3C.1c AP1A.1a AP2A.1a IC1A.1a	Create an original artwork showing family members.(Portrait) Create a still life with one object. Create original artwork that communicates ideas about people. Create original artwork that communicates ideas about animals. Create original artwork that communicates ideas about things. Discuss a feeling or idea to an artwork based on the student's life experience. Identify lines, shapes, colors and patterns in artworks. Relate costumes in theatre to wearable art.

		IC2A.1a	Explain how patterns in art are similar to patterns in math.
		HC1A.1a	Identify works of art from the United States; Europe (Cave.); Asia.
		HC1B.1a HC1B.1b	Compare and contrast 2 artworks on subject matter. Compare and contrast two artworks on: use of line color and shape
VA:Cr7.2.1a	Compare images that represent the same subject.	AP1A.1a	Discuss a feeling or idea to an artwork based on the student's life experience.
		AP2A.1a	Identify lines, shapes, colors and patterns in artworks.
		IC1A.1a	Relate costumes in theatre to wearable art.
		IC2A.1a	Explain how patterns in art are similar to patterns in math.
		HC1A.1a	Identify works of art from the United States; Europe (Cave.); Asia.
		HC1B.1a HC1B.1b	Compare and contrast 2 artworks on subject matter. Compare and contrast two artworks on: use of line color and shape
8. Interpret intent and meaning in artistic work.			
VA:Cr8.1.1a	Interpret art by categorizing subject matter and identifying the characteristics of form.	AP1A.1a	Discuss a feeling or idea to an artwork based on the student's life experience.
		AP2A.1a	Identify lines, shapes, colors and patterns in artworks.

		IC1A.1a	Relate costumes in theatre to wearable art.
		IC2A.1a	Explain how patterns in art are similar to patterns in math.
		HC1A.1a	Identify works of art from the United States; Europe (Cave.); Asia.
		HC1B.1a HC1B.1b	Compare and contrast 2 artworks on subject matter. Compare and contrast two artworks on: use of line color and shape
9. Apply criteria to evaluate artistic work.			
VA:Cr9.1.1a	Classify artwork based on different reasons for preferences.	AP1A.1a	Discuss a feeling or idea to an artwork based on the student's life experience.
		AP2A.1a	Identify lines, shapes, colors and patterns in artworks.
		HC1A.1a	Identify works of art from the United States; Europe (Cave.); Asia.
		HC1B.1a HC1B.1b	Compare and contrast 2 artworks on subject matter. Compare and contrast two artworks on: use of line color and shape
10. Synthesize and relate knowledge and personal experiences to make art.			
VA:Cr10.1.1a	Identify times, places and reasons by which students make art outside of school.	AP1A.1a	Discuss a feeling or idea to an artwork based on the student's life experience.
		AP2A.1a	Identify lines, shapes, colors and patterns in artworks.
		IC1A.1a	Relate costumes in theatre to wearable art.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cr11.1.1a	Understand people from different places and times have made art for a variety of reasons.	AP1A.1a HC1A.1a HC1B.1a HC1B.1b	Discuss a feeling or idea to an artwork based on the student's life experience. Identify works of art from the United States; Europe (Cave.); Asia. Compare and contrast 2 artworks on subject matter. Compare and contrast two artworks on: use of line color and shape
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2nd GRADE VISUAL ART

Missouri Learning Standards: Grade-Level Expectations for VISUAL ART <small>(Adopted April 2019 for implementation in the 2019 – 2020 school year.)</small>		Missouri Grade Level Expectations: VISUAL ART <small>(Adopted 2010, transitioning out.)</small>	
Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
VA:Cr1.1.2	Brainstorm, collaboratively, multiple approaches to an art or design problem.		<i>*The GLE's do not ask students to work collaboratively, however, the 2nd grade standards in the strands of product-performance and elements & principles could be posed as artistic problems to be explored.</i>
VA:Cr1.2.2	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	PP1A.2a PP1B.2a PP1B.2b PP1B.2c PP1D.2a PP2A.2a PP2A.2b PP3A.2a PP3A.2b PP3B.2a	Change pressure to create two values using crayon or pencil. Paint lines with control of the brush. Clean paint brush before changing colors. Mix 2 colors to create a third color. Create a paper weaving using plain weave (over, under, alternating rows.) Manipulate paper to create low relief. Using modeling material, roll coils, flatten material into a slab. Create an original still life from observation. Create an original landscape.

		<p>PP3C.2a</p> <p>PP3C.2b</p> <p>EP1A.2a</p> <p>EP1B.2a</p> <p>EP1C.2a</p> <p>EP1D.2a</p> <p>EP1E.2a</p> <p>EP1F.2a</p> <p>EP1G.2a</p> <p>EP2C.2a</p> <p>EP2D.2a</p>	<p>Design a building that serves a function in the community and includes building parts.</p> <p>Create original artwork that communicates ideas about nature.</p> <p>Create original artwork that communicates ideas about places.</p> <p>Identify and use zigzag, dotted, and wavy lines.</p> <p>Identify and use geometric shapes.</p> <p>Identify and use geometric forms: sphere, cube, cylinder, and cone.</p> <p>Identify and use actual texture.</p> <p>Identify and use secondary colors.</p> <p>Identify and use light and dark values.</p> <p>Identify and use foreground and background to create the illusion of space.</p> <p>Identify and use color contrast.</p> <p>Identify and create a complex pattern.</p>
2. Organize and develop artistic ideas and work.			
VA:Cr2.1.2	Experiment with various materials and tools to explore personal interests in a work of art or design	<p>PP1A.2a</p> <p>PP1B.2a</p>	<p>Change pressure to create two values using crayon or pencil.</p> <p>Paint lines with control of the brush.</p>

		PP1B.2b PP1B.2c	Clean paint brush before changing colors. Mix 2 colors to create a third color.
		PP1D.2a	Create a paper weaving using plain weave (over, under, alternating rows.)
		PP2A.2a PP2A.2b	Manipulate paper to create low relief. Using modeling material, roll coils, flatten material into a slab.
		PP3A.2a PP3A.2b	Create an original still life from observation. Create an original landscape.
		PP3B.2c	Design a building that serves a function in the community and includes building parts.
		PP3C.2a	Create original artwork that communicates ideas about nature.
		PP3C.2b	Create original artwork that communicates ideas about places.
		EP1A.2a	Identify and use zigzag, dotted, and wavy lines.
		EP1B.2a	Identify and use geometric shapes.
		EP1C.2a	Identify and use geometric forms: sphere, cube, cylinder, and cone.
		EP1D.2a	Identify and use actual texture.
		EP1E.2a	Identify and use secondary colors.
		EP1F.2a	Identify and use light and dark values.

		EP1G.2a	Identify and use foreground and background to create the illusion of space.
		EP2C.2a	Identify and use color contrast.
		EP2D.2a	Identify and create a complex pattern.
VA:Cr2.2.2	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.		<i>*The GLE's do not ask students to demonstrate safe procedures at this grade level..</i>
VA:Cr2.3.2	Repurpose objects to make something new.	PP1D.2a	Create a paper weaving using plain weave (over, under, alternating rows.)
		PP2A.2a	Manipulate paper to create low relief.
3. Refine and complete artistic work.			
VA:Cr3.1.2	Discuss and reflect with peers about choices made in creating artwork.	AP1A.2a	Explain different responses you have to different artworks.
		HC1B.2a	Compare and contrast 2 artworks on subject matter.
		HC1B.2b	Compare and contrast 2 artworks on use of line, color, shape and texture.
		HC1B.2a	Compare and contrast 2 artworks on use of media.
		HC1B.2b	Compare and contrast 2 artworks on theme.
		HC1B.2c	Compare and contrast 2 artworks the purpose of art in culture.
4. Select, Analyze, and interpret artistic work for presentation.			

VA:Pr4.1.2	Categorize artwork based on a theme or concept for an exhibit.	HC1A.2a HC1A.2b HC1A.2c HC1B.2a HC1B.2b HC1B.2a HC1B.2b HC1B.2c	Identify works of art from the United States. Identify works of Native American art. Identify works of art from Egypt. Compare and contrast 2 artworks on subject matter. Compare and contrast 2 artworks on use of line, color, shape and texture. Compare and contrast 2 artworks on use of media. Compare and contrast 2 artworks on theme. Compare and contrast 2 artworks the purpose of art in culture.
5. Develop and refine artistic techniques and work for presentation.			
VA:Pr5.1.2	Distinguish between different materials or artistic techniques for preparing artwork for presentation.		<i>*The GLE's do not ask students to prepare work for presentation.</i>
6. Convey meaning through the presentation of artistic work.			
VA:Pr6.1.2	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	PP3B.2c	Design a building that serves a function in the community and includes building parts.
7. Perceive and analyze artistic work.			
VA:Re7.1.2	Perceive and describe aesthetic characteristics of one's natural world and constructed environments.	EP1A.2a EP1B.2a EP1C.2a EP1D.2a	Identify and use zigzag, dotted, and wavy lines. Identify and use geometric shapes. Identify and use geometric forms: sphere, cube, cylinder, and cone. Identify and use actual texture.

		EP1E.2a	Identify and use secondary colors.
		EP1F.2a	Identify and use light and dark values.
		EP1G.2a	Identify and use foreground and background to create the illusion of space.
		EP2C.2a	Identify and use color contrast.
		EP2D.2a	Identify and create a complex pattern.
		AP1A.2a	Explain different responses you have to different artworks.
		AP2A.2a	Identify geometric shapes and forms, foreground and background, real textures, and contrast/variety of colors in artworks.
		IC1A.2a	Relate patterns in music to patterns in art.
		IC2A.2a	Explain the connection between American Indian culture and art.
		HC1A.2a	Identify works of art from the United States.
		HC1A.2b	Identify works of Native American art.
		HC1A.2c	Identify works of art from Egypt.
		HC1B.2a	Compare and contrast 2 artworks on subject matter.
		HC1B.2b	Compare and contrast 2 artworks on use of line, color, shape and texture.
		HC1B.2a	Compare and contrast 2 artworks on use of media.
		HC1B.2b	Compare and contrast 2 artworks on theme.

		HC1B.2c	Compare and contrast 2 artworks the purpose of art in culture.
VA:Re7.2.2	Categorize images based on expressive properties.	AP1A.2a	Explain different responses you have to different artworks.
		AP2A.2a	Identify geometric shapes and forms, foreground and background, real textures, and contrast/variety of colors in artworks.
		IC1A.2a	Relate patterns in music to patterns in art.
		IC2A.2a	Explain the connection between American Indian culture and art.
		HC1A.2a	Identify works of art from the United States.
		HC1A.2b	Identify works of Native American art.
		HC1A.2c	Identify works of art from Egypt.
		HC1B.2a	Compare and contrast 2 artworks on subject matter.
		HC1B.2b	Compare and contrast 2 artworks on use of line, color, shape and texture.
		HC1B.2a	Compare and contrast 2 artworks on use of media.
		HC1B.2b	Compare and contrast 2 artworks on theme.
		HC1B.2c	Compare and contrast 2 artworks the purpose of art in culture.
8. Interpret intent and meaning in artistic work.			
VA:Re8.1.2	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.	AP1A.2a	Explain different responses you have to different artworks.
		IC2A.2a	Explain the connection between American Indian culture and art.

		HC1B.2a HC1B.2b HC1B.2a HC1B.2b HC1B.2c	Compare and contrast 2 artworks on subject matter. Compare and contrast 2 artworks on use of line, color, shape and texture. Compare and contrast 2 artworks on use of media. Compare and contrast 2 artworks on theme. Compare and contrast 2 artworks the purpose of art in culture.
9. Apply criteria to evaluate artistic work.			
VA:Re9.1.2	Use learned art vocabulary to express preferences about artwork.	EP1A.2a EP1B.2a EP1C.2a EP1D.2a EP1E.2a EP1F.2a EP1G.2a EP2C.2a EP2D.2a AP1A.2a	Identify and use zigzag, dotted, and wavy lines. Identify and use geometric shapes. Identify and use geometric forms: sphere, cube, cylinder, and cone. Identify and use actual texture. Identify and use secondary colors. Identify and use light and dark values. Identify and use foreground and background to create the illusion of space. Identify and use color contrast. Identify and create a complex pattern. Explain different responses you have to different artworks.

		AP2A.2a	Identify geometric shapes and forms, foreground and background, real textures, and contrast/variety of colors in artworks.
		IC2A.2a	Explain the connection between American Indian culture and art.
10. Synthesize and relate knowledge and personal experiences to make art.			
VA:Cn10.1.2	Create works of art about events in home, school, or community life.	PP1A.2a	Change pressure to create two values using crayon or pencil.
		PP1B.2a	Paint lines with control of the brush.
		PP1B.2b	Clean paint brush before changing colors.
		PP1B.2c	Mix 2 colors to create a third color.
		PP1D.2a	Create a paper weaving using plain weave (over, under, alternating rows.)
		PP2A.2a	Manipulate paper to create low relief.
		PP2A.2b	Using modeling material, roll coils, flatten material into a slab.
		PP3A.2a	Create an original still life from observation.
		PP3A.2b	Create an original landscape.
		PP3B.2c	Design a building that serves a function in the community and includes building parts.
		PP3C.2a	Create original artwork that communicates ideas about nature.
		PP3C.2b	Create original artwork that communicates ideas about places.
		EP1A.2a	Identify and use zigzag, dotted, and wavy lines.

		<p>EP1B.2a</p> <p>EP1C.2a</p> <p>EP1D.2a</p> <p>EP1E.2a</p> <p>EP1F.2a</p> <p>EP1G.2a</p> <p>EP2C.2a</p> <p>EP2D.2a</p>	<p>Identify and use geometric shapes.</p> <p>Identify and use geometric forms: sphere, cube, cylinder, and cone.</p> <p>Identify and use actual texture.</p> <p>Identify and use secondary colors.</p> <p>Identify and use light and dark values.</p> <p>Identify and use foreground and background to create the illusion of space.</p> <p>Identify and use color contrast.</p> <p>Identify and create a complex pattern.</p>
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
VA:Cn11.1.2	Compare and contrast cultural uses of artwork from different times and places.	<p>IC2A.2a</p> <p>HC1A.2a</p> <p>HC1A.2b</p> <p>HC1A.2c</p> <p>HC1B.2a</p> <p>HC1B.2b</p> <p>HC1B.2a</p> <p>HC1B.2b</p> <p>HC1B.2c</p>	<p>Explain the connection between American Indian culture and art.</p> <p>Identify works of art from the United States.</p> <p>Identify works of Native American art.</p> <p>Identify works of art from Egypt.</p> <p>Compare and contrast 2 artworks on subject matter.</p> <p>Compare and contrast 2 artworks on use of line, color, shape and texture.</p> <p>Compare and contrast 2 artworks on use of media.</p> <p>Compare and contrast 2 artworks on theme.</p> <p>Compare and contrast 2 artworks the purpose of art in culture.</p>

3rd GRADE VISUAL ART

Missouri Learning Standards: Grade-Level Expectations for VISUAL ART (Adopted April 2019 for implementation in the 2019 – 2020 school year.)		Missouri Grade Level Expectations: VISUAL ART (Adopted 2010, transitioning out.)	
Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
VA:Cr1.1.3a	Elaborate on an imaginative idea		<i>*The GLE's do not ask students to specifically elaborate on imaginative ideas, however, the third-grade standards in the strands of product-performance and elements & principles could be used to generate ideas.</i>
VA:Cr1.2.3a	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	PP1A.3a PP1B.3a PP1B.3b PP1D.3a PP2A.3a PP2A.3b PP2A.3c PP3A.3a	Layer 2 or more colors using crayon, colored pencil, or oil pastel. Apply paint in even strokes to create a watercolor/thinned tempera wash. Paint lines and fill in shapes with even color using tempera. Demonstrate an additive process. Manipulate paper to create forms (in the round). Cut a symmetrical shape from a folded piece of paper. Using modeling material, create applied and impressed textures. Create an original artwork of a figure in

		PP3A.3b PP3A.3c PP3B.3a PP3C.3a PP3C.3b EP1A.3a EP1B.3a EP1C.3a EP1D.3a EP1E.3a EP1G.3a EP2A.3a EP2C.3a	action pose. Create an original cityscape. Create an original non-objective artwork using line, shape and color. Create a container. (e.g., paper box, clay pot, fiber basket). Create original artwork that communicates ideas about community. Create original artwork that communicates ideas about group identity. Identify and use horizontal, vertical, and diagonal lines. Differentiate between shapes and forms. Identify and demonstrate sculpture in-the-round. Identify and use invented textures. Identify and use warm and cool colors. Identify and use middle ground, overlapping, and change of size to create illusion of space. Identify and use symmetrical (formal) balance. Identify and use size contrast.
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2. Organize and develop artistic ideas and work.

VA:Cr2.1.3a	<p>Create personally satisfying artwork using a variety of artistic processes and materials.</p>	<p>PP1A.3a</p> <p>PP1B.3a</p> <p>PP1B.3b</p> <p>PP1D.3a</p> <p>PP2A.3a</p> <p>PP2A.3b</p> <p>PP2A.3c</p> <p>PP3A.3a</p> <p>PP3A.3b</p> <p>PP3A.3c</p> <p>PP3B.3a</p> <p>PP3C.3a</p> <p>PP3C.3b</p> <p>EP1A.3a</p> <p>EP1B.3a</p>	<p>Layer 2 or more colors using crayon, colored pencil, or oil pastel.</p> <p>Apply paint in even strokes to create a watercolor/thinned tempera wash.</p> <p>Paint lines and fill in shapes with even color using tempera.</p> <p>Demonstrate an additive process.</p> <p>Manipulate paper to create forms (in the round). Cut a symmetrical shape from a folded piece of paper. Using modeling material, create applied and impressed textures.</p> <p>Create an original artwork of a figure in action pose.</p> <p>Create an original cityscape.</p> <p>Create an original non-objective artwork using line, shape and color.</p> <p>Create a container. (e.g., paper box, clay pot, fiber basket).</p> <p>Create original artwork that communicates ideas about community.</p> <p>Create original artwork that communicates ideas about group identity.</p> <p>Identify and use horizontal, vertical, and diagonal lines.</p> <p>Differentiate between shapes and forms.</p>
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		EP1C.3a EP1D.3a EP1E.3a EP1G.3a EP2A.3a EP2C.3a	Identify and demonstrate sculpture in-the-round. Identify and use invented textures. Identify and use warm and cool colors. Identify and use middle ground, overlapping, and change of size to create illusion of space. Identify and use symmetrical (formal) balance. Identify and use size contrast.
VA:Cr2.2.3a	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.		<i>The GLE's do not address materials, tools, and equipment use and/or safety. This could be addressed during Product Performance strand.</i>
VA:Cr2.3.3a	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.	PP3A.3a PP3A.3b PP3C.3a PP3C.3b EP1C.3a	Create an original artwork of a figure in action pose. Create an original cityscape. Create original artwork that communicates ideas about community. Create original artwork that communicates ideas about group identity. Identify and demonstrate sculpture in-the-round.
3. Refine and complete artistic work.			

VA:Cr3.1.3a	Elaborate visual information by adding details in an artwork to enhance emerging meaning.		<i>The GLE's do not address self-assessment or revision of a student's work. This could apply to Aesthetics and/or Discuss/Analyze strands.</i>
4. Select, Analyze, and interpret artistic work for presentation.			
VA:Pr4.1.3a	Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.		<i>*The GLE's do not address exhibiting art at this level.</i>
5. Develop and refine artistic techniques and work for presentation.			
VA:Pr5.1.3a	Identify exhibit space and prepare works of art including artists' statements, for presentation.		<i>*The GLE's do not address exhibiting art or artist's statements at this level.</i>
6. Convey meaning through the presentation of artistic work.			
VA:Pr6.1.3a	Identify and explain how and where different cultures record and illustrate stories and history of life through art.	IC1A.3a HC1A.3a HC1A.3b HC1A.3c HC1B.3a HC1B.4d HC1B.4e HC1B.4f	Compare the art and music of a particular culture. Identify works of art from the United States. Identify works from Europe (realistic). Identify works of art from Africa. Compare and contrast 2 artworks on subject matter. Compare and contrast 2 artworks on theme. Compare and contrast 2 artworks on the purpose of art in culture. Compare and contrast 2 artworks on place.
7. Perceive and analyze artistic work.			

<p>VA:Re7.1.3 a</p>	<p>Speculate about processes an artist uses to create a work of art.</p>	<p>AP1A.3a AP2A.3a HC1B.3a HC1B.3b HC1B.3c HC1B.3d HC1B.3e HC1B.3f</p>	<p>Compare different responses students may have to the same artwork.</p> <p>Identify warm and cool colors; symmetrical balance; invented textures; horizontal, diagonal and vertical lines; and contrast/variety of sizes in artworks.</p> <p>Compare and contrast 2 artworks on subject matter. Compare and contrast 2 artworks on use of line, color, shape, and texture.</p> <p>Compare and contrast 2 artworks on use of media. Compare and contrast 2 artworks on theme. Compare and contrast 2 artworks on the purpose of art in culture. Compare and contrast 2 artworks on place.</p>
<p>VA:Re7.2.3 a</p>	<p>Determine messages communicated by an image.</p>	<p>AP1A.3a AP2A.3a IC1A.3a HC1B.3a HC1B.3b HC1B.3c HC1B.3d HC1B.3e HC1B.3f</p>	<p>Compare different responses students may have to the same artwork.</p> <p>Identify warm and cool colors; symmetrical balance; invented textures; horizontal, diagonal and vertical lines; and contrast/variety of sizes in artworks.</p> <p>Compare the art and music of a particular culture.</p> <p>Compare and contrast 2 artworks on subject matter. Compare and contrast 2 artworks on use of line, color, shape, and texture.</p> <p>Compare and contrast 2 artworks on use of media. Compare and contrast 2 artworks on theme. Compare and contrast 2 artworks on the purpose of art in culture. Compare and contrast 2 artworks on place.</p>

8. Interpret intent and meaning in artistic work.			
VA:Re8.1.3 a	Interpret art by analyzing use of media to create subject matter, characteristics of form and mood.	AP1A.3a	Compare different responses students may have to the same artwork.
		AP2A.3a	Identify warm and cool colors; symmetrical balance; invented textures; horizontal, diagonal and vertical lines; and contrast/variety of sizes in artworks.
		IC1A.3a	Compare the art and music of a particular culture.
		HC1B.3a	Compare and contrast 2 artworks on subject matter.
		HC1B.3b	Compare and contrast 2 artworks on use of line, color, shape, and texture.
		HC1B.3c	Compare and contrast 2 artworks on use of media.
		HC1B.3d HC1B.3e	Compare and contrast 2 artworks on theme. Compare and contrast 2 artworks on the purpose of art in culture.
HC1B.3f	Compare and contrast 2 artworks on place		
9. Apply criteria to evaluate artistic work.			
VA:Re9.1.3 a	Evaluate an artwork based on given criteria.	AP1A.3a	Compare different responses students may have to the same artwork.
		AP2A.3a	Identify warm and cool colors; symmetrical balance; invented textures; horizontal, diagonal and vertical lines; and contrast/variety of sizes in artworks.
		IC1A.3a	Compare the art and music of a particular culture.
		IC2A.3b	Explain how the math principle of symmetry is used in art.

		HC1B.3a HC1B.3b HC1B.3c HC1B.3d HC1B.3e HC1B.3f	Compare and contrast 2 artworks on subject matter. Compare and contrast 2 artworks on use of line, color, shape, and texture. Compare and contrast 2 artworks on use of media. Compare and contrast 2 artworks on theme. Compare and contrast 2 artworks on the purpose of art in culture. Compare and contrast 2 artworks on place
10. Synthesize and relate knowledge and personal experiences to make art.			
VA:Cn10.1.3a	Develop a work of art based on observations of surroundings.	PP3A.3a PP3A.3b PP3C.3a PP3C.3b EP1G.3a EP2A.3a EP2C.3a AP2A.3a IC1A.3a IC2A.3b	Create an original artwork of a figure in action pose. Create an original cityscape. Create original artwork that communicates ideas about community. Create original artwork that communicates ideas about group identity. Identify and use middle ground, overlapping, and change of size to create illusion of space. Identify and use symmetrical (formal) balance. Identify and use size contrast. Identify warm and cool colors; symmetrical balance; invented textures; horizontal, diagonal and vertical lines; and contrast/variety of sizes in artworks. Compare the art and music of a particular culture. Explain how the math principle of symmetry is used in

		HC1A.3a HC1A.3b HC1A.3c HC1B.3a HC1B.3b HC1B.3c HC1B.3d HC1B.3e HC1B.3f	art. Identify works of art from the United States. Identify works from Europe (realistic). Identify works of art from Africa. Compare and contrast 2 artworks on subject matter. Compare and contrast 2 artworks on use of line, color, shape, and texture. Compare and contrast 2 artworks on use of media. Compare and contrast 2 artworks on theme. Compare and contrast 2 artworks on the purpose of art in culture. Compare and contrast 2 artworks on place.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
VA:Cn11.1.3a	Recognize that responses to art change depending on knowledge of the time and place in which it was made.	AP1A.3a AP2A.3a IC1A.3a HC1A.3a HC1A.3b HC1A.3c HC1B.3a HC1B.3b HC1B.3c	Compare different responses students may have to the same artwork. Identify warm and cool colors; symmetrical balance; invented textures; horizontal, diagonal and vertical lines; and contrast/variety of sizes in artworks. Compare the art and music of a particular culture. Identify works of art from the United States. Identify works from Europe (realistic). Identify works of art from Africa. Compare and contrast 2 artworks on subject matter. Compare and contrast 2 artworks on use of line, color, shape, and texture. Compare and contrast 2 artworks on use of media.

		HC1B.3d HC1B.3e HC1B.3f	Compare and contrast 2 artworks on theme. Compare and contrast 2 artworks on the purpose of art in culture. Compare and contrast 2 artworks on place.
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4th GRADE VISUAL ART

Missouri Learning Standards: Grade-Level Expectations for VISUAL ART

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

Code	Newly Adopted Standards
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1. Generate and conceptualize artistic ideas and work.

VA:Cr1.1.4a	Brainstorm multiple approaches to a creative art or design problem
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Missouri Grade Level Expectations: VISUAL ART

(Adopted 2010, transitioning out.)

Code	Current GLE
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**The GLE's do not ask students to specifically brainstorm multiple approaches, however, the fourth-grade standards in the strands of product-performance could be used to brainstorm within constraints.*

PP1D.4a	Create a fiber weaving using a simple loom.
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PP2A.4a PP2A.4c	Build or layer materials to create a relief. Using modeling material, make organic forms.
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PP3A.4a PP3A.4b	Create facial features in correct proportion (portrait). Exaggerate, distort, or simplify features to create an abstract portrait.
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PP3A.4c	Exaggerate, distort, or simplify observed objects to create an abstract still life.
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PP3A.4d	Create an original seascape.
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PP3B.4a	Create an example of graphic art.
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PP3C.4a	Create original artwork that communicates ideas about Missouri.
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PP3C.4b	Create original artwork that communicates ideas about the environment.
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		PP3C.4c	Create original artwork that communicates ideas about time (past, present, future).
VA:Cr1.2.4a	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	PP3C.4a	Create original artwork that communicates ideas about Missouri.
		PP3C.4b	Create original artwork that communicates ideas about the environment.
		PP3C.4c	Create original artwork that communicates ideas about time (past, present, future).

2. Organize and develop artistic ideas and work.

VA:Cr2.1.4a	Explore and invent art-making techniques and approaches.	PP1A.4a	Create light, medium and dark values using pencil.
		PP1B.4a	Apply watercolor to wet areas to blend strokes (wet-on-wet).
		PP1B.4b	Using tempera, add color to white to create a tint.
		PP1B.4c	Using tempera, add black to a color to create a shade.
		EP1A.4a	Identify and use outlines.
		EP1B.4a	Identify and use organic (free-form) shapes.
		EP1C.4a	Identify and demonstrate relief sculpture.
		EP1C.4b	Identify and use organic form.
		EP1E.4a	Identify and use tints and shades.
		EP1F.4a	Identify and demonstrate a value scale.
		EP1G.4a	Identify and use placement and change in detail to create illusion of space.
		EP1G.4b	Identify and use positive and negative space.
		EP2A.4a	Identify and use radial balance.

		EP2B.4a	Identify and use create center of interest (focal point).
		EP2C.4a	Identify and use value contrast.
VA:Cr2.2.4a	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.		*Not addressed
VA:Cr2.3.4a	Document, describe, and represent regional constructed environments.	IC2A.4a	Explain how George Caleb Bingham and Thomas Hart Benton reflected life in Missouri..
		HC1B.4f	Compare and contrast 2 artworks on place.
3. Refine and complete artistic work.			
VA:Cr3.1.4a	Elaborate visual information by adding details in an artwork to enhance emerging meaning.		*Not addressed
4. Select, Analyze, and interpret artistic work for presentation.			
VA:Cr4.1.4a	Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	HC1B.4e	Compare and contrast 2 artworks the purpose of art in culture.
5. Develop and refine artistic techniques and work for presentation.			
VA:Cr5.1.4a	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.	AP1A.4a	Discuss and develop answers to: What is art?
6. Convey meaning through the presentation of artistic work.			
VA:Cr6.1.4a	Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of	HC1B.4e	Compare and contrast 2 artworks the purpose of art in culture

personal experiences they provide.

AP1A.4a Discuss and develop answers to: What is art?

7. Perceive and analyze artistic work.

VA:Cr7.1.4a Compare responses to a work of art before and after working in similar media. HC1B.4c Compare and contrast 2 artworks on use of media.

AP1A.4a Discuss and develop answers to: What is art?

VA:Cr7.2.4a Analyze components in visual imagery that convey messages. HC1B.4a Compare and contrast 2 artworks on subject matter.
HC1B.4d Compare and contrast 2 artworks on theme.
HC1B.4f Compare and contrast 2 artworks on place.

8. Interpret intent and meaning in artistic work.

VA:Cr8.1.4a Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media. HC1B.4a Compare and contrast 2 artworks on subject matter.
HC1B.4b Compare and contrast 2 artworks on use value and space.
HC1B.4c Compare and contrast 2 artworks on use of media.

9. Apply criteria to evaluate artistic work.

VA:Cr9.1.4a Apply one set of criteria to evaluate more than one work of art. AP1A.4a Discuss and develop answers to: What is art?
AP2A.4a Describe the use of :outlines; organic shapes and forms; tints and shades; values; positive and negative space; radial balance; center of interest/focal point; contrast/variety of values; complex patterns/ and facial proportions in artworks.

10. Synthesize and relate knowledge and personal experiences to make art.

VA:Cr10.1.4a Apply one set of criteria to evaluate more than one work of art. AP1A.4a Discuss and develop answers to: What is art?
AP1A.4b Discuss and develop answers to: What is beauty?
AP1A.4c Discuss and develop answers to: Should art be

AP1A.4d Beautiful?
Discuss and develop answers to: Should art look real?

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cr11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.

HC1B.4a Compare and contrast 2 artworks on subject matter.
HC1B.4b Compare and contrast 2 artworks on use of media.
HC1B.4d Compare and contrast 2 artworks on theme.
HC1B.4e Compare and contrast 2 artworks on the purpose of art in culture.
HC1B.4f Compare and contrast 2 artworks on place.

5th GRADE VISUAL ART

Missouri Learning Standards: Grade-Level Expectations for VISUAL ART

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

Missouri Grade Level Expectations: VISUAL ART

(Adopted 2010, transitioning out.)

Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
VA:Cr1.1.5a	Combine ideas to generate an innovative idea for art-making.		<i>*The GLE's do not ask students to specifically combine ideas to generate an innovative idea for art-making, the fifth-grade standards in the strands of product-performance and elements & principles could be used to generate ideas.</i>
		PP1A.5a	Create texture or surface quality using any drawing media.
		PP1B.5a	Mix a variety of hues to create new colors.
		PP1B.5b	Apply layers of watercolor paint from lightest to darkest colors.
		PP1B.5c	Using tempera paints, produce a sharp, clear edge between areas of colors.
		PP1D.5a	Demonstrate a subtractive printmaking process to produce multiple images.
		PP2A.5a	Combine simple forms to create a complex object/form (in the round.)
		PP2A.5b	Use paper joining techniques such as tabs and slits.
		PP2A.5c	Using modeling material, build a form using coil techniques.

VA: Cr1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

PP1A.5a Create texture or surface quality using any drawing media.

PP1B.5a Mix a variety of hues to create new colors.

PP1B.5b Apply layers of watercolor paint from lightest to darkest colors.

PP1B.5c Using tempera paints, produce a sharp, clear edge between areas of colors.

PP1D.5a Demonstrate a subtractive printmaking process to produce multiple images.

PP2A.5a Combine simple forms to create a complex object/form (in the round.)

PP2A.5b Use paper joining techniques such as tabs and slits.

PP2A.5c Using modeling material, build a form using coil techniques.

2. Organize and develop artistic ideas and work.

VA: Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.

PP1A.5a Create texture or surface quality using any drawing media

PP1B.5a Mix a variety of hues to create new colors;

PP1B.5b Apply layers of watercolor paint from lightest to darkest colors;

PP1B.5c Using tempera paints, produce a sharp, clear edge between areas of colors.

PP1D.5a Demonstrate a subtractive printmaking process (e.g., Styrofoam, linoleum, wood, eraser) to produce multiple images

VA: Cr2.2.5a Demonstrate quality craftsmanship through care for

*Current GLE's do not address.

and use of materials, tools, and equipment.

VA: Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.

PP3A.5b

Create a still life from observation that shows the illusion of form.

PP3A.5c

Create an original outdoor scene to show the illusion of space.

3. Refine and complete artistic work.

VA: Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in artmaking.

AP1A.5a

Discuss and develop answers to questions about art such as: who decides what makes an artwork special, valuable or good? What is art?

AP2A.5a

Describe the use of: contour lines; symbolic shapes; illusion of form; implies/simulated textures; intermediate and neutral colors; asymmetrical balance; contrast/variety of textures/ perspective; change in size; point of view in artworks.

4. Select, Analyze, and interpret artistic work for presentation.

VA: Pr4.1.5a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

**The GLE's do not focus specifically on defining the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.*

5. Develop and refine artistic techniques and work for presentation.

VA: Pr5.1.5a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

**The GLE's do not focus specifically on the use of materials and presentation of artwork.*

6. Convey meaning through the presentation of artistic work.

VA: Pr6.1.5a	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic	HC1A.5a	Identify works of art from the United States (painting, architecture).
		HC1A.5b	Identify works from Europe (painting, architecture).

7. Perceive and analyze artistic work.

VA:Re7.1.5a	Compare one's own interpretation of a work of art with the interpretation of others.	HC1B.5a	Compare and contrast 2 artworks on time.
		HC1B.5b	Compare and contrast 2 artworks on place.
		HC1B.5c	Compare and contrast 2 artworks on subject matter.
		HC1B.5d	Compare and contrast 2 artworks on media.
		HC1B.5e	Compare and contrast 2 artworks on the use of the elements.
		HC1B.5f	Compare and contrast 2 artworks on theme.
		HC1B.5g	Compare and contrast 2 artworks on purpose of art in culture.
		HC1B.5h	Compare and contrast 2 artworks on use of materials and technology.
VA:Re7.2.5a	Identify and analyze cultural associations suggested by visual imagery.	HC1B.5f	Compare and contrast 2 artworks on theme.
		HC1B.5g	Compare and contrast 2 artworks on purpose of art in culture.
		IC2A.5a	Explain how American artists expressed the idea of patriotism.

8. Interpret intent and meaning in artistic work.

VA: Re8.1.5a	Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.	AP1A.5a	Discuss and develop answers to questions about art such as: who decides what makes an artwork special, valuable or good? What is art?
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AP2A.5a Describe the use of: contour lines; symbolic shapes; illusion of form; implies/simulated textures; intermediate and neutral colors; asymmetrical balance; contrast/variety of textures/ perspective; change in size; point of view in artworks.

9. Apply criteria to evaluate artistic work.

VA:Re9.1.5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

AP1A.5a Discuss and develop answers to questions about art such as: who decides what makes an artwork special, valuable or good? What is art?

AP2A.5a Describe the use of: contour lines; symbolic shapes; illusion of form; implies/simulated textures; intermediate and neutral colors; asymmetrical balance; contrast/variety of textures/ perspective; change in size; point of view in artworks.

10. Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

EP1A.5a Identify and use contour lines.

EP1B.5a Identify and use symbolic shapes.

EP1C.5a Identify and use the illusion of forms: cube, sphere, cylinder, and cone.

EP1D.5d Identify and use implied/simulated textures.

EP1E.5a Identify and use intermediate and neutral colors.

EP1E.5b

EP1G.5a	Identify the arrangement of colors on a color wheel.
EP1G.5b	Identify and use converging lines to create the illusion of space.
EP2A.5a	Identify and use a single horizon line.
EP2C.5a	Identify and use asymmetrical (informal) balance.
EP2F.5a	Identify and use texture contrast.
AP1A.5a	Identify relative size (realistic scale).
AP2A.5a	Discuss and develop answers to questions about art such as: who decides what makes an artwork special, valuable or good? What is art?
	Describe the use of: contour lines; symbolic shapes; illusion of form; implies/simulated textures; intermediate and neutral colors; asymmetrical balance; contrast/variety of textures/ perspective; change in size; point of view in artworks.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

VA:Cn11.1.5a	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	PP3C.5a	Create original artwork that communicates ideas about the United States.
		PP3C.5b	Create original artwork that communicates ideas about patriotism.
		PP3C.5c	Create original artwork that communicates ideas about the world.
		PP3C.5d	Create original artwork that communicates ideas about time (past, present, future).

6th GRADE VISUAL ART

Missouri Learning Standards: Grade-Level Expectations for VISUAL ART

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

Missouri Grade Level Expectations: VISUAL ART

(Adopted 2010, transitioning out.)

Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
VA:Cr1.1.6	Combine concepts collaboratively to generate innovative ideas for creating art.		<i>*The GLE's do not ask students to work collaboratively, however, the 6th grade standards in the strands of product-performance and elements & principles could be explored as ideas for creating art.</i>
VA:Cr1.2.6	Formulate an artistic investigation of personally relevant content for creating art.		<i>*The following only connect if students are choosing to explore these for personally meaningful and relevant content.</i>
		PP1A.6a	Use pencil or marker to draw a continuous line that describes an object from observation.
		PP1B.6a	Using opaque paint, overlap brushstrokes to create a smooth and even area of color.
		PP1C.6a	Create different types of lines using general software.
		PP1D.6a	Demonstrate a printmaking process.
		PP1D.6b	Manipulate fibers.
		PP2A.6a	Create a relief artwork by joining two or more surfaces.

- PP3A.6a Create an original artwork whose subject matter is a realistic portrait.
- PP3A.6b Create an original artwork whose subject matter is an abstract portrait.
- PP3B.6a Illustrate text.
- PP3C.6a Create an original artwork that communicates ideas about the functions of art in culture (celebrate rites of passage, teach history and/or religion, decorate useful objects.)
- PP3C.6b Create original artwork that communicates ideas about personal identity.
- EP2C.6a Create facial features in realistic proportion.
- EP2F.6a Discuss how different cultures have different concepts of beauty.
- AP1A.6a Explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs.
- AP1A.6b Identify the type of artwork (painting, drawing, etc.) Identify and explain symbolism or message communicated in an artwork.
- IC1A.6a Compare and contrast music and art from the same culture.

2. Organize and develop artistic ideas and work

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|------------|-----------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------|
| VA:Cr2.1.6 | Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. | AP1A.6a | Discuss how different cultures have different concepts of beauty. |
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		AP1A.6b	Explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs.
VA:Cr2.2.6	Explain environmental implications of conservation, care, and clean-up of art materials, tools and equipment.		<i>*The GLE's do not address conservation, care, and clean-up of art materials, tools and equipment.</i>
VA:Cr2.3.6	Design or redesign objects, places, or systems that meet the identified needs of diverse users.	AP2A.6c	Match the artwork with an aesthetic theory: Serving a purpose in the society or culture (Functionalism).
		IC2A.6a	Explain how artworks reflect the cultures in which they were created.
3. Refine and complete artistic work.			
VA:Cr3.1.6	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	AP1A.6a	Discuss how different cultures have different concepts of beauty.
		AP1A.6b	Explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs.
		AP2A.6a	Identify the type of artwork (painting, drawing, etc.)
		AP2A.6b	Identify and explain symbolism or message communicated in an artwork.
		AP2A.6c	Match the artwork with an aesthetic theory: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Expressionism/Emotionalism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)
		IC2A.6a	Explain how artworks reflect the cultures in which they were created.

4. Select, Analyze, and interpret artistic work for presentation.

VA:Pr4.1.6 Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.

**The GLE's do not address preservation, however, the sixth grade standards in the strands of historical period or culture and culture could be explored as ideas for analyzing and comparing artwork.could have areas of related exploration.*

5. Develop and refine artistic techniques and work for presentation.

VA:Pr4.1.6 Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.

**The GLE's do not ask students to specifically consider plans for displaying works of art. However, the sixth grade standards in the strands of artistic perceptions, and historical and cultural contexts could have areas of related exploration.*

6. Convey meaning through the presentation of artistic work.

VA:Pr4.1.6 Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

AP1A.6a

Discuss how different cultures have different concepts of beauty.

AP1A.6b

Explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs.

AP2A.6a

Identify the type of artwork (painting, drawing, etc.)

AP2A.6b

Identify and explain symbolism or message communicated in an artwork.

7. Perceive and analyze artistic work.

VA:Re7.1.6 Identify and interpret works of art or design that reveal how people live around the world and what they value.

AP1A.6a

Discuss how different cultures have different concepts of beauty.

		AP1A.6b	Explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs.
		AP2A.6a AP2A.6b	Identify the type of artwork (painting, drawing, etc.) Identify and explain symbolism or message communicated in an artwork.
AP2AVA:Re7 .2.6	Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	AP1A.6a	Discuss how different cultures have different concepts of beauty.
		AP1A.6b	Explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs.
		AP2A.6a AP2A.6b	Identify the type of artwork (painting, drawing, etc.) Identify and explain symbolism or message communicated in an artwork.
		AP2A.6c	Match the artwork with an aesthetic theory: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Expressionism/Emotionalism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)
		IC1A.6a	Compare and contrast music and art from the same culture.
		IC2A.6a	Explain how artworks reflect the cultures in which they were created.

8. Interpret intent and meaning in artistic work.

VA:Re8.1.6	Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.	AP2A.6c	Match the artwork with an aesthetic theory: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Expressionism/Emotionalism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)
		IC2A.6a	Explain how artworks reflect the cultures in which they were created.

9. Apply criteria to evaluate artistic work.

VA:Re9.1.6	Develop and apply relevant criteria to evaluate a work of art.	AP1A.6a	Discuss how different cultures have different concepts of beauty.
		AP1A.6b	Explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs.
		AP2A.6a	Identify the type of artwork (painting, drawing, etc.)
		AP2A.6b	Identify and explain symbolism or message communicated in an artwork.
		AP2A.6c	Match the artwork with an aesthetic theory: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Expressionism/Emotionalism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)
		HC1B.6a	Compare and contrast 2 artworks on time.
		HC1B.6b	Compare and contrast 2 artworks on place.
		HC1B.6c	Compare and contrast 2 artworks on subject matter.

- HC1B.6d Compare and contrast 2 artworks on theme.
- HC1B.6e Compare and contrast 2 artworks on characteristics.
- HC1B.6f Compare and contrast 2 artworks cultural context.

10. Synthesize and relate knowledge and personal experiences to make art.

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| VA:Cn10.1.6 | Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. | PP3C.6b | Create original artwork that communicates ideas about personal identity. |
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11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

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| VA:Cn11.1.6 | Analyze how art reflects changing times, traditions, resources, and cultural uses. | PP3C.6a | Create an original artwork that communicates ideas about the functions of art in culture (celebrate rites of passage, teach history and/or religion, decorate useful objects.) |
| | | AP1A.6b | Explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs. |
| | | HC1B.6a | Compare and contrast 2 artworks on time. |
| | | HC1B.6b | Compare and contrast 2 artworks on place. |
| | | HC1B.6c | Compare and contrast 2 artworks on subject matter. |
| | | HC1B.6d | Compare and contrast 2 artworks on theme. |
| | | HC1B.6e | Compare and contrast 2 artworks on characteristics. |
| | | HC1B.6f | Compare and contrast 2 artworks cultural context. |

7th GRADE VISUAL ART

Missouri Learning Standards: Grade-Level Expectations for VISUAL ART

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

Missouri Grade Level Expectations: VISUAL ART

(Adopted 2010, transitioning out.)

Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
VA:Cr1.1.7a	Apply methods to overcome creative blocks.		<i>*The GLEs do not have students consider ways to overcome creative blocks.</i>
VA:Cr1.2.7a	Develop criteria to guide making a work of art or design to meet an identified goal.		<i>*The GLEs do not specifically have students develop criteria to guide art making, however the seventh grade standards in the strands of product-performance and elements & principles could be used to help develop criteria or to identify goals.</i>
2. Organize and develop artistic ideas and work.			
VA:Cr2.1.7a	Demonstrative persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	PP1A.7a	Use a variety of media such as pencil, pastels, color sticks and/or markers to create simulated/implied texture.
		PP1B.7a	Using a variety of brush strokes to create various textures.
		PP1C.7a	Create different types of shapes using general software.
		PP1D.7a	
		PP1D.7b	Demonstrate a type of relief block printmaking.
		PP2A.7a	Demonstrate the process used in one type of fiber arts.

	PP3A.7a	Create an in-the-round artwork by joining two or more surfaces using layering material.
	PP3C.7a	Create an original artwork using the human figure, still life from observation.
	EP1A.7a	Create an original artwork that communicates ideas about group identity, nature.
	EP1B.7a	Identify and use rhythmic lines.
	EP1C.7a	Identify and use rhythmic shapes.
	EP1D.7a	Differentiate between and demonstrate high and low relief.
	EP1E.7a	Identify and use implied/simulated texture.
	EP1G.7a	Identify and use analogous colors.
	EP2A.7a	Identify and use positive and negative shapes in 3-dimensional work.
	EP2B.7a	Identify and use radial balance.
	EP2D.7a	Identify and use center of interest (focal point).
		Identify and use regular rhythm.
VA:Cr2.2.7a	Demonstrative awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.	<i>*The GLE's do not ask students to consider digital citizenship issues.</i>

VA:Cr2.3.7a	Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	PP1A.7a	Use a variety of media such as pencil, pastels, color sticks and/or markers to create simulated/IMPLIED texture.
		PP1B.7a	Using a variety of brush strokes to create various textures.
		PP1C.7a	Create different types of shapes using general software.
		PP1D.7a	Demonstrate a type of relief block printmaking.
		PP1D.7b	Demonstrate the process used in one type of fiber arts.
		PP2A.7a	Create an in-the-round artwork by joining two or more surfaces using layering material.
		PP3A.7a	Create an original artwork using the human figure, from still life observation
		PP3C.7a	Create an original artwork that communicates ideas about group identity, nature.
		EP1A.7a	Identify and use rhythmic lines.
		EP1B.7a	Identify and use rhythmic shapes.
		EP1C.7a	Differentiate between and demonstrate high and low relief.
		EP1D.7a	Identify and use IMPLIED/simulated texture.
		EP1E.7a	Identify and use analogous colors.
		EP1G.7a	

Identify and use positive and negative shapes in 3-dimensional work.

EP2A.7a Identify and use radial balance.

EP2B.7a Identify and use center of interest (focal point).

EP2D.7a Identify and use regular rhythm.

3. Refine and complete artistic work.

VA:Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.

**The GLEs do not specifically address the skill of reflecting or explaining important information in an artist statement, however the seventh grade standards in the elements & principles may be utilized in this format.*

4. Select, Analyze, and interpret artistic work for presentation.

VA:Pr4.1.7a Compare and contrast how technologies have changed the way artwork is preserved, presented and experienced.

**The GLE's do not ask students to consider how technologies have changed the way artwork is preserved, presented, and experienced. However, the seventh grade standards in the strands of product-performance, artistic perceptions, and historical and cultural contexts could have areas of related exploration.*

5. Develop and refine artistic techniques and work for presentation.

VA:Pr5.1.7a Based on criteria, analyze and evaluate methods for preparing and presenting art.

**The GLE's do not ask students to analyze and evaluate methods for preparing and presenting artwork. However, the seventh grade standards in the strands of product-performance, artistic perceptions, and historical and cultural contexts could have areas of related*

exploration.

6. Convey meaning through the presentation of artistic work.

VA:Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues.

**The GLE's do not ask students to specifically consider the differences in viewing and experiencing work in different venues. However, the seventh grade standards in the strands of artistic perceptions, and historical and cultural contexts could have areas of related exploration.*

7. Perceive and analyze artistic work.

VA:Re7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

IC1A.7a Explain theatre techniques (costumes, acting, props) to interpret visual artworks.

IC2A.7a Explain the relationship between illustration and written text.

VA:Re7.2.7a Analyze multiple ways that images influence specific audiences.

IC1A.7a Explain theatre techniques (costumes, acting, props) to interpret visual artworks.

IC2A.7a Explain the relationship between illustration and written text.

8. Interpret intent and meaning in artistic work.

VA:Re8.1.7a Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

AP1A.7a Discuss and develop answers to questions about art: What is art? Should art look real? Should art be beautiful?

AP1A.7b Compare and contrast responses of class members to realistic, abstract, and non-objective artworks

AP2A.7a Describe the artwork and subject matter.

- AP2A.7b Describe elements (line, form, shape, color, value, texture, space) and principles (Balance, emphasis, contrast, rhythm) as they are used in artworks.
- AP2A.7c Interpret the subject and theme, supporting them with the artist's use of elements and principles.
- AP2A.7d Select an aesthetic theory and explain why it best fits the artwork:
 Showing a real or idealized image of life (Imitationalism).
 Expressing feelings (Emotionalism/Expressionism).
 Emphasis on elements and principles (Formalism).
 Serving a purpose in the society or culture (Functionalism).
- IC1A.7a Explain theatre techniques (costumes, acting, props) to interpret visual artworks.
- IC2A.7a Explain the relationship between illustration and written text.

9. Apply criteria to evaluate artistic work.

VA:Re9.1.7a Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

- AP1A.7a Discuss and develop answers to questions about art:
- What is art?
 - Should art look real?
 - Should art be beautiful?
- AP1A.7b Compare and contrast responses of class members to realistic, abstract, and non-objective artworks
- AP2A.7a Describe the artwork and subject matter.

- AP2A.7b Describe elements (line, form, shape, color, value, texture, space) and principles (Balance, emphasis, contrast, rhythm) as they are used in artworks.
- AP2A.7c Interpret the subject and theme, supporting them with the artist's use of elements and principles.
- AP2A.7d Select an aesthetic theory and explain why it best fits the artwork: Showing a real or idealized image of life (Imitationalism), Expressing feelings (Emotionalism/Expressionism, Emphasis on elements and principles (Formalism), Serving a purpose in the society or culture (Functionalism).

10. Synthesize and relate knowledge and personal experiences to make art.

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|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------|
| VA:Cn10.1.7a | Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community. | HC1A.7a | Identify works of art from Europe (Real, abstract, Non-Objective). |
| | | HC1A.7b | Identify works of art from the United States (Real, Abstract, Non-Objective). |
| | | HC1B.7a | Compare and contrast 2 artworks on time. |
| | | HC1B.7b | Compare and contrast 2 artworks on place. |
| | | HC1B.7c | Compare and contrast 2 artworks on subject matter. |
| | | HC1B.7d | Compare and contrast 2 artworks on theme. |
| | | HC1B.7e | Compare and contrast 2 artworks on characteristics. |
| HC1B.7f | Compare and contrast 2 artworks cultural context. | | |

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

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|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------|
| VA:Cn11.1.7a | Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. | HC1A.7a | Identify works of art from Europe (Real, abstract, Non-Objective).
Identify works of art from the United States (Real, |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------|

HC1A.7b Abstract, Non-Objective).

Compare and contrast 2 artworks on time.

HC1B.7a Compare and contrast 2 artworks on place.

HC1B.7b Compare and contrast 2 artworks on subject matter.

HC1B.7c Compare and contrast 2 artworks on theme.

HC1B.7d Compare and contrast 2 artworks on characteristics.

HC1B.7e Compare and contrast 2 artworks cultural context.

HC1B.7f

8th GRADE VISUAL ART

Missouri Learning Standards: Grade-Level Expectations for VISUAL ART

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

Missouri Grade Level Expectations: VISUAL ART

(Adopted 2010, transitioning out.)

Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
VA:Cr1.1.8a	Document early stages of the creative process visually and/or verbally in traditional or new media.		<i>*The GLEs do not ask students to record their process. However, the eighth grade standards in the strands of product/performance and the elements & principles do ask students to participate in the creative process in when exploring and developing media skills.</i>
		PP1A.8a	Create even, continuous, and graduated tones using pencil or colored pencil.
		PP1B.8a	Create a variety of colors, tints, and shades by mixing pigments.
		PP1C.8a	Create a composition of lines and shapes using general software.
		PP1D.8a	Demonstrate a printmaking process using a variety of ink colors.
		PP1D.8b	Create a simple fiber artwork.
		PP2A.8a	Create a 3-D artwork using carving techniques.
		PP2A.8b	Create a 3-D artwork demonstrating appropriate joining out of a modeling material.
		PP3A.8a	Create an original artwork of a realistic landscape.

PP3A.8b	Create an original artwork of an abstract landscape.
PP3B.8a	Create an original functional object.
PP3C.8a	Create original artwork that communicates ideas about the environment.
PP3C.8b	Create original artwork that communicates ideas about time (past, present and future).
EP1A.8a	Identify and use varied line quality.
EP1B.8a	Identify and use varied shapes.
EP1C.8a	Identify and use a range of values to create the illusion of form.
EP1D.8a	Identify and use invented texture.
EP1E.8a	Identify and use complimentary colors.
EP1F.8a	Identify and use a range of values.
EP1G.8a	Identify and use one-point linear perspective to create the illusion of space.
EP2A.8a	Identify and use asymmetrical (informal) balance.
EP2C.8a	Identify and use color and value contrast.
EP2D.8a	Identify and use progressive rhythm.
EP2F.8a	Identify and use appropriate scale relationship.

VA:Cr1.2.8a	Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	PP1C.8a	Create a composition of lines and shapes using general software.
		PP3C.8a	Create original artwork that communicates ideas about the environment.
		PP3C.8b	Create original artwork that communicates ideas about time (past, present and future).
			<i>*The GLEs do not specify a contemporary practice of art design in the elements & principles strand of standards, however they could be utilized in the artistic investigation.</i>

2. Organize and develop artistic ideas and work.

VA:Cr2.1.8a	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process and art-making or designing.	PP1A.8a	Create even, continuous, and graduated tones using pencil or colored pencil.
		PP1B.8a	Create a variety of colors, tints, and shades by mixing pigments.
		PP1C.8a	Create a composition of lines and shapes using general software.
		PP1D.8a	Demonstrate a printmaking process using a variety of ink colors.
		PP1D.8b	Create a simple fiber artwork.
		PP2A.8a	Create a 3-D artwork using carving techniques.
		PP2A.8b	Create a 3-D artwork demonstrating appropriate joining out of a modeling material.
		PP3A.8a	Create an original artwork of a realistic landscape.
		PP3A.8b	Create an original artwork of an abstract landscape.

PP3B.8a	Create an original functional object.
PP3C.8a	Create original artwork that communicates ideas about the environment.
PP3C.8b	Create original artwork that communicates ideas about time (past, present and future).
EP1A.8a	Identify and use varied line quality.
EP1B.8a	Identify and use varied shapes.
EP1C.8a	Identify and use a range of values to create the illusion of form.
EP1D.8a	Identify and use invented texture.
EP1E.8a	Identify and use complimentary colors.
EP1F.8a	Identify and use a range of values.
EP1G.8a	Identify and use one-point linear perspective to create the illusion of space.
EP2A.8a	Identify and use asymmetrical (informal) balance.
EP2C.8a	Identify and use color and value contrast.
EP2D.8a	Identify and use progressive rhythm.
EP2F.8a	Identify and use appropriate scale relationship.

VA:Cr2.2.8a Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

VA:Cr2.3.8 Select, organize, and design images and words to make visually clear and compelling presentations.

**The GLE's do not ask students to consider digital citizenship issues.*

- PP1A.8a Create even, continuous, and graduated tones using pencil or colored pencil.
- PP1B.8a Create a variety of colors, tints, and shades by mixing pigments.
- PP1C.8a Create a composition of lines and shapes using general software.
- PP1D.8a Demonstrate a printmaking process using a variety of ink colors.
- PP1D.8b Create a simple fiber artwork.
- PP2A.8a Create a 3-D artwork using carving techniques.
- PP2A.8b Create a 3-D artwork demonstrating appropriate joining out of a modeling material.
- PP3A.8a Create an original artwork of a realistic landscape.
- PP3A.8b Create an original artwork of an abstract landscape.
- PP3B.8a Create an original functional object.
- PP3C.8a Create original artwork that communicates ideas about the environment.
- PP3C.8b Create original artwork that communicates ideas about time (past, present and future).
- EP1A.8a Identify and use varied line quality.

- EP1B.8a Identify and use varied shapes.
- EP1C.8a Identify and use a range of values to create the illusion of form.
- EP1D.8a Identify and use invented texture.
- EP1E.8a Identify and use complimentary colors.
- EP1F.8a Identify and use a range of values.
- EP1G.8a Identify and use one-point linear perspective to create the illusion of space.
- EP2A.8a Identify and use asymmetrical (informal) balance.
- EP2C.8a Identify and use color and value contrast.
- EP2D.8a Identify and use progressive rhythm.
- EP2F.8a Identify and use appropriate scale relationship.

3. Refine and complete artistic work.

VA:Cr3.1.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

**The GLEs do not specifically address the skills of reflecting or revising, however the eighth grade standards in the product/performance and elements & principles strands may be utilized to guide students to create criteria that could be used.*

4. Select, Analyze, and interpret artistic work for presentation.

VA:Pr4.1.8 Develop and apply criteria for evaluating a collection of artwork for presentation.

**The GLE's do not ask students to develop and apply criteria for the presentation of artwork. However, the eighth grade standards in the strands of artistic perceptions, and historical and cultural contexts could have areas of related exploration.*

AP1A.8a Discuss how people might respond differently to specific American artworks based upon their subgroup (gender, attitude toward the environment, business, immigrant group, age, religion, economic status, or level of education).

AP2A.8a Describe artwork in detail.

AP2A.8b Analyze the use of elements and principles used in artworks.

AP2A.8c Interpret the meaning of work.

AP2A.8d Judge the work from each aesthetic theory:

- Showing a real or idealized image of life (Imitationalism).
- Expressing feelings (Emotionalism/Expressionism).
- serving a purpose in the society or culture (Functionalism).

HC1A.8a Identify works of art from the United States (Native American, Painting, Sculpture, Architecture).

5. Develop and refine artistic techniques and work for presentation.

VA:Pr4.1.8 Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

**The GLE's do not ask students to collaboratively prepare and present theme-based artwork. However, the eighth grade standards in the strands of*

product-performance, artistic perceptions, and historical and cultural contexts could have areas of related exploration.

6. Convey meaning through the presentation of artistic work.

VA:Pr4.1.8 Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

**The GLE's do not ask students to specifically consider why and how exhibitions or collections influence ideas, beliefs, and experiences. However, the eighth grade standards in the strands of artistic perceptions, interdisciplinary connections, and historical and cultural contexts could have areas of related exploration.*

AP2A.8c Interpret the meaning of work

7. Perceive and analyze artistic work.

VA:Re7.1.8 Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

AP1A.8a Discuss how people might respond differently to specific American artworks based upon their subgroup (gender, attitude toward the environment, business, immigrant group, age, religion, economic status, or level of education).

IC1A.8a Compare and contrast examples of American art and music.

IC2A.8a Explain how events and ideas in United States history are communicated through artworks.

VA:Re7.2.8 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

AP1A.8a Discuss how people might respond differently to specific American artworks based upon their subgroup (gender, attitude toward the environment, business, immigrant group, age, religion, economic status, or level of education).

HC1B.8a	Compare and contrast 2 artworks on time.
HC1B.8b	Compare and contrast 2 artworks on place.
HC1B.8c	Compare and contrast 2 artworks on subject matter.
HC1B.8d	Compare and contrast 2 artworks on theme.
HC1B.8e	Compare and contrast 2 artworks on characteristics.
HC1B.8f	Compare and contrast 2 artworks on materials/technology.
HC1B.8g	Compare and contrast 2 artworks on ideas and beliefs of culture.
HC1B.8h	Compare and contrast 2 artworks on the function of art in culture/society.

8. Interpret intent and meaning in artistic work.

VA:Re8.1.8	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	AP1A.8a	Discuss how people might respond differently to specific American artworks based upon their subgroup (gender, attitude toward the environment, business, immigrant group, age, religion, economic status, or level of education).
		AP2A.8a	Describe artwork in detail.
		AP2A.8b	Analyze the use of elements and principles used in artworks.
		AP2A.8c	Interpret the meaning of the work.
		AP2A.8d	Judge the work from each aesthetic theory: <ul style="list-style-type: none"> Showing a real or idealized image of life (Imitationalism). Expressing feelings (Emotionalism/Expressionism). -serving a purpose in the society or culture (Functionalism).
		HC1B.8a	

HC1B.8b	Compare and contrast 2 artworks on time.
HC1B.8c	Compare and contrast 2 artworks on place.
HC1B.8d	Compare and contrast 2 artworks on subject matter.
HC1B.8e	Compare and contrast 2 artworks on theme.
HC1B.8f	Compare and contrast 2 artworks on characteristics.
HC1B.8g	Compare and contrast 2 artworks on materials/technology.
HC1B.8h	Compare and contrast 2 artworks on ideas and beliefs of culture.
	Compare and contrast 2 artworks on the function of art in culture/society.

9. Apply criteria to evaluate artistic work.

VA:Re9.1.8	Create a convincing and logical argument to support an evaluation of art.	AP2A.8a	Describe artwork in detail.
		AP2A.8b	Analyze the use of elements and principles used in artworks.
		AP2A.8c	Interpret the meaning of the work.
		AP2A.8d	Judge the work from each aesthetic theory: <ul style="list-style-type: none"> • Showing a real or idealized image of life (Imitationalism). • Expressing feelings (Emotionalism/Expressionism). • serving a purpose in the society or culture (Functionalism).

10. Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.8	Make art collaboratively to reflect on and reinforce positive aspects of group identity.
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**The GLEs do not ask students to collaboratively create artwork in connection to group identity, but instead ask students to identify and observe characteristics of*

artwork in particular places and times that could be examined through the theme of group identity..

Identify works of art from the United States (Native American, Painting, Sculpture, Architecture).

HC1B.8a

HC1B.8b

HC1B.8c

HC1B.8d

HC1B.8e

HC1B.8f

HC1B.8g

HC1B.8h

Compare and contrast 2 artworks on time.

Compare and contrast 2 artworks on place.

Compare and contrast 2 artworks on subject matter.

Compare and contrast 2 artworks on theme.

Compare and contrast 2 artworks on characteristics.

Compare and contrast 2 artworks on

materials/technology.

Compare and contrast 2 artworks on ideas and beliefs of culture.

Compare and contrast 2 artworks on the function of art in culture/society.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.8 Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

**The GLE's do not specifically ask students to examine artworks based on group identity, but the eighth grade standards in Historical Connections could be viewed through this lens.*

HC1A.8a

Identify works of art from the United States (Native American, Painting, Sculpture, Architecture).

HC1B.8a

Compare and contrast 2 artworks on time.

HC1B.8b

Compare and contrast 2 artworks on place.

HC1B.8c

Compare and contrast 2 artworks on subject matter.

HC1B.8d

Compare and contrast 2 artworks on theme.

HC1B.8e

Compare and contrast 2 artworks on characteristics.

HC1B.8f

Compare and contrast 2 artworks on materials/technology.

- HC1B.8g Compare and contrast 2 artworks on ideas and beliefs of culture.
- HC1B.8h Compare and contrast 2 artworks on the function of art in culture/society.

HIGH SCHOOL Proficient VISUAL ART

Missouri Learning Standards: Grade-Level Expectations for VISUAL ART

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

Missouri Grade Level Expectations: VISUAL ART

(Adopted 2010, transitioning out.)

Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
VA:Cr1.1.1a	Use multiple approaches to begin creative endeavors.	PP3C.1a	Create original artwork that communicates ideas through themes (identity, power, time, nature, illusion).
VA:Cr1.2.1a	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.		*Not addressed
2. Organize and develop artistic ideas and work.			
VA:Cr2.1.1a	Engage in making a work of art or design without having preconceived plan.	PP1A.1a	Create smooth, continuous value through even pressure.
		PP1A.1b	Create a range of 4 smoothly graduated values through varied pressure.
		PP1A.1c	Define edge through variations in pressure or angle.
		PP1A.1d	Use media in various ways to create simulated and invented textures.
		PP1A.1e	Use a ruler to create parallel, perpendicular, and converging lines.
		PP1A.1f	Demonstrate proficiency using a single drawing material.

PP1B.la	
PP1B.lb	Mix tempera/acrylic paints to create different hues.
PP1B.lc	Mix tempera/acrylic paints to create a range of 4 values and levels of intensity.
PP1B.ld	Apply paint to create a solid area of color with no visible brushstrokes, change in value, or intensity.
PP1B.le	Blend one color/value smoothly into another.
PP1B.lf	Demonstrate proper use and cleaning of brushes and palettes.
PP1C.la	Use brushes of various sizes/types.
PP1D.la	Create or modify an image using general software
PP1D.lb	Demonstrate a relief block printmaking process.
PP2A.la	Create an artwork using a fiber arts process.
PP2A.lb	Create a sculpture by layering and adhering material or objects.
PP3A.la	Create ceramics using a hand-building process, joining techniques, and a uniform thickness.
PP3B.la	Create an original artwork using the following as subject matter: portrait, still-life, landscape, non-objective, and architecture.
PP3C.la	Create a functional artwork based upon a cultural example.
	Create original artwork that communicates ideas through themes (identity, power, time, nature, illusion).

VA:Cr2.2.Ia	Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.	*Not addressed
VA:Cr2.3.Ia	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	*Not addressed

3. Refine and complete artistic work.

VA:Cr3.1.Ia	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	AP1A.Ia AP1A.Ib AP1A.Ic	<p>Discuss personal beliefs about the nature of art</p> <p>Define aesthetics as the branch of philosophy that deals with the nature and value of art.</p> <p>Discuss and develop answers to questions about art such as:</p> <ul style="list-style-type: none"> ● What is Art? ● Why do responses vary? ● Who decides what makes an artwork special, valuable or good?
		AP2A.Ia AP2A.Ib AP2A.Ic	<p>Using a single artwork, describe the artwork and, analyze the use of elements and principles in the work.</p> <p>Using a single artwork, interpret the meaning of the work (subject, theme, symbolism, message communicated.).</p> <p>Using a single artwork judge the work from various perspectives: Showing a real or idealized image of life (Imitationalism), Expressing feelings (Emotionalism/Expressionism), Emphasis on elements and principles (Formalism), Serving a purpose in the society or culture (Functionalism)</p>

IC2A.la	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.
HC1A.la	Identify works of art from Ancient Greece/Rome. Identify works of art from the Renaissance. Identify works of art from Impressionism. Identify works of art from Post-Impressionism. Identify works of art from Pop Art. Identify works of art from Op Art.
HC1B.la	Compare and contrast 2 artworks on time.
HC1B.lb	Compare and contrast 2 artworks on place.
HC1B.lc	Compare and contrast 2 artworks on artist.
HC1B.ld	Compare and contrast 2 artworks on subject matter.
HC1B.le	Compare and contrast 2 artworks on theme.
HC1B.lf	Compare and contrast 2 artworks on characteristics.
HC1B.lg	Compare and contrast 2 artworks on materials/technology.
HC1B.lh	Compare and contrast 2 artworks on ideas and beliefs of culture.
HC1B.li	Compare and contrast 2 artworks on the function of art in culture/society.

4. Select, Analyze, and interpret artistic work for presentation.

VA:Pr4.1.la	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.	*Not addressed
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5. Develop and refine artistic techniques and work for presentation.

VA:Pr5.1.la	Analyze and evaluate the reasons and ways an exhibition is presented.	*Not addressed
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6. Convey meaning through the presentation of artistic work.

VA:Pr6.1.1a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

AP1A.1a
AP1A.1b
AP1A.1c

Discuss personal beliefs about the nature of art
Define aesthetics as the branch of philosophy that deals with the nature and value of art.
Discuss and develop answers to questions about art such as: What is Art? Why do responses vary? Who decides what makes an artwork special, valuable or good?

IC1A.1a

Connect meanings of elements of art with terms in music, theatre, or dance.

7. Perceive and analyze artistic work.

VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.

AP1A.1a
AP1A.1b
AP1A.1c

Discuss personal beliefs about the nature of art.
Define aesthetics as the branch of philosophy that deals with the nature and value of art.
Discuss and develop answers to questions about art such as: What is Art? Why do responses vary? Who decides what makes an artwork special, valuable or good?

IC2A.1a

Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods

HC1A.1a

Identify works of art from Ancient Greece/Rome.
Identify works of art from the Renaissance.
Identify works of art from Impressionism.
Identify works of art from Post-Impressionism.
Identify works of art from Pop Art.
Identify works of art from Op Art.

VA:Re7.2.la Analyze how one's understanding of the world is affected by experiencing visual imagery.

HC1B.la
HC1B.lb
HC1B.lc
HC1B.ld
HC1B.le
HC1B.lf
HC1B.lg

Compare and contrast 2 artworks on time.
Compare and contrast 2 artworks on place.
Compare and contrast 2 artworks on artist.
Compare and contrast 2 artworks on subject matter.
Compare and contrast 2 artworks on theme.
Compare and contrast 2 artworks on characteristics.
Compare and contrast 2 artworks on materials/technology.

HC1B.lh

Compare and contrast 2 artworks on ideas and beliefs of culture.

HC1B.li

Compare and contrast 2 artworks on the function of art in culture/society.

8. Interpret intent and meaning in artistic work.

VA:Re8.1.la Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

AP1A.la
AP1A.lb
AP1A.lc

Discuss personal beliefs about the nature of art
Define aesthetics as the branch of philosophy that deals with the nature and value of art.
Discuss and develop answers to questions about art such as: What is Art? Why do responses vary? Who decides what makes an artwork special, valuable or good?

AP2A.lb

Using a single artwork: Interpret the meaning of the work (subject, theme, symbolism, message communicated.)

IC2A.la

Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.

HC1A.la	Identify works of art from Ancient Greece/Rome. Identify works of art from the Renaissance. Identify works of art from Impressionism. Identify works of art from Post-Impressionism. Identify works of art from Pop Art. Identify works of art from Op Art.
HC1B.la	Compare and contrast 2 artworks on time.
HC1B.lb	Compare and contrast 2 artworks on place.
HC1B.lc	Compare and contrast 2 artworks on artist.
HC1B.ld	Compare and contrast 2 artworks on subject matter.
HC1B.le	Compare and contrast 2 artworks on theme.
HC1B.lf	Compare and contrast 2 artworks on characteristics.
HC1B.lg	Compare and contrast 2 artworks on materials/technology.
HC1B.lh	Compare and contrast 2 artworks on ideas and beliefs of culture.
HC1B.li	Compare and contrast 2 artworks on the function of art in culture/society

9. Apply criteria to evaluate artistic work.

VA:Re9.1.la	Establish relevant criteria in order to evaluate a work of art or collection of works.	AP1A.la	Discuss personal beliefs about the nature of art
		AP1A.lb	Define aesthetics as the branch of philosophy that deals with the nature and value of art.
		AP1A.lc	Discuss and develop answers to questions about art such as: What is Art?
		AP1A.ld	Discuss and develop answers to questions about art such as: Why do responses vary?
		AP1A.le	Discuss and develop answers to questions about art such as: Who decides what makes an artwork special, valuable or good?

AP2A.Ia	Using a single artwork: Describe the artwork; Analyze the use of elements and principles in the work;
AP2A.Ib	Interpret the meaning of the work (subject, theme, symbolism, message communicated);
AP2A.Ic	Judge the work from various perspectives: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)

10. Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.Ia	Document the process of developing ideas from early stages to fully elaborated ideas.	*Not addressed
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11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.Ia	Describe how knowledge of culture, traditions, and history may influence personal responses to art.	IC1A.Ia	Connect meanings of elements in art with terms in music, theatre, or dance.
		IC2A.Ia	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.
		HC1A.Ia	Identify works of art from Ancient Greece/Rome. Identify works of art from the Renaissance. Identify works of art from Impressionism. Identify works of art from Post-Impressionism. Identify works of art from Pop Art. Identify works of art from Op Art.
		HC1B.Ia	Compare and contrast 2 artworks on time.
		HC1B.Ib	Compare and contrast 2 artworks on place.
		HC1B.Ic	Compare and contrast 2 artworks on artist.

- HC1B.ld Compare and contrast 2 artworks on subject matter.
- HC1B.le Compare and contrast 2 artworks on theme.
- HC1B.lf Compare and contrast 2 artworks on characteristics.
- HC1B.lg Compare and contrast 2 artworks on materials/technology.
- HC1B.lh Compare and contrast 2 artworks on ideas and beliefs of culture.
- HC1B.li Compare and contrast 2 artworks on the function of art in culture/society.

HIGH SCHOOL Accomplished VISUAL ART

Missouri Learning Standards: Grade-Level Expectations for VISUAL ART

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

Missouri Grade Level Expectations: VISUAL ART

(Adopted 2010, transitioning out.)

Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
VA:Cr1.1.IIa	Individually or collaboratively formulate new creative problems based on student's existing artwork.		HS Level II *Not addressed
		PP3A.IIIa	HS Level III Combine subject matter in original artworks to communicate ideas (figure and/or architecture in a landscape).
VA:Cr1.2.IIa	Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design.	PP1A.IIa	HS Level II Create a range of 7 smoothly graduated values through varied pressure.
		PP1A.IIb	Blend values/colors to create new values/colors.
		PP1A.IIc	Combine a change in value/color with texture.
		PP1A.IId	Create a range of 4 graduated values using hatching, cross-hatching and stippling techniques.
		PP1A.IIe	Use an eraser as a tool to change a value.
		PP1A.IIf	Use blending tools such as stumps and tortillions to modify values.
		PP1A.IIg	Demonstrate proficiency using 3 drawing media (pencil, charcoal, conte, pastel, oil pastel, marker, pen and ink, colored pencils, scratchboard).
		PP1B.IIa	Mix tempera/acrylic paints to match observed hues.
		PP1B.IIb	

PP1B.IIc	Demonstrate the following watercolor techniques: continuous wash, graduated wash.
PP1B.IId	Apply watercolor to create simulated and invented textures.
PP1C.IIa	Select and use appropriate size and brush type (natural, synthetic, flat, round, bright, small-large sizes).
PP1D.IIa	Create or modify an image using art software.
PP1D.IIb	Demonstrate one printmaking process (monoprint, collagraph, stamp, reduction relief block, lithograph, etching, serigraph).
PP1D.IIc	Create an edition. Create an artwork combining different fiber arts materials (paper, yarn, string, wire, metal, reed, raffia, fabric, beads, shells, found material).
PP2A.IIa	Create a sculpture using carving techniques. Create ceramics combining handbuilding processes, joining techniques and uniform thickness throughout product.
PP2A.IIb	
PP2A.IIc	Demonstrate consistent glaze application.
EP1A.IIa	Identify and use hatching, cross hatching, stippling and calligraphic lines.
EP1B.IIa	Identify and use complex shapes.
EP1C.IIa	Identify and use form in-the-round. Identify and demonstrate the illusion of complex form in a two-dimensional artwork.
EP1C.IIb	
EP1D.IIa	Identify and create simulated textures from observation.

EP1E.IIa	Identify and use color theory including color intensity and split-complementary color scheme.
EP1E.IIb	Identify and use local color.
EP1F.IIa	Identify and use a range of values to create the illusion of complex forms.
EP1G.IIa	Identify and use positive and negative space in 3-dimensional work.
EP1G.IIb	Identify and use perspective techniques to create the illusion of space (2-point linear perspective, overlapping, change of size, detail, placement, value, contrast, color).
EP2A.IIa	Use elements to create compositional balance.
EP2B.IIa	Identify and use emphasis (focal point) through isolation and location.
EP2C.IIa	Identify and vary elements in the same work to create contrast (different values and textures).
EP2D.IIa	Identify and use elements to create progressive rhythm.
EP2E.IIa	Identify and create unity through elements and principles.
EP2F.IIa	Identify and use realistic figure proportions
PP1A.IIIa	HS Level III Create a range of 10 smoothly graduated values through varied pressure.
PP1A.IIIb	

PP1A.IIIc	Create a range of 7 graduated values using hatching, cross-hatching, and stippling techniques.
PP1A.IIIb	Use hatching, cross hatching, and stippling to create texture.
PP1A.IIIe	Use an eraser as a tool to create a range of values. Demonstrate proficiency using 4 drawing media (pencil, charcoal, conte, pastel, oil pastel, marker, pen and ink, colored pencils).
PP1B.IIIa	Select and use paint expressively (hard edge, soft edge, painterly brush strokes).
PP1B.IIIb	Demonstrate the following watercolor techniques: masking, wet on wet, dry brush, glaze, transparent layering, scratch, resist, lifting.
PP1B.IIIc	Mix watercolors to match observed hues.
PP1C.IIIa	Create expressive/symbolic art using art software.
PP1D.IIIa	Demonstrate one printmaking process that requires registering (reduction block, multiple block, serigraphy, etching).
PP1D.IIIb	Create a titled, numbered, signed edition.
PP1D.IIIc	Create related fiber arts.
PP2A.IIIa	Create a mixed media sculpture using a variety of processes and techniques..
PP2A.IIIb	Create a functional ceramic piece on the potter's wheel.
PP2A.IIIc	Demonstrate production of a symmetrical form (cylinder, bowl, or cup).
PP2A.IIIb	Demonstrate use of an alternative decorative finish (sgraffito, slip painting, incising, Mishima).
PP3A.IIIa	

	Combine subject matter in original artworks to communicate ideas (figure and/or architecture in a landscape).
PP3B.IIIa	
	Create an original functional artwork that communicates a personal idea.
PP3C.IIIa	
	Create original artwork that communicates ideas through themes (national identity, spirituality, vision, progress, human condition, narrative).
EP1A.IIIa	
	Identify and use gesture lines and implied lines.
EP1B.IIIa	
	Identify and use implied shapes.
EP1C.IIIa	
EP1C.IIIb	Identify and create complex form in-the-round. Identify and demonstrate the illusion of transparent and reflective forms in two-dimensional artwork.
EP1D.IIIa	
	Contrast textures within the same artwork.
EP1E.IIIa	
	Identify and use arbitrary color and symbolic color.
EP1F.IIIa	
	Identify and use a range of values to create the illusion of form through observation of transparent and reflective objects.
EP1G.IIIa	
	Design negative and positive space from all viewpoints in 3-dimensional work.
EP1G.IIIb	
	From observation, identify and use appropriate perspective techniques to create the illusion of space.
EP2A.IIIa	
EP2B.IIIa	Use balance to support the communication of an idea.

EP2C.IIIa	Use emphasis to support the communication of an idea.
EP2D.IIIa	Use contrast to support the communication of an idea.
EP2E.IIIa	Use rhythm to support the communication of an idea.
EP2F.IIIa	Use unity to support the communication of an idea.
	Identify and use foreshortened figure proportions.

2. Organize and develop artistic ideas and work.

VA:Cr2.1.IIa Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

	HS Level II
PP1A.IIa	Create a range of 7 smoothly graduated values through varied pressure.
PP1A.IIb	Blend values/colors to create new values/colors.
PP1A.IIc	Combine a change in value/color with texture.
PP1A.IId	Create a range of 4 graduated values using hatching, cross-hatching and stippling techniques.
PP1A.IIe	Use an eraser as a tool to change a value.
PP1A.IIf	Use blending tools such as stumps and tortillions to modify values
PP1A.IIg	Demonstrate proficiency using 3 drawing media (pencil, charcoal, conte, pastel, oil pastel, marker, pen and ink, colored pencils, scratchboard).
PP1B.IIa	Mix tempera/acrylic paints to match observed hues.
PP1B.IIb	Demonstrate the following watercolor techniques: continuous wash, graduated wash.
PP1B.IIc	Apply watercolor to create simulated and invented textures.
PP1B.IId	Select and use appropriate size and brush type (natural, synthetic, flat, round, bright, small-large sizes).

PP1C.IIa	Create or modify an image using art software.
PP1D.IIa	Demonstrate one printmaking process (monoprint, collagraph, stamp, reduction relief block, lithograph, etching, serigraph).
PP1D.IIb	Create an edition.
PP1D.IIc	Create an artwork combining different fiber arts materials (paper, yarn, string, wire, metal, reed, raffia, fabric, beads, shells, found material).
PP2A.IIa	Create a sculpture using carving techniques.
PP2A.IIb	Create ceramics combining handbuilding processes, joining techniques and uniform thickness throughout product.
PP2A.IIc	Demonstrate consistent glaze application.
EP1A.IIa	Identify and use hatching, cross hatching, stippling and calligraphic lines.
EP1B.IIa	Identify and use complex shapes.
EP1C.IIa	Identify and use form in-the-round.
EP1C.IIb	Identify and demonstrate the illusion of complex form in a two-dimensional artwork.
EP1D.IIa	Identify and create simulated textures from observation.
EP1E.IIa	Identify and use color theory including color intensity and split-complementary color scheme.
EP1E.IIb	Identify and use local color.
EP1F.IIa	Identify and use a range of values to create the illusion of complex forms

EP1G.IIa	Identify and use positive and negative space in 3-dimensional work.
EP1G.IIb	Identify and use perspective techniques to create the illusion of space (2-point linear perspective, overlapping, change of size, detail, placement, value, contrast, color).
EP2A.IIa	Use elements to create compositional balance.
EP2B.IIa	Identify and use emphasis (focal point) through isolation and location.
EP2C.IIa	Identify and vary elements in the same work to create contrast (different values and textures).
EP2D.IIa	Identify and use elements to create progressive rhythm.
EP2E.IIa	Identify and create unity through elements and principles.
EP2F.IIa	Identify and use realistic figure proportions
	HS Level III
PP1A.IIIa	Create a range of 10 smoothly graduated values through varied pressure.
PP1A.IIIb	Create a range of 7 graduated values using hatching, cross-hatching, and stippling techniques.
PP1A.IIIc	Use hatching, cross hatching, and stippling to create texture.
PP1A.IIIc	Use an eraser as a tool to create a range of values.

PP1A.IIle	Demonstrate proficiency using 4 drawing media (pencil, charcoal, conte, pastel, oil pastel, marker, pen and ink, colored pencils).
PP1B.IIIa	Select and use paint expressively (hard edge, soft edge, painterly brush strokes).
PP1B.IIIb	Demonstrate the following watercolor techniques: masking, wet on wet, dry brush, glaze, transparent layering, scratch, resist, lifting.
PP1B.IIIc	Mix watercolors to match observed hues.
PP1C.IIIa	Create expressive/symbolic art using art software.
PP1D.IIIa	Demonstrate one printmaking process that requires registering (reduction block, multiple block, serigraphy, etching).
PP1D.IIIb	Create a titled, numbered, signed edition.
PP1D.IIIc	Create related fiber arts.
PP2A.IIIa	Create a mixed media sculpture using a variety of processes and techniques..
PP2A.IIIb	Create a functional ceramic piece on the potter's wheel.
PP2A.IIIc	Demonstrate production of a symmetrical form (cylinder, bowl, or cup).
PP2A.IIIId	Demonstrate use of an alternative decorative finish (sgraffito, slip painting, incising, Mishima).
PP3A.IIIa	Combine subject matter in original artworks to communicate ideas (figure and/or architecture in a landscape).

PP3B.IIIa	Create an original functional artwork that communicates a personal idea.
PP3C.IIIa	Create original artwork that communicates ideas through themes (national identity, spirituality, vision, progress, human condition, narrative).
EP1A.IIIa	Identify and use gesture lines and implied lines.
EP1B.IIIa	Identify and use implied shapes.
EP1C.IIIa	Identify and create complex form in-the-round.
EP1C.IIIa	Identify and demonstrate the illusion of transparent and reflective forms in two-dimensional artwork.
EP1D.IIIa	Contrast textures within the same artwork.
EP1E.IIIa	Identify and use arbitrary color and symbolic color.
EP1F.IIIa	Identify and use a range of values to create the illusion of form through observation of transparent and reflective objects.
EP1G.IIIa	Design negative and positive space from all viewpoints in 3-dimensional work.
EP1G.IIIb	From observation, identify and use appropriate perspective techniques to create the illusion of space.
EP2A.IIIa	Use balance to support the communication of an idea.
EP2B.IIIa	Use emphasis to support the communication of an idea.
EP2C.IIIa	Use contrast to support the communication of an idea.

		EP2D.IIIa	Use rhythm to support the communication of an idea.
		EP2E.IIIa	Use unity to support the communication of an idea.
		EP2F.IIIa	Identify and use foreshortened figure proportions.
VA:Cr2.2.IIa	Demonstrate awareness of ethical implications of making and distributing creative work.		HS Level II
		AP1A.IIa	Discuss how perceptions in art reflect community and/or culture beliefs and values.
		IC2A.IIa	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.
			HS Level III
		AP1A.IIIa	Discuss how people from different groups might respond to artworks that express themes (national identity, spirituality, vision, progress, and human condition).
		IC2A.IIIa	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.
VA:Cr2.3.IIa	Redesign an object, system, place, or design in response to contemporary issues.		HS Level II *Not addressed
			HS Level III *Not addressed
3. Refine and complete artistic work.			
VA:Cr3.1.IIa	Engage in constructive critique with peers, then reflect		HS Level II

on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

*Not addressed

HS Level III

*Not addressed

4. Select, Analyze, and interpret artistic work for presentation.

VA:Pr4.1.1Ia Analyze, select, and critique personal artwork for a collection or portfolio presentation.

HS Level II

*Not addressed

HS Level III

*Not addressed

5. Develop and refine artistic techniques and work for presentation.

VA:Pr5.1.1Ia Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

HS Level II

*Not addressed

HS Level III

*Not addressed

6. Convey meaning through the presentation of artistic work.

VA:Pr6.1.1Ia Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

IC1A.1Ia

HS Level II

Connect the characteristics of art and music created in the same culture or time period (Harlem Renaissance and jazz, Native American art and music, Asian art and music, Latino art and music).

IC2A.IIa	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods
HC1A.IIa	Identify works of art from Cubism, American Regionalism, Abstract Expressionism, Native Americans, Latino, Asia.
HC1B.IIa	Compare and contrast 2 artworks on time.
HC1B.IIb	Compare and contrast 2 artworks on place.
HC1B.IIc	Compare and contrast 2 artworks on artist.
HC1B.IId	Compare and contrast 2 artworks on subject matter.
HC1B.IIe	Compare and contrast 2 artworks on theme.
HC1B.IIf	Compare and contrast 2 artworks on characteristics.
HC1B.IIg	Compare and contrast 2 artworks on materials/technology.
HC1B.IIh	Compare and contrast 2 artworks on ideas and beliefs of culture.
HC1B.IIi	Compare and contrast 2 artworks on the function of art in culture/society.
	HS Level III
IC1A.IIIa	Use theatre techniques to present information in art (voice, stage presence, props, video, script-writing, set).
IC2A.IIIa	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.
HC1A.IIIa	Identify works of art from German Expressionism, Surrealism, Photorealism, Post Modern.

HC1B.IIIa	Compare and contrast 2 artworks on time.
HC1B.IIIb	Compare and contrast 2 artworks on place.
HC1B.IIIc	Compare and contrast 2 artworks on artist.
HC1B.IIId	Compare and contrast 2 artworks on subject matter.
HC1B.IIIe	Compare and contrast 2 artworks on theme.
HC1B.IIIf	Compare and contrast 2 artworks on characteristics.
HC1B.IIIg	Compare and contrast 2 artworks on materials/technology.
HC1B.IIIh	Compare and contrast 2 artworks on ideas and beliefs of culture.
HC1B.IIII	Compare and contrast 2 artworks on the function of art in culture/society

7. Perceive and analyze artistic work.

VA:Re7.1.II
a Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments.

AP1A.IIa	HS Level II Discuss how perceptions in art reflect community and/or culture beliefs and values.
AP1A.IIb	Compare how responses to works of art differ based on whether the viewer is a member of the culture in which the art was created.
AP1A.IIIa	HS Level III Discuss how people from different groups might respond to artworks that express themes (national identity, spirituality, vision, progress, and human condition).

VA:Re7.2.II
a Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences.

AP1A.IIa	HS Level II Discuss how perceptions in art reflect community and/or culture beliefs and values.
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AP1A.IIb	Compare how responses to works of art differ based on whether the viewer is a member of the culture in which the art was created.
AP2A.IIa	Compare and contrast two artworks: describe artworks.
AP2A.IIb	Compare and contrast two artworks: analyze the use of elements and principles in the work.
AP2A.IIc	Compare and contrast two artworks: Interpret the meaning of the work (subject, theme, symbolism message communicated).
AP2A.IId	Compare and contrast Judge the work from various perspectives: Showing a real or idealized image of life (Imitationalism). Expressive feelings (Emotionalism/expressionism). Emphasis on elements and principles Formalism). Serving a purpose in the society or culture (Functionalism)
AP1A.IIIa	HS Level III Discuss how people from different groups might respond to artworks that express themes (national identity, spirituality, vision, progress, and human condition).
AP2A.IIIa	Compare and contrast student artwork with professional artworks or masterpieces: Describe artwork.
AP2A.IIIb	Compare and contrast student artwork with professional artworks or masterpieces: Analyze the use of elements and principles in the work.

- AP2A.IIc Compare and contrast student artwork with professional artworks or masterpieces: Interpret the meaning of the work (subject, theme, symbolism, message communicated.).
- AP2A.IIId Compare and contrast student artwork with professional artworks or masterpieces: Judge the work from various perspectives:
Showing a real or idealized image of life (Imitationalism).
Expressive feelings (Emotionalism/expressionism).
Emphasis on elements and principles Formalism).
Serving a purpose in the society or culture (Functionalism).

8. Interpret intent and meaning in artistic work.

- VA:Re8.1.II a Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- PP3C.IIa HS Level II
Create original artwork that communicates ideas through the following themes (cultural identity, social commentary, ceremony/ritual, myth/legend, reflection/transparency).
- IC1A.IIa Connect the characteristics of art and music created in the same culture or time period (Harlem Renaissance and jazz, Native American art and music, Asian art and music, Latino art and music).
- IC2A.IIa Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.

HC1A.IIa	Identify works of art from Cubism, American Regionalism, Abstract Expressionism, Native Americans, Latino, Asia.
PP3C.IIIa	HS Level III Create original artwork that communicates ideas through themes (national identity, spirituality, vision, progress, human condition, narrative).
IC1A.IIIa	Use theatre techniques to present information in art (voice, stage presence, props, video, script-writing, set).
IC2A.IIIa	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.
HC1A.IIIa	Identify works of art from German Expressionism, Surrealism, Photorealism, Post Modern.

9. Apply criteria to evaluate artistic work.

VA:Re9.1.II a Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

AP1A.IIa	HS Level II Discuss how perceptions in art reflect community and/or culture beliefs and values.
AP1A.IIb	Compare how responses to works of art differ based on whether the viewer is a member of the culture in which the art was created.
HC1B.IIa	Compare and contrast 2 artworks on time.
HC1B.IIb	Compare and contrast 2 artworks on place.
HC1B.IIc	Compare and contrast 2 artworks on artist.
HC1B.IId	Compare and contrast 2 artworks on subject matter.
HC1B.IIe	Compare and contrast 2 artworks on theme.
HC1B.IIf	Compare and contrast 2 artworks on characteristics.

HC1B.IIg	Compare and contrast 2 artworks on materials/technology.
HC1B.IIh	Compare and contrast 2 artworks on ideas and beliefs of culture.
HC1B.IIi	Compare and contrast 2 artworks on the function of art in culture/society.
HS Level III	
AP1A.IIIa	Discuss how people from different groups might respond to artworks that express themes (national identity, spirituality, vision, progress, and human condition).
HC1B.IIIa	Compare and contrast 2 artworks on time.
HC1B.IIIb	Compare and contrast 2 artworks on place.
HC1B.IIIc	Compare and contrast 2 artworks on artist.
HC1B.III d	Compare and contrast 2 artworks on subject matter.
HC1B.IIIe	Compare and contrast 2 artworks on theme.
HC1B.III f	Compare and contrast 2 artworks on characteristics.
HC1B.III g	Compare and contrast 2 artworks on materials/technology.
HC1B.III h	Compare and contrast 2 artworks on ideas and beliefs of culture.
HC1B.III i	Compare and contrast 2 artworks on the function of art in culture/society.

10. Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.I la	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.	AP1A.IIa	HS Level II Discuss how perceptions in art reflect community and/or culture beliefs and values.
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AP1A.IIb	Compare how responses to works of art differ based on whether the viewer is a member of the culture in which the art was created.
AP2A.IIa	Compare and contrast two artworks: describe artworks.
AP2A.IIb	Compare and contrast two artworks: analyze the use of elements and principles in the work.
AP2A.IIc	Compare and contrast two artworks: Interpret the meaning of the work (subject, theme, symbolism message communicated).
AP2A.IId	Compare and contrast two artworks: Judge the work from various perspectives: Showing a real or idealized image of life (Imitationalism). Expressive feelings (Emotionalism/expressionism). Emphasis on elements and principles Formalism). Serving a purpose in the society or culture (Functionalism)
AP1A.IIIa	HS Level III Discuss how people from different groups might respond to artworks that express themes (national identity, spirituality, vision, progress, and human condition).
AP2A.IIIa	Compare and contrast student artwork with professional artworks or masterpieces: Describe artwork.
AP2A.IIIb	Compare and contrast student artwork with professional artworks or masterpieces: Analyze the use of elements and principles in the work.

- AP2A.IIc Compare and contrast student artwork with professional artworks or masterpieces: Interpret the meaning of the work (subject, theme, symbolism, message communicated.).
- AP2A.IIId Compare and contrast student artwork with professional artworks or masterpieces: Judge the work from various perspectives: Showing a real or idealized image of life (Imitationalism). Expressive feelings (Emotionalism/expressionism). Emphasis on elements and principles Formalism). Serving a purpose in the society or culture (Functionalism).

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- VA:Cn11.1.I Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- la
- IC1A.IIa HS Level II
Connect the characteristics of art and music created in the same culture or time period (Harlem Renaissance and jazz, Native American art and music, Asian art and music, Latino art and music).
- IC2A.IIa Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.
- HC1A.IIa Identify works of art from Cubism, American Regionalism, Native Americans, Latino, Asia.
- HC1B.IIa Compare and contrast 2 artworks on time.
- HC1B.IIb Compare and contrast 2 artworks on place.
- HC1B.IIc Compare and contrast 2 artworks on artist.
- HC1B.IId Compare and contrast 2 artworks on subject matter.
- HC1B.IIe Compare and contrast 2 artworks on theme.
- HC1B.IIf Compare and contrast 2 artworks on characteristics.

HC1B.IIg	Compare and contrast 2 artworks on materials/technology.
HC1B.IIh	Compare and contrast 2 artworks on ideas and beliefs of culture.
HC1B.IIi	Compare and contrast 2 artworks on the function of art in culture/society.
	HS Level III
IC1A.IIIa	Use theatre techniques to present information in art (voice, stage presence, props, video, script-writing, set).
IC2A.IIIa	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.
HC1A.IIIa	Identify works of art from German Expressionism, Surrealism, Photorealism, Post Modern.
HC1B.IIIa	Compare and contrast 2 artworks on time.
HC1B.IIIb	Compare and contrast 2 artworks on place.
HC1B.IIIc	Compare and contrast 2 artworks on artist.
HC1B.IIId	Compare and contrast 2 artworks on subject matter.
HC1B.IIIe	Compare and contrast 2 artworks on theme.
HC1B.IIIf	Compare and contrast 2 artworks on characteristics.
HC1B.IIIg	Compare and contrast 2 artworks on materials/technology.
HC1B.IIIh	Compare and contrast 2 artworks on ideas and beliefs of culture.
HC1B.IIII	Compare and contrast 2 artworks on the function of art in culture/society.

HIGH SCHOOL Advanced VISUAL ART

Missouri Learning Standards: Grade-Level Expectations for VISUAL ART

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

Missouri Grade Level Expectations: VISUAL ART

(Adopted 2010, transitioning out.)

Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
VA: Cr1.1.IIIa	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.	IC2A.IVa	Explain how contemporary events and social ideas are reflected in student artworks.
VA: Cr1.2.IIIa	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.	PP3A.IVa	Select subject matter to communicate personal ideas through a series of original, related works.
		PP3B.IVa	Create a series of original, related, functional artworks that communicates a personal idea.
		PP3C.IVa	Develop a theme through a series of original artworks that communicates personal ideas and addresses complex visual and/or conceptual ideas.
		PP3C.IVb	Develop a theme through a series of original artworks that communicates personal ideas and shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety.
2. Organize and develop artistic ideas and work.			
VA: Cr2.1.IIIa	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	PP3A.IVa	Select subject matter to communicate personal ideas through a series of original, related works.
		PP3B.IVa	Create a series of original, related, functional artworks

that communicates a personal idea.

- PP3C.IVa Develop a theme through a series of original artworks that communicates personal ideas and addresses complex visual and/or conceptual ideas.
- PP3C.IVb Develop a theme through a series of original artworks that communicates personal ideas and shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety.

- EP1A.IVa Use line expressively to communicate ideas.
- EP1B.IVa Use shapes expressively to communicate ideas.
- EP1C.IVa Use forms expressively to communicate ideas.
- EP1D.IVa Use textures expressively to communicate ideas.
- EP1E.IVa Use color expressively to communicate ideas.
- EP1F.IVa Use value expressively to communicate ideas.
- EP1G.IVa Use space expressively to communicate ideas.

- EP2A.IVa Use balance expressively.
- EP2B.IVa Use emphasis expressively.
- EP2C.IVa Use contrast expressively.
- EP2D.IVa Use rhythm expressively.
- EP2E.IVa Use unity to support the personal expression of an idea.

		EP2F.IVa	Use facial and/or figure proportions expressively.
VA: Cr2.2.IIIa	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.		*Not addressed
VA: Cr2.3.IIIa	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.		*Not addressed
3. Refine and complete artistic work.			
VA: Cr3.1.IIIa	Reflect on, rearrange, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	AP2A.IVa AP2A.IVb AP2A.IVc AP2A.IVd AP2A.IVe	Use the following process with a body of work (portfolio): Describe the artwork. Analyze the use of elements and principles in the work. Interpret the meaning of the work (subject, theme, symbolism, message communicated.) Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/expressionism); Emphasis on elements and principles (Formalism).Serving a purpose in the society or culture (Functionalism)
4. Select, Analyze, and interpret artistic work for presentation.			
VA: Pr4.1.IIIa	Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.		*Not addressed

5. Develop and refine artistic techniques and work for presentation.

VA: Investigate, compare, and contrast methods for
Pr5.1.IIIa preserving and protecting art. *Not addressed

6. Convey meaning through the presentation of artistic work.

VA: Curate a collection of objects, artifacts, or artwork to
Pr6.1.IIIa impact the viewer's understanding of social, cultural,
and/or political experiences. *Not addressed

7. Perceive and analyze artistic work.

VA: Re7.1.IIIa	Analyze how responses to art develop over time based on knowledge of and experience with art and life..	PP3A.IVa	Select subject matter to communicate personal ideas through a series of original, related works.
		PP3B.IVa	Create a series of original, related, functional artworks that communicates a personal idea.
		PP3C.IVa	Develop a theme through a series of original artworks that communicates personal ideas and addresses complex visual and/or conceptual ideas.
		PP3C.IVb	Develop a theme through a series of original artworks that communicates personal ideas and shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety.
		AP1A.IVa	Discuss the evolution of personal beliefs about the nature of art.
		AP1A.IVb	Discuss how personal and cultural beliefs influence the interpretation of the meaning, message, or value of a work of art.

VA: Re7.2.IIIa	Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.	HC1B.IVa HC1B.IVb	Describe the evolution of an artist's body of work over time. Explain an artist's place in historical context.
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8. Interpret intent and meaning in artistic work.

VA: Re8.1.IIIa	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	AP1A.IVa AP1A.IVb	Discuss the evolution of personal beliefs about the nature of art. Discuss how personal and cultural beliefs influence the interpretation of the meaning, message, or value of a work of art.
		AP2A.IVa AP2A.IVb AP2A.IVc AP2A.IVd AP2A.IVe AP2A.IVf	Use the following process with a body of work (portfolio): Describe the artwork. Use the following process with a body of work (portfolio): Analyze the use of elements and principles in the work. Use the following process with a body of work (portfolio): Interpret the meaning of the work (subject, theme, symbolism, message communicated.). Use the following process with a body of work (portfolio): Judge the work from various perspectives: Showing a real or idealized image of life (Imitationalism). Use the following process with a body of work (portfolio): Judge the work from various perspectives: Expressive feelings (Emotionalism/expressionism). Use the following process with a body of work (portfolio): Judge the work from various perspectives: Emphasis on elements and principles (Formalism). Use the following process with a body of work (portfolio): Judge the work from various perspectives:

AP2A.IVg Serving a purpose in the society or culture
(Functionalism)

9. Apply criteria to evaluate artistic work.

VA: Construct evaluations of a work of art or collection of
Re9.1.IIIa works based on differing sets of criteria.

AP2A.IVa Use the following process with a body of work
(portfolio): Describe the artwork.

AP2A.IVb Use the following process with a body of work
(portfolio): Analyze the use of elements and principles
in the work.

AP2A.IVc Use the following process with a body of work
(portfolio): Interpret the meaning of the work (subject,
theme, symbolism, message communicated.).

AP2A.IVd Use the following process with a body of work
(portfolio): Judge the work from various perspectives:
Showing a real or idealized image of life
(Imitationalism).

AP2A.IVe Use the following process with a body of work
(portfolio): Judge the work from various perspectives:
Expressive feelings (Emotionalism/expressionism).

AP2A.IVf Use the following process with a body of work
(portfolio): Judge the work from various perspectives:
Emphasis on elements and principles (Formalism).

AP2A.IVg Use the following process with a body of work
(portfolio): Judge the work from various perspectives:
Serving a purpose in the society or culture
(Functionalism)

10. Synthesize and relate knowledge and personal experiences to make art.

VA: Cn10.1.IIIa	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.	PP1A.IVabc PP1B.IVabc PP1C.IVabc PP1D.IVabc	Select and apply art making techniques (drawing media, painting, digital/computer, printmaking, and/or fiber) that demonstrate: <ul style="list-style-type: none">● sensitivity and subtlety in use of media.● engagement with experimentation and/or risk taking.● informed decision-making.
		PP2A.IVabc	Select and apply sculpture media and/or ceramics techniques that demonstrate: <ul style="list-style-type: none">● sensitivity and subtlety in use of media.● engagement with experimentation and/or risk taking.● informed decision-making
		PP3A.IVa	Select subject matter to communicate personal ideas through a series of original, related works.
		PP3B.IVa	Create a series of original, related, functional artworks that communicates a personal idea.
		PP3C.IVa	Develop a theme through a series of original artworks that communicates personal ideas and addresses complex visual and/or conceptual ideas.
		PP3C.IVb	Develop a theme through a series of original artworks that communicates personal ideas and shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

VA: Cn11.1.IIIa	Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.	IC2A.IVa	Explain how contemporary events and social ideas are reflected in student artworks.
		HC1A.IVa	Select and research periods/movements of art that align with portfolio development.
		HC1B.IVa	Describe the evolution of an artist's body of work over time.
		HC1B.IVb	Explain an artist's place in historical context.

Missouri Grade Level Expectations: VISUAL ART
(Adopted 2010, transitioning out.)
FOR CROSSWALK REFERENCE ONLY

Strand	Big Idea	Concept	Grade	GLE_Code	GLE_Description
PP	1	A	K	a	Produce a line using crayon, pencil, or marker
PP	1	A	1	a	Fill an area with solid color/value using crayon, pencil, or marker
PP	1	A	2	a	Change pressure to create two values using crayon or pencil
PP	1	A	3	a	Layer two or more colors using crayon, colored pencil, or oil pastel
PP	1	A	4	a	Create light, medium, and dark values using pencil
PP	1	A	5	a	Create texture or surface quality using any drawing media
PP	1	A	6	a	Use pencil or marker to draw a continuous line that describes an object from observation

PP	1	A	7	a	Use a variety of media such as pencil, pastels, color sticks, and/or markers to create simulated/implied texture
PP	1	A	8	a	Create even, continuous, and graduated tones using pencil or colored pencil
PP	1	A	HS Level 1	a	Create smooth, continuous value through even pressure
PP	1	A	HS Level 1	b	Create a range of 4 smoothly graduated values through varied pressure
PP	1	A	HS Level 1	c	Define edge through variations in pressure or angle
PP	1	A	HS Level 1	d	Use media in various ways to create simulated and invented textures
PP	1	A	HS Level 1	e	Use a ruler to create parallel, perpendicular, and converging lines
PP	1	A	HS Level 1	f	Demonstrate proficiency using a single drawing media
PP	1	A	HS Level 2	a	Create a range of 7 smoothly graduated values through varied pressure
PP	1	A	HS Level 2	b	Blend values/colors to create new values/colors
PP	1	A	HS Level 2	c	Combine a change in value/color with texture
PP	1	A	HS Level 2	d	Create a range of 4 graduated values using hatching, crosshatching, and stippling techniques
PP	1	A	HS Level 2	e	Use an eraser as a tool to change a value
PP	1	A	HS Level 2	f	Use blending tools such as stumps and tortillons to modify values
PP	1	A	HS Level 2	g	Demonstrate proficiency using 3 drawing media (e.g., pencil, charcoal, conte, pastel, oil pastel, marker, pen and ink, colored pencils, scratchboard)
PP	1	A	HS Level 3	a	Create a range of 10 smoothly graduated values through varied pressure
PP	1	A	HS Level 3	b	Create a range of 7 graduated values using hatching, crosshatching, and stippling techniques
PP	1	A	HS Level 3	c	Use hatching, crosshatching, and stippling to create texture
PP	1	A	HS Level 3	d	Use an eraser as a tool to create a range of values

PP	1	A	HS Level 3	e	Demonstrate proficiency using 4 drawing media (e.g., pencil, charcoal, conte, pastel, oil pastel, marker, pen and ink, colored pencils)
PP	1	A	HS Level 4	a	Select and apply drawing media and techniques that demonstrate: · sensitivity and subtlety in use of media, · engagement with experimentation and/or risk taking,
PP	1	B	K	a	Not assessed at this level
PP	1	B	1	a	Apply paint with a dragging, not pushing motion
PP	1	B	2	a	Paint lines with control of the brush
PP	1	B	2	b	Clean paint brush before changing colors
PP	1	B	2	c	Mix two colors to create a third color
PP	1	B	3	a	Apply paint in even strokes to create a watercolor/thinned tempera wash.
PP	1	B	3	b	Paint lines and fill in shapes with even color using tempera
PP	1	B	4	a	Apply watercolor paint to wet areas to blend color (wet-on-wet technique)
PP	1	B	4	b	Using tempera paints, add color to white to create a tint
PP	1	B	4	c	Using tempera paints, add black to a color create a shade
PP	1	B	5	a	Mix a variety of hues to create new colors
PP	1	B	5	b	Apply layers of watercolor paint from lightest to darkest colors
PP	1	B	5	c	Using tempera paints, produce a sharp, clear edge between areas of colors
PP	1	B	6	a	Using opaque paint, overlap brush strokes to create a smooth and even area of color
PP	1	B	7	a	Use a variety of brush strokes to create various textures
PP	1	B	8	a	Create a variety of colors, tints, and shades by mixing pigments
PP	1	B	HS Level 1	a	Mix tempera/acrylic paints to create different hues

PP	1	B	HS Level 1	b	Mix tempera/acrylic paints to create a range of 4 values and levels of intensity
PP	1	B	HS Level 1	c	Apply paint to create a solid area of color with no visible brushstrokes, change in value or intensity
PP	1	B	HS Level 1	d	Blend one color/value smoothly into another
PP	1	B	HS Level 1	e	Demonstrate proper use and cleaning of brushes and palettes
PP	1	B	HS Level 1	f	Use brushes of various sizes/types
PP	1	B	HS Level 2	a	Mix tempera/acrylic paints to match observed hues
PP	1	B	HS Level 2	b	Demonstrate the following watercolor techniques: continuous wash, graduated wash
PP	1	B	HS Level 2	c	Apply watercolor to create simulated and invented textures
PP	1	B	HS Level 2	d	Select and use appropriate size and brush type (e.g., natural, synthetic, flat, round, bright, small-large sizes)
PP	1	B	HS Level 3	a	Select and use paint expressively (hard edge, soft edge, painterly brush strokes)
PP	1	B	HS Level 3	b	Demonstrate the following watercolor techniques: masking, wet on wet, dry brush, glaze, transparent layering, scratch, resist, lifting
PP	1	B	HS Level 3	c	Mix watercolors to match observed hues
PP	1	B	HS Level 4	a	Select and apply painting media and techniques that demonstrate: · sensitivity and subtlety in use of media, · engagement with experimentation and/or risk taking, informed decision-making
PP	1	C	K	a	Not assessed at this level
PP	1	C	1	a	Not assessed at this level
PP	1	C	2	a	Not assessed at this level
PP	1	C	3	a	Not assessed at this level
PP	1	C	4	a	Not assessed at this level
PP	1	C	5	a	Not assessed at this level

PP	1	C	6	a	Create different types of lines using general software
PP	1	C	7	a	Create different types of shapes using general software
PP	1	C	8	a	Create a composition of lines and shapes using general software
PP	1	C	6	b	General software refers to a program like Microsoft Word, which has paint tools
PP	1	C	HS Level 1	a	Create or modify an image using general software
PP	1	C	HS Level 1	b	General software refers to a program like Microsoft Word, which has paint tools
PP	1	C	HS Level 2	a	Create or modify an image using art software
PP	1	C	HS Level 2	b	Art software refers to a program such as Adobe Photoshop
PP	1	C	HS Level 3	a	Create expressive/symbolic art using art software
PP	1	C	HS Level 3	b	Art software refers to a program such as Adobe Photoshop
PP	1	C	HS Level 4	a	Select and apply digital/computer media that demonstrate sensitivity and subtlety in use of media, engagement with experimentation and/or risk taking, informed decision-making, *Art software refers to a program such as Adobe Photoshop
PP	1	D	K	a	Demonstrate a simple printmaking technique (e.g., stamping, thumb or hand prints, objects)
PP	1	D	1	a	Demonstrate a monoprint process
PP	1	D	2	a	Create a paper weaving using plain weave (over one, under one, alternating rows)
PP	1	D	3	a	Demonstrate an additive process (e.g., string, cardboard, glue, found objects)
PP	1	D	4	a	Create a fiber weaving using a simple loom (e.g., cardboard, straws, paper plate)
PP	1	D	5	a	Demonstrate a subtractive printmaking process (e.g., Styrofoam, linoleum, wood, eraser) to produce multiple images
PP	1	D	6	a	Demonstrate a printmaking process (e.g., monoprint, collagraph, string print)

PP	1	D	6	b	Manipulate fibers (e.g., threading needles, tying simple knots, sewing, wrapping, weaving, beading)
PP	1	D	7	a	Demonstrate a type of relief block printmaking
PP	1	D	7	b	Demonstrate the process used in one type of fiber arts (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)
PP	1	D	8	a	Demonstrate a printmaking process using a variety of ink colors
PP	1	D	8	b	Create a simple fiber artwork (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)
PP	1	D	HS Level 1	a	Demonstrate a relief block printmaking process
PP	1	D	HS Level 1	b	Create an artwork using a fiber arts process (e.g., weaving, paper-making, book arts, quilting, appliqué, basketry, knotting, batik).
PP	1	D	HS Level 2	a	Demonstrate one printmaking process (e.g., monoprint, collagraph, stamp, reduction relief block, lithograph, etching, serigraph)
PP	1	D	HS Level 2	b	Create an edition
PP	1	D	HS Level 2	c	Create an artwork combining different fiber arts materials (e.g., paper, yarn, string, wire, metal, reed, raffia, fabric, beads, shells, found material)
PP	1	D	HS Level 3	a	Demonstrate one printmaking process that require registering (e.g., reduction block, multiple block, serigraphy, etching)
PP	1	D	HS Level 3	b	Create a titled, numbered, signed edition
PP	1	D	HS Level 3	c	Create related fiber arts
PP	1	D	HS Level 4	a	Select and apply printmaking media and techniques that demonstrate: · sensitivity and subtlety in use of media, · engagement with experimentation and/or risk taking, · informed decision-making
PP	1	D	HS Level 4	b	Select and apply fiber media and techniques that demonstrate: · sensitivity and subtlety in use of media, · engagement with experimentation and/or risk taking, · informed decision-making
PP	2	A	K	a	Uses scissors with control

PP	2	A	K	b	Modeling with clay or a similar material: Create a sphere
PP	2	A	1	a	Use glue with control
PP	2	A	1	b	Fold paper and identify folded edge
PP	2	A	1	c	Modeling with clay or a similar material: Pinch, pull, and roll material
PP	2	A	2	a	Manipulate paper to create low relief (e.g., curling, folding, tearing, and cutting)
PP	2	A	2	b	Modeling with clay or a similar material: Roll coils: flatten material into a slab
PP	2	A	3	a	Manipulate paper to create forms (in-the- round)
PP	2	A	3	b	Cut a symmetrical shape from a folded piece of paper
PP	2	A	3	c	Modeling with clay or a similar material: Create applied and impressed textures
PP	2	A	4	a	Build or layer materials to create a relief
PP	2	A	4	b	Apply a variety of paper folding techniques
PP	2	A	4	c	Modeling with clay or a similar material; Make organic forms
PP	2	A	5	a	Combine simple forms to create a complex object/form (in-the-round)
PP	2	A	5	b	Use paper joining techniques such as tabs and slits
PP	2	A	5	c	Modeling with clay or a similar material: Build a form using a coil techniques
PP	2	A	6	a	Create a relief artwork by joining two or more surfaces (e.g., natural or manufactured clays, paper pulp, cardboard, found materials)
PP	2	A	7	a	Create an in-the-round artwork by joining two or more surfaces using a layering material (e.g., papier mache, paper, plastercraft, cardboard, fibers)
PP	2	A	8	a	Create a three-dimensional artwork using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, wood, Styrofoam, commercially-produced carving blocks

PP	2	A	8	b	Modeling with clay or a similar material: Create a three-dimensional artwork demonstrating appropriate joining
PP	2	A	HS Level 1	a	Create a sculpture by layering and adhering material or objects (e.g., natural or manufactured clays, paper, board, plastercraft, papier mache, assemblage)
PP	2	A	HS Level 1	b	Create ceramics using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness
PP	2	A	HS Level 2	a	Create a sculpture using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, Styrofoam, commercially-produced carving blocks)
PP	2	A	HS Level 2	b	Create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout product
PP	2	A	HS Level 2	c	Demonstrate consistent glaze application
PP	2	A	HS Level 3	a	Create a mixed media sculpture using a variety of processes and techniques
PP	2	A	HS Level 3	b	Create a functional ceramic piece on the potter's wheel
PP	2	A	HS Level 3	c	Demonstrate production of a symmetrical form (e.g., cylinder, bowl, or cup)
PP	2	A	HS Level 3	d	Demonstrate use of an alternative decorative finish (e.g., sgraffito, slip painting, incising, or Mishima)
PP	2	A	HS Level 4	a	Select and apply sculpture media and techniques that demonstrate: · sensitivity and subtlety in use of media, · engagement with experimentation and/or risk taking, · informed decision-making
PP	2	A	HS Level 4	b	Select and apply ceramics media (e.g., clay body, decorative finish) and techniques that demonstrate: · sensitivity and subtlety in use of media, · engagement with experimentation and/or risk taking, informed decision-making
PP	3	A	K	a	Portrait: Create an original picture of self or other person
PP	3	A	K	b	Landscape: Create a picture showing outside
PP	3	A	K	c	Non-Objective: Create a design using lines
PP	3	A	1	a	Portrait: Create an original artwork showing family members

PP	3	A	1	b	Still Life: Create a still life with one object (e.g., toy, food, game, sports equipment, backpack, lunchbox)
PP	3	A	2	a	Still Life: Create an original still life from observation
PP	3	A	2	b	Landscape: Create an original landscape
PP	3	A	3	a	Figure: Create an original artwork of a figure in an action pose
PP	3	A	3	b	Landscape: Create an original cityscape
PP	3	A	3	c	Non-Objective: Create an original artwork using line, shape and color
PP	3	A	4	a	Portrait: Create facial features in correct proportion
PP	3	A	4	b	Exaggerate, distort, or simplify features to create an abstract portrait
PP	3	A	4	c	Still Life: Exaggerate, distort, or simplify observed objects to create an abstract still life
PP	3	A	4	d	Landscape: Create an original seascape
PP	3	A	5	a	Portrait: Create a portrait from observation
PP	3	A	5	b	Still Life: Create a still life from observation that shows the illusion of form
PP	3	A	5	c	Landscape: Create an original outdoor scene to show the illusion of space
PP	3	A	6	a	Create original artwork using the following subjects: · realistic portrait, abstract portrait
PP	3	A	7	a	Create original artwork using the following subjects: · human figure, still life from observation
PP	3	A	8	a	Create original artwork using the following subject: · realistic landscape, · abstract landscape
PP	3	A	HS Level 1	a	Create original artworks using the following as subject matter: portrait, still life, landscape, non-objective, architecture.
PP	3	A	HS Level 2	a	Communicate ideas through the creation of a: portrait, still life, landscape, non-objective, architecture
PP	3	A	HS Level 3	a	Combine subject matter in original artworks to communicate ideas (e.g., figure and/or architecture in a landscape)

PP	3	A	HS Level 4	a	Select subject matter to communicate personal ideas through a series of original, related works
PP	3	B	K	a	Not assessed at this level
PP	3	B	1	a	Design wearable art (e.g., masks, jewelry, paper hats, decorating tee shirts, costumes, face painting)
PP	3	B	2	a	Design a building that serves a function in the community and includes building parts (e.g., roof, walls, door, windows, surface material)
PP	3	B	3	a	Create a container (e.g., paper box, clay pot, fiber basket)
PP	3	B	4	a	Create an example of graphic art (e.g., poster, illustration, advertisement, greeting card)
PP	3	B	5	a	Create an original building based upon elements of architectural styles (e.g., type of roof, dome, column, arch, windows, porches, tower, stairs, ramp)
PP	3	B	6	a	Illustrate text
PP	3	B	7	a	Not assessed at this grade level
PP	3	B	8	a	Create an original functional object
PP	3	B	HS Level 1	a	Create a functional artwork based upon a cultural example
PP	3	B	HS Level 2	a	Create an original functional artwork that expresses a culture
PP	3	B	HS Level 3	a	Create an original functional artwork that communicates a personal idea
PP	3	B	HS Level 4	a	Create a series of original, related, functional artworks that communicates a personal idea
PP	3	C	K	a	Create original artwork that communicates ideas about the following themes: · People (e.g., self, family, friends), · Indoors (e.g., classroom, kitchen, bedroom), Outdoors (e.g., seasons, nature)
PP	3	C	1	a	Create original artwork that communicates ideas about the following themes: · People (e.g., self, family, friends), · Animals (e.g., pets, farm, zoo, wild), · Things (e.g., toys, tools, food)
PP	3	C	2	a	Create an original artwork that communicates ideas about the following themes: · Nature, Places (e.g., school, home, stores, neighborhood, countryside)

PP	3	C	3	a	Create an original artwork that communicates ideas about the following themes: · Community, Group identity (e.g., family, classroom, groups, scouts, sports teams)
PP	3	C	4	a	Create an original artwork that communicates ideas about the following themes: · Missouri, · The Environment, Time (e.g., past, present, future)
PP	3	C	5	a	Create an original artwork that communicates ideas about the following themes: · United States, · Patriotism, · World, Time (e.g., past, present, future)
PP	3	C	6	a	Create an original artwork that communicates ideas about the following themes: · Functions of Art in Culture (e.g., celebrate rites of passage, teach history and/or religion, decorate useful objects), personal Identity
PP	3	C	7	a	Create an original artwork that communicates ideas about the following themes: Group Identity, Nature
PP	3	C	8	a	Create an original artwork that communicates ideas about the following themes: · Environment, Time (e.g., past, present, future)
PP	3	C	HS Level 1	a	Create original artwork that communicates ideas through themes (e.g., identity, power, time, nature, illusion)
PP	3	C	HS Level 2	a	Create an original artwork that communicates ideas through the following themes (e.g., cultural identity, social commentary, ceremony/ritual, myth/legend, reflection/transparency)
PP	3	C	HS Level 3	a	Create original artwork that communicates ideas through themes (e.g., national identity, spirituality, vision, progress, human condition, narrative)
PP	3	C	HS Level 4	a	Develop a theme through a series of original artworks that communicates personal ideas · Addresses complex visual and/or conceptual ideas, Shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety
EP	1	A	K	a	Identify and use lines
EP	1	A	1	a	Identify and use straight, curved, thick, and thin lines
EP	1	A	2	a	Identify and use zigzag, dotted, and wavy lines
EP	1	A	3	a	Identify and use horizontal, vertical, and diagonal lines
EP	1	A	4	a	Identify and use outlines

EP	1	A	5	a	Identify and use contour lines
EP	1	A	6	a	Identify and use converging lines
EP	1	A	6	b	Identify and use contour lines to define a complex object
EP	1	A	7	a	Identify and use rhythmic lines
EP	1	A	8	a	Identify and use varied line quality
EP	1	A	HS Level 1	a	Identify and use weighted contour, parallel, and perpendicular lines
EP	1	A	HS Level 2	a	Identify and use hatching, crosshatching, stippling, and calligraphic lines
EP	1	A	HS Level 3	a	Identify and use gesture lines and implied lines
EP	1	A	HS Level 4	a	Use line expressively to communicate ideas
EP	1	B	K	a	Identify and use shapes
EP	1	B	K	b	Categorize shapes as large and small
EP	1	B	1	a	Identify and use triangle, circle, square, rectangle and oval shapes
EP	1	B	1	b	Categorize shapes as small, medium, and large
EP	1	B	2	a	Identify and use geometric shapes
EP	1	B	3	a	Differentiate between shapes and forms
EP	1	B	4	a	Identify and use organic (freeform) shapes
EP	1	B	5	a	Identify and use symbolic shapes
EP	1	B	6	a	Identify and use complex shapes such as people, animals, vehicles
EP	1	B	7	a	Identify and use rhythmic shapes
EP	1	B	8	a	Identify and use varied shapes

EP	1	B	HS Level 1	a	Differentiate between and use geometric and organic (freeform) shapes
EP	1	B	HS Level 2	a	Identify and use complex shapes
EP	1	B	HS Level 3	a	Identify and use implied shapes
EP	1	B	HS Level 4	a	Use shapes expressively to communicate ideas
EP	1	C	K	a	Not assessed at this level
EP	1	C	1	a	Identify and use form
EP	1	C	2	a	Identify and use geometric forms: sphere, cube, cylinder, and cone
EP	1	C	3	a	Identify and demonstrate sculpture-in-the-round
EP	1	C	4	a	Identify and demonstrate relief sculpture
EP	1	C	4	b	Identify and use organic form
EP	1	C	5	a	Identify and use the illusion of form: cube, sphere, cylinder, and cone
EP	1	C	6	a	Not assessed at this grade level
EP	1	C	7	a	Differentiate between and demonstrate high and low relief
EP	1	C	8	a	Identify and use a range of values to create the illusion of form
EP	1	C	HS Level 1	a	Identify and use high and low relief
EP	1	C	HS Level 1	b	Identify and use illusion of form: sphere, cube, cone, and cylinder
EP	1	C	HS Level 2	a	Identify and use form in-the-round
EP	1	C	HS Level 2	b	Identify and demonstrate the illusion of complex form in a two-dimensional artwork
EP	1	C	HS Level 3	a	Identify and create complex form in-the-round
EP	1	C	HS Level 3	b	Identify and demonstrate the illusion of transparent and reflective forms in two-dimensional artwork

EP	1	C	HS Level 4	a	Use forms expressively to communicate ideas
EP	1	D	K	a	Not assessed at this grade level
EP	1	D	1	a	Identify and use texture
EP	1	D	2	a	Identify and use actual texture
EP	1	D	3	a	Identify and use invented textures
EP	1	D	4	a	Not assessed at this grade level
EP	1	D	5	a	Identify and use implied or simulated textures
EP	1	D	6	a	Identify and use real/actual texture
EP	1	D	7	a	Identify and use implied or simulated texture
EP	1	D	8	a	Identify and use invented texture
EP	1	D	HS Level 1	a	Identify and use real, invented and simulated textures
EP	1	D	HS Level 2	a	Identify and create simulated textures from observation
EP	1	D	HS Level 3	a	Contrast textures within the same artwork
EP	1	D	HS Level 4	a	Use textures expressively to communicate ideas
EP	1	E	K	a	Identify and use color
EP	1	E	1	a	Identify and use primary colors
EP	1	E	2	a	Identify and use secondary colors
EP	1	E	3	a	Identify and use warm and cool colors
EP	1	E	4	a	Identify and use tints and shades
EP	1	E	5	a	Identify and use intermediate and neutral colors

EP	1	E	5	b	Identify the arrangement of colors on a color wheel
EP	1	E	6	a	Identify and use monochromatic colors
EP	1	E	7	a	Identify and use analogous colors
EP	1	E	8	a	Identify and use complementary colors
EP	1	E	HS Level 1	a	Identify and use color theory including color value, and color schemes (analogous, monochromatic, and complementary)
EP	1	E	HS Level 2	a	Identify and use color theory including color intensity and split-complementary color scheme
EP	1	E	HS Level 2	b	Identify and use local color
EP	1	E	HS Level 3	a	Identify and use arbitrary color and symbolic color
EP	1	E	HS Level 4	a	Use color expressively to communicate ideas
EP	1	F	K	a	Not assessed at this grade level
EP	1	F	1	a	Identify and use value
EP	1	F	2	a	Identify and use light and dark values
EP	1	F	3	a	Not assessed at this grade level
EP	1	F	4	a	Identify and demonstrate a value scale
EP	1	F	5	a	Not assessed at this grade level
EP	1	F	6	a	Identify and demonstrate color value (tints and shades)
EP	1	F	6	b	Identify and demonstrate a value scale
EP	1	F	7	a	Not assessed at this grade level
EP	1	F	8	a	Identify and use a range of values

EP	1	F	HS Level 1	a	Identify and use a range of values to create the illusion of simple forms (including highlights and cast shadows)
EP	1	F	HS Level 2	a	Identify and use a range of values to create the illusion of complex forms
EP	1	F	HS Level 3	a	Identify and use a range of values to create the illusion of form through observation of transparent and reflective objects
EP	1	F	HS Level 4	a	Use value expressively to communicate ideas
EP	1	G	K	a	Not assessed at this grade level
EP	1	G	1	a	Identify and demonstrate the use of space
EP	1	G	2	a	Identify and use foreground and background to create illusion of space
EP	1	G	3	a	Identify and use middle ground, overlapping, and change of size to create illusion of space
EP	1	G	4	a	Identify and use placement and change in detail to create illusion of space
EP	1	G	4	b	Identify and use positive and negative space
EP	1	G	5	a	Identify and use converging lines to create the illusion of space
EP	1	G	5	b	Identify and use a single horizon line
EP	1	G	6	a	Identify and use positive and negative shapes in two-dimensional work
EP	1	G	7	a	Identify and use positive and negative forms in three-dimensional work
EP	1	G	8	a	Identify and use one-point linear perspective to create the illusion of space
EP	1	G	HS Level 1	a	Identify and use positive and negative space in two-dimensional work
EP	1	G	HS Level 1	b	Identify and use perspective techniques to create the illusion of space (one-point linear perspective, overlapping, and change of size, detail, placement, value contrast)
EP	1	G	HS Level 2	a	Identify and use positive and negative space in three-dimensional work

EP	1	G	HS Level 2	b	Identify and use perspective techniques to create the illusion of space (two-point linear perspective, overlapping, and change of size, detail, placement, value, contrast, color)
EP	1	G	HS Level 3	a	Design negative and positive space from all viewpoints in three-dimensional work
EP	1	G	HS Level 3	b	From observation, identify and use appropriate perspective techniques to create the illusion of space
EP	1	G	HS Level 4	a	Use space expressively to communicate ideas
EP	2	A	K	a	Not assessed at this level
EP	2	A	1	a	Identify and demonstrate the concept of middle or center
EP	2	A	2	a	Not assessed at this level
EP	2	A	3	a	Identify and use symmetrical (formal) balance
EP	2	A	4	a	Identify and use radial balance
EP	2	A	5	a	Identify and use asymmetrical (informal) balance
EP	2	A	6	a	Identify and use symmetrical (formal) balance
EP	2	A	7	a	Identify and use radial balance
EP	2	A	8	a	Identify and use asymmetrical (informal) balance
EP	2	A	HS Level 1	a	Differentiate among and use symmetrical (formal), asymmetrical (informal), and radial balance
EP	2	A	HS Level 2	a	Use elements to create compositional balance
EP	2	A	HS Level 3	a	Use balance to support the communication of an idea
EP	2	A	HS Level 4	a	Use balance expressively
EP	2	B	K	a	Not assessed at this level
EP	2	B	1	a	Not assessed at this level

EP	2	B	2	a	Not assessed at this level
EP	2	B	3	a	Not assessed at this level
EP	2	B	4	a	Identify and create center of interest (focal point)
EP	2	B	5	a	Not assessed at this level
EP	2	B	6	a	Not assessed at this level
EP	2	B	7	a	Identify and use center of interest (focal point)
EP	2	B	8	a	Not assessed at this level
EP	2	B	HS Level 1	a	Identify and create emphasis (focal point) through contrast and convergence
EP	2	B	HS Level 2	a	Identify and use emphasis (focal point) through isolation and location
EP	2	B	HS Level 3	a	Use emphasis to support the communication of an idea
EP	2	B	HS Level 4	a	Use emphasis expressively
EP	2	C	K	a	Not assessed at this level
EP	2	C	1	a	Not assessed at this level
EP	2	C	2	a	Identify and use color contrast
EP	2	C	3	a	Identify and use size contrast
EP	2	C	4	a	Identify and use value contrast
EP	2	C	5	a	Identify and use texture contrast
EP	2	C	6	a	Identify and use shape, line, and size contrast
EP	2	C	8	a	Identify and use color and value contrast
EP	2	C	HS Level 1	a	Identify and use variation within a single element to create contrast (e.g., different values), asymmetrical

(informal), and radial balance

EP	2	C	HS Level 2	a	Identify and vary elements in the same work to create contrast (e.g., different values and different textures)
EP	2	C	HS Level 3	a	Use contrast to support the communication of an idea
EP	2	C	HS Level 4	a	Use contrast expressively
EP	2	D	K	a	Identify and use a pattern by repeating a single shape, line, or color
EP	2	D	1	a	Identify and create an alternating pattern (abab)
EP	2	D	2	a	Identify and create a complex pattern
EP	2	D	3	a	Not assessed at this level
EP	2	D	4	a	Not assessed at this level
EP	2	D	5	a	Not assessed at this level
EP	2	D	6	a	Not assessed at this level
EP	2	D	7	a	Identify and use regular rhythm
EP	2	D	8	a	Identify and use progressive rhythm
EP	2	D	HS Level 1	a	Identify and use elements to create regular rhythm
EP	2	D	HS Level 2	a	Identify and use elements to create progressive rhythm
EP	2	D	HS Level 3	a	Use rhythm to support the communication of an idea
EP	2	D	HS Level 4	a	Use rhythm expressively
EP	2	E	K	a	Not assessed at this level
EP	2	E	1	a	Not assessed at this level
EP	2	E	2	a	Not assessed at this level

EP	2	E	3	a	Not assessed at this level
EP	2	E	4	a	Not assessed at this level
EP	2	E	5	a	Not assessed at this level
EP	2	E	6	a	Not assessed at this level
EP	2	E	7	a	Not assessed at this level
EP	2	E	8	a	Not assessed at this level
EP	2	E	HS Level 1	a	Explain how elements and principles create unity in artworks
EP	2	E	HS Level 2	a	Identify and create unity through elements and principles
EP	2	E	HS Level 3	a	Use unity to support the communication of an idea
EP	2	E	HS Level 4	a	Use unity to support the personal expression of an idea
EP	2	F	K	a	Not assessed at this level
EP	2	F	1	a	Not assessed at this level
EP	2	F	2	a	Not assessed at this level
EP	2	F	3	a	Not assessed at this level
EP	2	F	4	a	Identify realistic facial proportions
EP	2	F	5	a	Identify and use relative size (realistic scale)
EP	2	F	6	a	Create facial features in realistic proportion
EP	2	F	7	a	Not assessed at this level
EP	2	F	8	a	Identify and use appropriate scale relationship
EP	2	F	HS Level 1	a	Identify and use realistic facial proportions

EP	2	F	HS Level 2	a	Identify and use realistic figure proportions
EP	2	F	HS Level 3	a	Identify and use foreshortened figure proportions
EP	2	F	HS Level 4	a	Use facial and/or figure proportions expressively
AP	1	A	K	a	Not assessed at this level
AP	1	A	1	a	Discuss a response (feeling or idea) to an artwork based upon the student's life experience
AP	1	A	2	a	Explain different responses you have to different artworks
AP	1	A	3	a	Compare different responses students may have to the same artwork
AP	1	A	4	a	Discuss and develop answers to questions about art, such as: · What is art?, · What is beauty?
AP	1	A	5	a	Discuss and develop answers to questions about art, such as: Who decides what makes an artwork special, valuable or good?
AP	1	A	6	a	Discuss how different cultures have different concepts of beauty
AP	1	A	6	b	Explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs
AP	1	A	7	a	Discuss and develop answers to questions about art: · What is art?, · Should art look real?, · Should art be beautiful?, · Should art look real?
AP	1	A	7	b	Compare and contrast responses of class members to realistic, abstract, and non-objective artworks
AP	1	A	8	a	Discuss how people might respond differently to specific American artworks based upon their sub group (e.g., race, gender, attitude toward the environment, business, immigrant group, age, religion, economic status, or level of education)
AP	1	A	HS Level 1	a	Discuss personal beliefs about the nature of art
AP	1	A	HS Level 1	b	Define aesthetics as the branch of philosophy that deals with the nature and value of art
AP	1	A	HS Level 1	c	Discuss and develop answers to questions about art, such as: · What is art?, · Why do responses vary?, Who decides what makes an artwork special, valuable or good?

AP	1	A	HS Level 2	a	Discuss how perceptions in art reflect community and/or culture beliefs and values
AP	1	A	HS Level 2	b	Compare how responses to works of art differ based on whether the viewer is a member of the culture in which the art was created
AP	1	A	HS Level 3	a	Discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition)
AP	1	A	HS Level 4	a	Discuss the evolution of personal beliefs about the nature of art
AP	1	A	HS Level 4	b	Discuss how personal and cultural beliefs influence the interpretation of the meaning, message, or value of a work of art
AP	2	A	K	a	Identify the subject of artworks
AP	2	A	1	a	Identify the following in artworks: lines, shapes, colors, patterns
AP	2	A	2	a	Identify the following in artworks: Geometric shapes, Geometric forms, Foreground and background, Real textures, Contrast/ variety of colors
AP	2	A	3	a	Identify the following in artworks: Warm and Cool Colors, Symmetrical Balance, Invented textures, Horizontal, Diagonal, and vertical lines, Contrast/ variety of sizes
AP	2	A	4	a	Describe the use of the following in artworks: outlines, organic shapes, organic forms, tints and shades, values, positive and negative space, radial balance, center of interest/local, point, contrast/variety of values, complex patterns, facial proportions
AP	2	A	5	a	Describe the use of the following in artworks: Contour lines, Symbolic shapes, Illusion of form, Implied/simulated textures, Intermediate and Neutral colors, Asymmetrical Balance Contrast/variety of textures, Perspective change in size, Point of view
AP	2	A	6	a	Identify the type of artwork (e.g., painting, drawing, print, sculpture)
AP	2	A	6	b	Identify and explain symbolism or message communicated in an artwork
AP	2	A	6	c	Match the artwork with an aesthetic theory: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)
AP	2	A	7	a	Describe the artwork and subject matter

AP	2	A	7	b	Describe elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in artworks
AP	2	A	7	c	Interpret the subject and theme, supporting them with the artist's use of elements and principles
AP	2	A	7	d	Select an aesthetic theory and explain why it best fits the artwork: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/ Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)
AP	2	A	8	a	Describe artwork in detail
AP	2	A	8	b	Analyze the use of elements and principles used in artworks
AP	2	A	8	c	Interpret the meaning of work Judge the work from each aesthetic theory: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/ Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)
AP	2	A	HS Level 1	a	With one artwork: describe artwork; analyze the use of elements and principles in the work
AP	2	A	HS Level 1	b	Interpret the meaning of the work (subject, theme, symbolism, message communicated)
AP	2	A	HS Level 1	c	Judge the work from various perspectives: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/ Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)
AP	2	A	HS Level 2	a	Compare and contrast two artworks: describe artwork
AP	2	A	HS Level 2	b	analyze the use of elements and principles in the work
AP	2	A	HS Level 2	c	Interpret the meaning of the work (subject, theme, symbolism, message communicated)
AP	2	A	HS Level 2	d	Judge the work from various perspectives: Showing a real or idealized image of life (Imitationalism), Expressing feelings (Emotionalism/ Expressionism), Emphasis on elements and principles (Formalism), Serving a purpose in the society or culture (Functionalism)
AP	2	A	HS Level 3	a	Compare and contrast student artwork with professional artworks or masterpieces: describe artwork
AP	2	A	HS Level 3	b	Analyze the use of elements and principles in the work
AP	2	A	HS Level 3	c	Interpret the meaning of the work (subject, theme, symbolism, message communicated)

AP	2	A	HS Level 3	d	Judge the work from various perspectives: Showing a real or idealized image of life (Imitationalism), Expressing feelings (Emotionalism/ Expressionism), Emphasis on elements and principles (Formalism), Serving a purpose in the society or culture (Functionalism)
AP	2	A	HS Level 4	a	Use the following process with a body of work (portfolio)
AP	2	A	HS Level 4	b	Describe artwork
AP	2	A	HS Level 4	c	Analyze the use of elements and principles in the work
AP	2	A	HS Level 4	d	Interpret the meaning of the work (subject, theme, symbolism, message communicated)
AP	2	A	HS Level 4	e	Showing a real or idealized image of life (Imitationalism), Expressing feelings (Emotionalism/ Expressionism), Emphasis on elements and principles (Formalism), Serving a purpose in the society or culture (Functionalism)
IC	1	A	K	a	Use physical movement in dance to interpret line in artwork
IC	1	A	1	a	Relate costumes in theatre to clothing design
IC	1	A	2	a	Compare patterns in music to patterns in artworks
IC	1	A	3	a	Compare the art and music of a particular culture
IC	1	A	4	a	Explain how a play or skit could be inspired by a work of art (e.g., painting or statue)
IC	1	A	5	a	Compare a work of art to a work of music
IC	1	A	6	a	Compare and contrast music and art from the same culture
IC	1	A	7	a	Explain how art is used in designing sets in film, television, or live theater
IC	1	A	8	a	Compare and contrast examples of American art and music
IC	1	A	HS Level 1	a	Connect meanings of elements in art with terms in music, theatre, or dance
IC	1	A	HS Level 2	a	Connect the characteristics of art and music created in the same culture or time period (e.g., Harlem Renaissance and jazz, Native-American art and music, Asian art and music, Latino art and music)
IC	1	A	HS Level 3	a	Use theatre techniques to present information in art (e.g., voice, stage presence, props, video, script-writing,

set)

IC	1	A	HS Level 4	a	Select and present music that expresses personal artwork
IC	2	A	K	a	Explain how stories can be told in pictures and/or words
IC	2	A	1	a	Explain how patterns in art are similar to patterns in math.
IC	2	A	2	a	Explain the connection between American Indian culture and art
IC	2	A	3	a	Explain how the math principle of symmetry is used in art
IC	2	A	4	a	Explain how George Caleb Bingham and Thomas Hart Benton reflected life in Missouri
IC	2	A	5	a	Explain how American artists expressed the idea of patriotism
IC	2	A	6	a	Explain how artworks reflect the cultures in which they were created
IC	2	A	7	a	Explain the relationship between illustration and written text.
IC	2	A	8	a	Explain how events and ideas in United States history are communicated through artworks
IC	2	A	HS Level 1	a	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.
IC	2	A	HS Level 2	a	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.
IC	2	A	HS Level 3	a	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.
IC	2	A	HS Level 4	a	Explain how contemporary events and social ideas are reflected in student artworks
HC	1	A	K	a	Not assessed at this grade level
HC	1	A	1	a	Identify works of art from: United States, Europe(Cave), Asia
HC	1	A	2	a	Identify works of art from: United States, (Native American), Egypt

HC	1	A	3	a	Identify works of art from: United States, Europe(Realistic), Africa
HC	1	A	4	a	Identify works of art from: · United States (Realistic: Missouri, Westward Expansion), · Europe (Abstract)
HC	1	A	5	a	Identify works of art from: · United States (Painting, Architecture), Europe (Painting, Architecture)
HC	1	A	6	a	Identify works of art from: · Ancient Greece/Rome/Egypt Pre-Columbian Americas (e.g., Aztec, Inca, Maya), Africa, Asia
HC	1	A	7	a	Identify works of art from: · Europe (Real, Abstract, Non-Objective), United States (Real, Abstract, Non-Objective)
HC	1	A	8	a	Identify works of art from United States (Native American, Painting, Sculpture, Architecture)
HC	1	A	HS Level 1	a	Identify artworks from the following: · Ancient Greece/Rome, · Renaissance, · Impressionism, · Post-Impressionism, Pop-art, Op art
HC	1	A	HS Level 2	a	Identify artworks from the following: Cubism, American Regionalism, Abstract Exresionalism, Native-American, Lation, Asia
HC	1	A	HS Level 3	a	Identify artworks from the following: · German Expressionism, · Surrealism, · Photorealism, · Post-Modern
HC	1	A	HS Level 4	a	Select and research periods/movements of art that align with portfolio development
HC	1	B	1	a	Compare and contrast two artworks on: Subject matter
HC	1	B	1	b	Compare and contrast two artworks on: use of line color and shape
HC	1	B	2	a	Compare and contrast two artworks on: Subject mat-ter
HC	1	B	2	b	Compare and contrast two artworks on: Media
HC	1	B	2	c	Compare and contrast two artworks on: use of line color and shape
HC	1	B	2	d	Compare and contrast two artworks on: themepurpose of art in culture
HC	1	B	3	a	Compare and contrast two artworks on: subjectmatter
HC	1	B	3	b	Compare and contrast two artworks on: Media

HC	1	B	3	c	Compare and contrast two artworks on: theme
HC	1	B	3	d	Compare and contrast two artworks on: theme purpose of art in culture
HC	1	B	3	e	Compare and contrast two artworks on: Place
HC	1	B	4	a	Compare and contrast two artworks on: Subject Matter
HC	1	B	4	b	Compare and contrast two artworks on: Media
HC	1	B	4	c	Compare and contrast two artworks on: use value and space
HC	1	B	4	d	Compare and contrast two artworks on: theme
HC	1	B	4	e	Compare and contrast two artworks on: purpose of art in culture
HC	1	B	4	f	Compare and contrast two artworks on: place
HC	1	B	5	a	Compare and contrast two artworks on: time
HC	1	B	5	b	Compare and contrast two artworks on: place
HC	1	B	5	c	Compare and contrast two artworks on: subject matter
HC	1	B	5	d	Compare and contrast two artworks on: media
HC	1	B	5	e	Compare and contrast two artworks on: use of elements
HC	1	B	5	f	Compare and contrast two artworks on: theme
HC	1	B	5	g	Compare and contrast two artworks on: purpose of art in culture
HC	1	B	5	h	Compare and contrast two artworks on: use of materials in technology
HC	1	B	6	a	Compare and contrast two artworks on: time
HC	1	B	6	b	Compare and contrast two artworks on: place
HC	1	B	6	c	Compare and contrast two artworks on: subject matter

HC	1	B	6	d	Compare and contrast two artworks on: theme
HC	1	B	6	e	Compare and contrast two artworks on: characteristics
HC	1	B	6	f	Compare and contrast two artworks on: cultural context
HC	1	B	7	a	Compare and contrast two artworks on: time
HC	1	B	7	b	Compare and contrast two artworks on: place
HC	1	B	7	c	Compare and contrast two artworks on: subject matter
HC	1	B	7	d	Compare and contrast two artworks on: theme
HC	1	B	7	e	Compare and contrast two artworks on: characteristics
HC	1	B	7	f	Compare and contrast two artworks on: cultural context
HC	1	B	8	a	Compare and contrast two artworks on: time
HC	1	B	8	b	Compare and contrast two artworks on: place
HC	1	B	8	c	Compare and contrast two artworks on: subject matter
HC	1	B	8	d	Compare and contrast two artworks on: theme
HC	1	B	8	e	Compare and contrast two artworks on: characteristics
HC	1	B	8	f	Compare and contrast two artworks on: materials/technology
HC	1	B	8	g	Compare and contrast two artworks on: ideas and beliefs of culture
HC	1	B	8	h	Compare and contrast two artworks on: function of art in culture/society
HC	1	B	HS Level 1	a	Compare and contrast two artworks on: time
HC	1	B	HS Level 1	b	Compare and contrast two artworks on: place
HC	1	B	HS Level 1	c	Compare and contrast two artworks on: artist

HC	1	B	HS Level 1	d	Compare and contrast two artworks on: subject matter
HC	1	B	HS Level 1	e	Compare and contrast two artworks on: theme
HC	1	B	HS Level 1	f	Compare and contrast two artworks on: characteristics
HC	1	B	HS Level 1	g	Compare and contrast two artworks on: materials/technology
HC	1	B	HS Level 1	h	Compare and contrast two artworks on: ideas and beliefs of culture
HC	1	B	HS Level 1	i	Compare and contrast two artworks on: function of art in culture/society
HC	1	B	HS Level 2	a	Compare and contrast two artworks on: time
HC	1	B	HS Level 2	b	Compare and contrast two artworks on: place
HC	1	B	HS Level 2	c	Compare and contrast two artworks on: artist
HC	1	B	HS Level 2	d	Compare and contrast two artworks on: subject matter
HC	1	B	HS Level 2	e	Compare and contrast two artworks on: theme
HC	1	B	HS Level 2	f	Compare and contrast two artworks on: characteristics
HC	1	B	HS Level 2	g	Compare and contrast two artworks on: materials/technology
HC	1	B	HS Level 2	h	Compare and contrast two artworks on: ideas and beliefs of culture
HC	1	B	HS Level 2	i	Compare and contrast two artworks on: function of art in culture/society
HC	1	B	HS Level 3	a	Compare and contrast two artworks on: time
HC	1	B	HS Level 3	b	Compare and contrast two artworks on: place
HC	1	B	HS Level 3	c	Compare and contrast two artworks on: artist
HC	1	B	HS Level 3	d	Compare and contrast two artworks on: subject matter
HC	1	B	HS Level 3	e	Compare and contrast two artworks on: theme

HC	1	B	HS Level 3	f	Compare and contrast two artworks on: characteristics
HC	1	B	HS Level 3	g	Compare and contrast two artworks on: materials/technology
HC	1	B	HS Level 3	h	Compare and contrast two artworks on: ideas and beliefs of culture
HC	1	B	HS Level 3	i	Compare and contrast two artworks on: function of art in culture/society
HC	1	B	HS Level 4	a	Describe the evolution of an artist's body of work over time
HC	1	B	HS Level 4	b	Explain an artist's place in historical context

END