

2007 Maine Learning Results: Parameters for Essential Instruction

VISUAL & PERFORMING ARTS

VISUAL ARTS

A. Disciplinary Literacy – 2

1. Artist's Purpose
2. Elements of Art and Principles of Design
3. Media, Tools, Techniques, and Processes

B. Creation, Performance, and Expression – 4

1. Media Skills
2. Composition Skills
3. Making Meaning
4. Exhibition

C. Creative Problem-Solving – 6

1. Application of Creative Process

D. Aesthetics and Criticism – 7

1. Aesthetics and Criticism

E. Visual and Performing Arts Connections - 8

1. The Arts and History and World Cultures
2. The Arts and Other Disciplines
3. Goal-Setting
4. Impact of the Arts on Lifestyle and Career
5. Interpersonal Skills

Words in *italics* are defined in the glossary, available online at <http://www.maine.gov/education/lres/pei/glossary032008.pdf>

A. Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Artist's Purpose

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students recognize a variety of purposes for making art, including telling a story, communicating emotion, or beautifying functional objects.	Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs.	Students explain and compare different purposes of artists and their artwork, in the context of time and place.	Students research and explain how art and artists reflect and influence culture and periods of time.

A2 Elements of Art and Principles of Design

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify features of <i>composition</i>.</p> <p>a. Identify <i>Elements of Art</i>: color, form, line, shape, space, texture, and value.</p> <p>b. Identify <i>Principles of Design</i> including pattern and balance.</p>	<p>Students describe features of <i>composition</i>.</p> <p>a. Describe <i>Elements of Art</i>: color, form, line, shape, space, texture, and value.</p> <p>b. Describe <i>Principles of Design</i> including balance, contrast, emphasis, movement, and pattern.</p>	<p>Students compare features of <i>composition</i> both within an art work and among art works.</p> <p>a. Compare <i>Elements of Art</i>: color, form, line, shape, space, texture, and value.</p> <p>b. Compare <i>Principles of Design</i> including balance, contrast, emphasis, movement, pattern, rhythm, and unity.</p>	<p>Students evaluate all the features of <i>composition</i>.</p> <p>a. Evaluate <i>Elements of Art</i>: color, form, line, shape, space, texture, and value.</p> <p>b. Evaluate <i>Principles of Design</i> including balance, contrast, emphasis, movement, pattern, rhythm, and unity.</p>

A3 Media, Tools, Techniques, and Processes

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students name art <i>media</i> and associated <i>tools</i> , for multiple <i>art forms</i> and <i>genres</i> .	Students describe a variety of <i>media</i> and associated <i>tools</i> , <i>techniques</i> , and <i>processes</i> , for multiple <i>art forms</i> and <i>genres</i> .	Students explain the effects of <i>media</i> and their associated <i>tools</i> , <i>techniques</i> , and <i>processes</i> , using <i>elements</i> , <i>principles</i> , and expressive qualities in <i>art forms</i> and <i>genres</i> .	Students compare the effects of <i>media</i> and their associated <i>tools</i> , <i>techniques</i> , and <i>processes</i> , using <i>elements</i> , <i>principles</i> , and expressive qualities in <i>art forms</i> and <i>genres</i> .

B. Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

B1 Media Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students use basic <i>media, tools</i> and <i>techniques</i> to create original art works.	Students use a variety of <i>media, tools, techniques,</i> and <i>processes</i> to create original art works.	Students choose suitable <i>media, tools, techniques,</i> and <i>processes</i> to create original art works.	Students choose multiple suitable <i>media, tools, techniques,</i> and <i>processes</i> to create a variety of original art works.

B2 Composition Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students use <i>Elements Of Art</i> and <i>Principles Of Design</i> to create original art works.	Students use <i>Elements of Art</i> and <i>Principles of Design</i> to create original art works including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other <i>media</i> and visual <i>art forms</i> .	Students use <i>Elements of Art</i> and <i>Principles of Design</i> to create original art works that demonstrate different <i>styles</i> in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other <i>media</i> and visual <i>art forms</i> .	Students use <i>Elements of Art</i> and <i>Principles of Design</i> to create original art works that demonstrate development of personal style in a variety of <i>media</i> and visual <i>art forms</i> .

B3 Making Meaning

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students create art works that communicate ideas and feelings and demonstrate skill in the use of <i>media, tools, and techniques</i> .	Students create art works that communicate ideas, feelings, and meanings and demonstrate skill in the use of <i>media, tools, techniques,</i> and <i>processes</i> .	Students create art works that communicate an individual point of view. a. Demonstrate skills in the use of <i>media, tools, techniques,</i> and <i>processes</i> . b. Demonstrate knowledge of visual art concepts. c. Communicate a variety of ideas, feelings, and meanings.	Students create a body of original art work. a. Demonstrate sophisticated use of <i>media, tools, techniques,</i> and <i>processes</i> . b. Demonstrate knowledge of visual art concepts. c. Communicate a variety of ideas, feelings, and meanings.

B4 Exhibition

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>No performance indicator.</p> <p>Although no performance indicators are stated, students may participate in the preparation of art for display and all students are expected to have instructional experiences that help them to understand how art is prepared for display and why different choices related to preparation may be made.</p>	<p>Students help with the selection and preparation of art works for display in the classroom, school, or other community location.</p>	<p>Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p>	<p>Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p>

C. Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

C1 Application of Creative Process

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify and demonstrate <i>creative problem-solving</i> skills.</p> <p>a. Improvise to solve problems in the performing arts.</p> <p>b. Imagine and share possible solutions to apply to challenges in creating art.</p>	<p>Students describe and apply steps of <i>creative problem-solving</i>.</p> <p>a. Identify problem.</p> <p>b. Define problem.</p> <p>c. Generate a variety of solutions.</p> <p>d. Implement solution(s).</p> <p>e. Evaluate solution(s).</p>	<p>Students describe and apply creative-thinking skills that are part of the <i>creative problem-solving</i> process.</p> <p>a. <i>Fluency</i></p> <p>b. <i>Flexibility</i></p> <p>c. <i>Elaboration</i></p> <p>d. <i>Originality</i></p> <p>e. <i>Analysis</i></p>	<p>Students apply and analyze <i>creative problem-solving</i> and creative-thinking skills to improve or vary their own work and/or the work of others.</p>

D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

D1 Aesthetics and Criticism

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students observe, listen to, describe and ask questions about <i>art forms</i>.</p> <p>a. Describe the <i>art form</i> by applying grade span appropriate arts <i>concepts</i>, terminology, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Ask questions about the <i>art form</i> to further understand how the <i>artist</i> created/performed the work of art.</p> <p>c. Recognize a variety of purposes for making/performing art works, including telling a story and communicating emotions and ideas.</p>	<p>Students describe and compare <i>art forms</i>.</p> <p>a. Describe and compare <i>art forms</i> by applying grade span appropriate arts <i>concepts</i>, terminology, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Ask questions about an <i>art form</i> to further understand the concepts, skills, and processes used to create/perform the work of art.</p> <p>c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.</p>	<p>Students compare and analyze <i>art forms</i>.</p> <p>a. Compare and analyze <i>art forms</i> by applying grade span appropriate <i>concepts</i>, vocabulary, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Compare the quality and effectiveness of art works using multiple criteria from observations, <i>print and/or non-print resources</i>.</p> <p>c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.</p> <p>d. Explain and compare different purposes of artists and art work in the context of time and place.</p>	<p>Students analyze and evaluate <i>art forms</i>.</p> <p>a. Describe, analyze, interpret, and evaluate <i>art forms</i> by applying grade span appropriate arts <i>concepts</i>, vocabulary, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of <i>print and/or non-print sources</i>.</p> <p>c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</p> <p>d. Research and explain how art and artists reflect and shape their time and culture.</p>

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E1 The Arts and History and World Cultures

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify family or community symbols and celebrations in the visual/performing arts from different world cultures.	Students explain that the visual/performing arts help people understand history and/or world cultures.	Students compare products of the visual/performing arts to understand history and/or world cultures.	Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.

E2 The Arts and Other Disciplines

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify connections between and among the arts and other disciplines.	Students describe characteristics shared between and among the arts and other disciplines.	Students explain skills and concepts that are similar across disciplines.	Students analyze skills and concepts that are similar across disciplines.

E3 Goal-Setting

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify choices that lead to success in the arts.	Students identify and demonstrate choices that will lead to success in the arts including <i>time management</i> , interpersonal interactions, skill development, and goal-setting.	Students set goals related to <i>time management</i> , interpersonal interactions, or skill development that will lead to success in the arts.	Students make short-term and long-term goals based on rigorous criteria and related to <i>time management</i> , interpersonal interactions, or skill development that will lead to success in the arts.

E4 Impact of the Arts on Lifestyle and Career

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify the arts in life experiences.</p> <p>a. Identify the activities and careers of a visual or performing <i>artist</i>.</p> <p>b. Describe <i>common arts activities</i>.</p> <p>c. Describe the way the arts can make people feel.</p>	<p>Students describe the contribution of the arts on lifestyle and career choices.</p> <p>a. Identify the various roles of, and requirements to become, <i>artists</i>.</p> <p>b. Describe the benefit of participation in the arts on a healthy lifestyle including the use of leisure time.</p>	<p>Students explain the impact of artistic and career choices on self, others, and the natural and <i>man-made environment</i>.</p>	<p>Students explain how their knowledge of the arts relates to <i>school-to-school</i> and <i>school-to-work</i> transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p>

E5 Interpersonal Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior.</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>