

CONTENT STANDARDS FOR THE VISUAL ARTS

East Side Union High School District

June, 1999

DRAFT

Standard One: ARTISTIC PERCEPTION

Students respond to, analyze and refine sensory information in nature and in art and identify visual elements and principles of design using the language of the visual arts.

Standard Two: CREATIVE EXPRESSION

Students understand, develop and apply knowledge and skills in a variety of media, techniques and process in the creation of original works of art.

Standard Three: HISTORICAL/CULTURAL CONTEXT

Students, analyze and interpret global themes and concepts that evolve from cultural and historical sources, past and present.

Standard Four: AESTHETIC VALUING

Students derive meaning from works of art through analysis and interpretation and are able to make judgements about effectiveness and intent in art.

Standard Five: ARTISTIC CONNECTIONS

Students will recognize connections among the arts and between the visual arts and other academic disciplines and will apply what they learn across the curriculum.

Standard Six: REAL WORLD CONNECTIONS

Students will use technology as a resource and as a creative medium, will be aware of career paths in art and related fields, have respect for materials and equipment, and contribute to a positive, safe studio atmosphere.

About these content standards:

These content standards go across all of the visual arts curriculum offered in the East Side Union High School District.

Performance standards (or “skills” from the County Office format) derived from these content standards will be more specific to each particular curricular focus, i.e., photography, drawing and painting, ceramics, etc.

Performance standards (or “skills”) can be written to reflect “proficient” and “advanced” levels, especially important in relationship to the new UC “g” requirement and/or advanced placement classes in the visual arts.

The performance standards (“skills”) describe the skills necessary for students to accomplish the content standards.

Sample tasks may be added to the completed standards document which will provide some evidence that students are meeting the standards.

Appropriate and varied approaches to assessment may be added to the standards document under each content standard and related “skill” or performance assessment.

If the visual arts document follows the Santa Clara County Office standards format, the final two sections would include examples of teacher strategies and resources related to the sample tasks.

The most significant point to the development of standards is that, once they have been discussed and approved, teachers are accountable for developing curriculum, instruction and assessment in alignment with these standards. Students must then be provided with opportunities to learn which will allow them to meet the standards.

Teachers are usually relieved to find out that most of their best lessons and units successfully address specific standards such as those proposed here. Once standards are in place, it is easier to see where new work needs to be done and where collegial planning, sharing and professional development would be helpful.