

## **Appendix 1: North Carolina Essential Standards Proficient Visual Arts**

Note on Numbering: P - Proficient High School Standards, V - Visual Literacy, CX – Contextual Relevancy, CR – Critical Response

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

Proficient High School Visual Arts standards are designed for those students who have achieved intermediate level Visual Arts standards at the high school level.

Visual Literacy Essential Standard P.V.1 - Use the language of visual arts to communicate effectively.

### Clarifying Objectives

P.V.1.1 Use art vocabulary to analyze compositions.

P.V.1.2 Understand the relationship between personal expression and design.

P.V.1.3 Recognize contemporary styles, themes, and genres in art.

P.V.2.2 Recognize how personal experience influences the perception of the environment.

P.V.2.3 Understand the relationship of creative expression to the development of personal style.

P.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.

P.V.3.3 Select appropriate processes and techniques to create art.

Contextual Relevancy Essential Standard P.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.

### Clarifying Objectives

P.CX.1.1 Understand the role of visual arts in United States history as a means of interpreting past eras within an historical context.

P.CX.1.2 Understand how personal perspective is influenced by temporal context.

P.CX.1.3 Exemplify contemporary art and artists.

P.CX.1.4 Understand how personal aesthetic responses to art are influenced by culture.

P.CX.2.1 Understand the influence of commercial design on personal aesthetics.

P.CX.2.2 Understand how knowledge learned in other disciplines is used to solve artistic problems.

P.CX.2.3 Understand the value of collaboration with peers to arrive at effective solutions to artistic problems.

Critical Response Essential Standard P.CR.1 Use critical analysis to generate responses to a variety of prompts.

#### Clarifying Objectives

P.CR.1.1 Differentiate between personal aesthetic response and objective critical response to art.

P.CR.1.2 Critique personal art based on reflective inquiry.

The North Carolina State Essential Standards for Advanced Visual Arts addresses the need for students to be able to now apply creative and critical thinking skills to artistic expression. The clarifying objective within this standard asks that students create original works of art in response to artistic problems, experiences, and observations to represent individual perspectives. The Intermediate, Proficient, and Advanced Placement Studio Art students are expected to make use this knowledge to create works that are both personal and meaningful to a larger audience.

Students participating in this unit will need to address each of the main standards in order to understand disability aesthetic, how it can be used in art, and how they can start to change their traditional views of beauty. Students use the visual literacy when they are looking at the artwork of Niki de Saint Phalle and Doug Auld and trying to understand what the artist is saying through their images. While the contextual relevancy will be important as we study our own culture and the other cultures in their ideas of beauty and what is normal. Critical response will be important especially while the students are trying to create their own self portrait that exhibits a disability aesthetic. They will have to continually reassess their own artwork as well as discuss the examples of artwork in class.