

Indiana Academic Standards for Visual Arts

The IPFW Community Arts Academy Addresses these standards for grades K-12. For detail, see <http://ideanet.doe.state.in.us/standards/welcome2.html> or contact the IPFW Community Arts Academy (260-481-6959)

INTRODUCTION

Standards: What are they and why are they necessary?

Standards are statements that define *what students should know and be able to do* upon completion of specific levels of instruction. Standards serve as a gauge for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals aspired to for expanding and improving fine arts education in the United States

The new Visual Art Standards were recommended by Indiana's Education Roundtable and approved by the State Board of Education in summer 2000 under the Indiana General Assembly's direction to develop standards that are "world-class, clear, concise, jargon-free, and by grade-level."

Quality Art Education: A Description

Quality art education offers a balance between creating art and responding to art. The components of a quality art education feature these content areas and activities:

History: Students engage in research and inquiry into the historical, social and cultural contexts of art. Through inquiry into art history, students investigate works of art to determine their origins, histories, and meaning, thus acquiring a sense of world civilizations.

Criticism: Students understand and engage in critical inquiry in order to determine meaning in their work and the works of others. Through critical inquiry students increase their understanding and appreciation of art and its role in society. They develop the visual sensitivity and critical judgement needed to participate in a visually dominant society and to objectively evaluate persuasive visual images.

Aesthetics: Students raise and discuss questions concerning the nature, meaning, and value of art. Through aesthetic inquiry students practice the intrapersonal skills of reflection, reasoning, and logic.

Production: Students respond to observations, feelings, ideas, and other experiences by creating works of art through skillful, thoughtful, and imaginative application of media, tools, techniques, and processes. Through studio activities students discover, experiment, and use problem solving skills to express their values and feelings.

Careers & Community: Students identify methods for connecting artistic concepts, processes and skills to careers in art. Students learn to recognize the role of art in society and begin to identify their responsibility for supporting the artistic heritage of their community.

Integrated Studies: Students make connections between art and other disciplines. They create integrated works utilizing the symbol systems (or sign systems) of different disciplines, and thereby enhance communication. By studying a theme through multiple disciplines, students realize the impact of art upon other disciplines and how the sign systems of various disciplines provide a unique understanding of the world.

Standards at the National Level

The Indiana Academic Standards for Visual Art are based upon and closely aligned with the national standards as well as a discipline-based art education approach. The six national standards for visual arts education are intrinsically embedded in the Indiana standards though their order and presentation appear dissimilar. Those accustomed to teaching curriculum based on the national standards should find their inclusion in the Indiana standards a logical progression.

Philosophy and Rationale for the Fine Arts

In our efforts to provide a quality education for every child in our state, it is important to provide for all aspects of human growth. This includes artistic, expressive, and cultural, as well as intellectual, emotional, physical and social development. The arts are essential in education for they provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other disciplines. Literacy in the arts enhances a person's ability to participate in society by developing creative problem solving, inquiry, and communication skill, and by providing an avenue for self-expression and multiple points of view. For these reasons, a curriculum that enables students to become self-directed, lifelong learners in the arts should be available to all Indiana students.

Goals of the Fine Arts

The ultimate goal of a fine arts curriculum is to enable students to be proficient creators, performers, critics, listeners, and observers of the arts. Students who attain academic standards in the fine arts will be able to use the arts to think and learn independently, know themselves and the world around them, and communicate in the art forms studied. To ensure that students attain these standards and capabilities, they must be immersed in numerous opportunities to learn about, perform, create, and evaluate the fine arts.

In order to promote student literacy in the fine arts, the goals for students in grades K-12 are to:

- . value the arts
- . become confident in one's artistic abilities
- . communicate in and through the arts

- . □develop one's artistic skills
- . □become creative problem solvers
- . □exhibit knowledge of the historical and cultural backdrop of the arts
- . □exhibit the ability to critique the arts
- . □exhibit the development of aesthetic awareness in the arts

RESPONDING TO ART: History

Standard 1: *Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.*

Standard 2: *Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.*

RESPONDING TO ART: Criticism

Standard 3: *Students describe, research, and interpret works of art and artifacts.*

Standard 4: *Students identify and apply criteria to make informed judgements about art.*

RESPONDING TO ART: Aesthetics

Standard 5: *Students reflect on and discuss the nature of art and aesthetic issues concerning the meaning and significance of art.*

Standard 6: *Students theorize about art and make informed judgements.*

CREATING ART: Production

Standard 7: *Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.*

Standard 8: *Students understand and apply elements and principles of design effectively in their work.*

Standard 9: *Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.*

Standard 10: *Students reflect on, revise, and refine work using problem solving and critical thinking skills.*

CAREERS AND COMMUNITY

Standard 11: *Students recognize a variety of art-related professions and careers in our society.*

Standard 12: *Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.*

INTEGRATED STUDIES

Standard 13: *Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.*

Standard 14: *Students understand the integrative nature of art forms including dance, theater, music, visual art, and media art.*

1st Grade

RESPONDING TO ART: History

Standard 1: *Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.*

Standard 2: *Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.*

RESPONDING TO ART: Criticism

Standard 3: *Students describe, research, and interpret works of art and artifacts.*

Standard 4: *Students identify and apply criteria to make informed judgements about art.*
1.4.1 *Listen to a critic, artist, or historian talk about art.*

RESPONDING TO ART: Aesthetics

Standard 5: *Students reflect on and discuss the nature of art and aesthetic issues concerning the meaning and significance of art.*

1.5.1 Observe and reflect on a work of art and share personal responses with peers; demonstrate curiosity.

Standard 6

Students theorize about art and make informed judgements.

CREATING ART: Production

Standard 7: *Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.*

Standard 8: *Students understand and apply elements and principles of design effectively in their work.*

Standard 9: *Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.*

Standard 10: *Students reflect on, revise, and refine work using problem solving and critical thinking skills.*

CAREERS AND COMMUNITY

Standard 11: *Students recognize a variety of art-related professions and careers in our society.*

1.11.1 *Verbalize what an artist does from personal contact with visiting artists or artists from the community.*

Standard 12: *Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.*

INTEGRATED STUDIES

Standard 13: *Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.*

Standard 14: *Students understand the integrative nature of art forms including dance, theater, music, visual art, and media art.*

2nd Grade

RESPONDING TO ART: History

Standard 1: *Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.*

Standard 2: *Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.*

RESPONDING TO ART: Criticism

Standard 3: *Students describe, analyze, and interpret works of art and artifacts.*

Standard 4: *Students identify and apply criteria to make informed judgements about art.*

RESPONDING TO ART: Aesthetics

Standard 5: *Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.*

Standard 6: *Theorize about art and make informed judgments.*

CREATING ART: Production

Standard 7: *Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.*

Standard 8: *Students understand and apply elements and principles of design effectively in their work.*

Standard 9: *Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.*

Standard 10: *Students reflect on, revise, and refine work using problem solving and critical thinking skills.*

CAREERS AND COMMUNITY

Standard 11: *Students recognize a variety of art-related professions and careers in our society.*

Standard 12: *Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.*

INTEGRATED STUDIES

Standard 13: *Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.*

Standard 14: *Students understand the integrative nature of art forms including dance, theater, music, visual art, and media art.*

3rd Grade

RESPONDING TO ART: History

Standard 1: *Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.*

Standard 2: *Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.*

RESPONDING TO ART: Criticism

Standard 3: *Students describe, analyze, and interpret works of art and artifacts.*

Standard 4: *Students identify and apply criteria to make informed judgements about art.*

RESPONDING TO ART: Aesthetics

Standard 5: Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

Standard 6: Students theorize about art and make informed judgements.

CREATING ART: Production

Standard 7: Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

Standard 8: Students understand and apply elements and principles of design effectively in their work.

Standard 9: Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

Standard 10: Students reflect on, revise, and refine work using problem solving and critical thinking skills.

CAREERS AND COMMUNITY

Standard 11: Students recognize a variety of art-related professions and careers in our society.

Standard 12: Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

INTEGRATED STUDIES

Standard 13: Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

Standard 14: Students understand the integrative nature of art forms including dance, theater, music, visual art, and media art.

4th Grade

RESPONDING TO ART: History

Standard 1: Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

Standard 2: Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

RESPONDING TO ART: Criticism

Standard 3: Students describe, analyze, and interpret works of art and artifacts.

Standard 4: *Students identify and apply criteria to make informed judgements about art.*

RESPONDING TO ART: AESTHETICS

Standard 5: *Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.*

Standard 6: *Theorize about art and make informed judgements .*

CREATING ART: Production

Standard 7: *Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.*

Standard 8: *Students understand and apply elements and principles of design effectively in their work.*

Standard 9: *Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.*

Standard 10: *Students reflect on, revise, and refine work using problem solving and critical thinking skills.*

CAREERS AND COMMUNITY

Standard 11: *Students recognize a variety of art-related professions and careers in our society.*

Standard 12: *Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.*

INTEGRATED STUDIES

Standard 13: *Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.*

Standard 14: *Students understand the integrative nature of art forms including dance, theater, music, visual art, and media art.*

5th Grade

RESPONDING TO ART: History

Standard 1: *Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.*

Standard 2: *Students recognize significant works of Western and non-Western art and*

understand the chronological development of art movements.

RESPONDING TO ART: Criticism

Standard 3: Students describe, analyze, and interpret works of art and artifacts.

Standard 4: Students identify and apply criteria to make informed judgements about art.

RESPONDING TO ART: Aesthetics

Standard 5: Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

Standard 6: Students theorize about art and make informed judgements.

CREATING ART: Production

Standard 7: Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

Standard 8: Students understand and apply elements and principles of design effectively in their work.

Standard 9: Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

Standard 10: Students reflect on, revise, and refine work using problem solving and critical thinking skills.

CAREERS AND COMMUNITY

Standard 11: Students recognize a variety of art-related professions and careers in our society.

Standard 12: Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

INTEGRATED STUDIES

Standard 13: Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

Standard 14: Students understand the connections between many art forms including dance, theater, music, visual arts, and media arts.

RESPONDING TO ART: History

Standard 1: *Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.*

Standard 2: *Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.*

RESPONDING TO ART: Criticism

Standard 3: *Students describe, analyze, and interpret works of art and artifacts.*

Standard 4: *Students identify and apply criteria to make informed judgements about art.*

RESPONDING TO ART: Aesthetics

Standard 5: *Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.*

Standard 6: *Students theorize about art and make informed judgements.*

CREATING ART: Production

Standard 7: *Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.*

Standard 8: *Students understand and apply elements and principles of design effectively in their work.*

Standard 9: *Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.*

Standard 10: *Students reflect on, revise, and refine work using problem solving and critical thinking skills.*

Standard 11: *Students recognize a variety of art-related professions and careers in our society.*

Standard 12: *Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.*

INTEGRATED STUDIES

Standard 13: *Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.*

Standard 14: *Students understand the connections between many art forms including*

dance, theater, music, visual arts, and media arts.

7th Grade

RESPONDING TO ART: History

Standard 1: *Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.*

RESPONDING TO ART: History Standard 2: *Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.*

RESPONDING TO ART: Criticism Standard 3: *Students describe, analyze, and interpret works of art and artifacts.*

Standard 4: *Students identify and apply criteria to make informed judgements about art.*

RESPONDING TO ART: Aesthetics

Standard 5: *Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.*

Standard 6: *Students theorize about art and make informed judgements.*

CREATING ART: Production

Standard 7: *Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.*

Standard 8: *Students understand and apply elements and principles of design effectively in their work.*

Standard 9: *Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.*

Standard 10: *Students reflect on, revise, and refine work using problem solving and critical thinking skills.*

Standard 11: *Students recognize a variety of art-related professions and careers in our society.*

Standard 12: *Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.*

INTEGRATED STUDIES

Standard 13: *Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.*

INTEGRATED STUDIES

Standard 14: *Students understand the connections between many art forms including dance, theater, music, visual arts, and media arts.*

7.14.1 Analyze how two or more art forms are used to communicate ideas.

7.14.2 Create an integrated work of art using two or more art forms.

8th Grade

RESPONDING TO ART: History

Standard 1: *Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.*

Standard 2: *Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.*

RESPONDING TO ART: Criticism Standard 3: *Students describe, analyze, and interpret works of art and artifacts.*

Standard 4: *Students identify and apply criteria to make informed judgements about art.*

RESPONDING TO ART: Aesthetics

Standard 5: *Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.*

Standard 6: *Students theorize about art and make informed judgements.*

CREATING ART: Production

Standard 7: *Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.*

Standard 8: *Students understand and apply elements and principles of design effectively in their work.*

Standard 9: *Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.*

Standard 10: *Students reflect on, revise, and refine work using problem solving and critical thinking skills.*

Standard 11: *Students recognize a variety of art-related professions and careers in our society.*

Standard 12: *Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.*

INTEGRATED STUDIES Standard 13: *Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.*

Standard 14: *Students understand the connections between many art forms including dance, theater, music, visual arts, and media arts.*

9th – 12th Grade

Note: Standards for 9th-12th Grades are arranged by achievement levels. Proficient and advanced levels refer to applicable areas within each content area. For example, the academic standards for history in ceramics apply to the content of ceramics history, whereas production standards in ceramics apply to production processes in ceramics such as hand building or wheel throwing.

The IPFW Community Arts Academy addresses the standards of these achievement levels according to the experience of the students.

RESPONDING TO ART: History

Standard 1: *Students understand the significance of visual art in relation to historical, social, political, environmental, technological, and economic issues.*

Standard 2: *Students recognize significant works of Western and non-Western art and understand how art developed over time.*

RESPONDING TO ART: Criticism Standard 3: *Students describe, analyze, and interpret works of art and artifacts.*

Standard 4: *Students identify and apply standards to make informed judgements about art.*

Standard 5: *Students reflect on the nature of art and aesthetic issues concerning the meaning and significance of art.*

Standard 6: *Students theorize about art and make informed judgements .*

CREATING ART: Production

Standard 7: *Students observe, select, and use a range of subject matter, symbols, and ideas.*

Standard 8: *Students understand and apply elements and principles of design effectively.*

Standard 9: *Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.*

Standard 10: *Students reflect on, revise, and refine work using problem solving and critical thinking skills.*

CAREERS AND COMMUNITY **Standard 11: *Students recognize a variety of art-related professions and careers in our society.***

Standard 12: *Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.*

Standard 13: *Students identify and make connections between students' knowledge and skill in art and all other subject areas including humanities, sciences, and technology.*

Standard 14: *Students understand the ways art forms (visual arts, dance, music, theater, and media arts) are related to each other.*