



North Carolina Essential Standards Beginning Visual Arts

Note on Numbering:

B-Beginning High School Standards

Note on Strands:

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).

Beginning High School Visual Arts standards are designed for students with no or limited K-8 progression in Visual Arts education.

Visual Literacy

	Essential Standard	Clarifying Objectives	
B.V.1	Use the language of visual arts to communicate effectively.	B.V.1.1	Use art vocabulary when discussing art and artistic styles.
		B.V.1.2	Apply the Elements of Art and Principles of Design to create art.
		B.V.1.3	Classify art according to specified styles.
		B.V.1.4	Recognize how Elements of Art and Principles of Design are used in art.
B.V.2	Apply creative and critical thinking skills to artistic expression.	B.V.2.1	Understand the role of planning in solving artistic problems.
		B.V.2.2	Understand the relationships between sensory awareness and artistic expression.
		B.V.2.3	Create personal, symbolic expression as a means of communication (original, visual language).
B.V.3	Create art using a variety of tools, media, and processes, safely and appropriately.	B.V.3.1	Understand the appropriate and safe use of tools, media, and equipment.
		B.V.3.2	Use a variety of media, including 2-D, 3-D, and digital, to produce art.
		B.V.3.3	Exemplify characteristics of different artistic processes.

Contextual Relevancy

	Essential Standard	Clarifying Objectives	
B.CX.1	Understand the global, historical, societal, and cultural contexts of the visual arts.	B.CX.1.1	Use visual arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.
		B.CX.1.2	Explain how art influences historical perspectives on society.
		B.CX.1.3	Understand how art is used to document human experience.
		B.CX.1.4	Interpret art in terms of cultural and ethnic context.
		B.CX.1.5	Explain the effect of the geographic location and physical environment on the media and subject matter of art.
B.CX.2	Understand the interdisciplinary connections and life applications of the visual arts.	B.CX.2.1	Analyze the contribution of art to the design of consumable goods, products, and services, both historical and contemporary.
		B.CX.2.2	Recognize the interdisciplinary knowledge used in the creation of art.
		B.CX.2.3	Analyze the collaborative process in the creation of art.
		B.CX.2.4	Analyze the role of art in creating digital images, technological products, and design.

Critical Response

	Essential Standard	Clarifying Objectives	
B.CR.1	Use critical analysis to generate responses to a variety of prompts.	B.CR.1.1	Understand the art criticism process.
		B.CR.1.2	Use teacher-generated criteria to evaluate personal art.

**North Carolina Essential Standards
Intermediate Visual Arts**

Note on Numbering:

I - Intermediate High School Standards

Note on Strands:

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).

Intermediate High School Visual Arts standards are designed for those students who have had a complete K-8 progression in Visual Arts education or who have achieved beginning level high school standards for Visual Arts.

Visual Literacy

	Essential Standard	Clarifying Objectives	
I.V.1	Use the language of visual arts to communicate effectively.	I.V.1.1	Use art vocabulary to critique art.
		I.V.1.2	Understand how design influences artistic expression.
		I.V.1.3	Understand the use of global themes, symbols, and subject matter in art.
		I.V.1.4	Analyze images through the process of deconstruction (the components of the image and its meaning).
I.V.2	Apply creative and critical thinking skills to artistic expression.	I.V.2.1	Generate innovative solutions to artistic problems.
		I.V.2.2	Use experiences and observations to create content for art.
		I.V.2.3	Understand the role of emotion, imagination, and creativity in producing content for original art.
I.V.3	Create art using a variety of tools, media, and processes, safely and appropriately.	I.V.3.1	Understand the function of tools in creating art.
		I.V.3.2	Select media appropriate for communicating content.
		I.V.3.3	Analyze the relationship between process and product.

Contextual Relevancy

	Essential Standard	Clarifying Objectives	
I.CX.1	Understand the global, historical, societal, and cultural contexts of the visual arts.	I.CX.1.1	Use visual arts to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence.
		I.CX.1.2	Understand the role of visual art in documenting history.
		I.CX.1.3	Classify art by artist, movement, and style.
		I.CX.1.4	Explain the influence of contextual knowledge on aesthetic responses to art.
		I.CX.1.5	Explain the effect of geographic location and physical environment on design, production, and marketing of art.
I.CX.2	Understand the interdisciplinary connections and life applications of the visual arts.	I.CX.2.1	Apply skills and concepts developed in art to daily life.
		I.CX.2.2	Apply skills and knowledge learned in various disciplines to visual arts.
		I.CX.2.3	Apply collaborative skills to create art.
		I.CX.2.4	Analyze how digital design affects communication in art.

Critical Response

	Essential Standard	Clarifying Objectives	
I.CR.1	Use critical analysis to generate responses to a variety of prompts.	I.CR.1.1	Critique art based on personal and formal criteria.
		I.CR.1.2	Critique personal art using personal or teacher-generated criteria.

**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	Clarifying Objectives	
P.V.1	Use the language of visual arts to communicate effectively.	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.1.4	Evaluate the use of the Elements of Art and Principles of Design in art.
P.V.2	Apply creative and critical thinking skills to artistic expression.	P.V.2.1	Implement planning to arrive at original solutions to artistic problems.
		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.3.1	Compare properties of tools in the creation of art.
		P.V.3.2	Analyze the relationship between media, processes, and results.
		P.V.3.3	Select appropriate processes and techniques to create art.

Contextual Relevancy

	Essential Standard	Clarifying Objectives	
P.CX.1	Understand the global, historical, societal, and cultural contexts of the visual arts.	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.1.5	Understand the relationship of the environment to art, including technology, preservation, and sustainability of resources.
P.CX.2	Understand the interdisciplinary connections and life applications of the visual arts.	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.
		P.CX.2.4	Analyze how contextual relevance affects aesthetic responses to digital media.

Critical Response

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

North Carolina Essential Standards Advanced Visual Arts

Note on Numbering:

A-Advanced 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).

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

Visual Literacy

	Essential Standard	Clarifying Objectives	
A.V.1	Use the language of visual arts to communicate effectively.	A.V.1.1	Use art vocabulary to explain compositional choices.
		A.V.1.2	Create art based on personal expression and applied design.
		A.V.1.3	Create art that responds to contemporary themes in art.
		A.V.1.4	Analyze the compositional components of art.
A.V.2	Apply creative and critical thinking skills to artistic expression.	A.V.2.1	Create original art in response to artistic problems.
		A.V.2.2	Create art using experiences and observation to represent individual perspectives.
		A.V.2.3	Generate art based on a creative exploration of a concept.
A.V.3	Create art using a variety of tools, media, and processes, safely and appropriately.	A.V.3.1	Produce art by using a variety of tools and media appropriately, safely, and effectively.
		A.V.3.2	Produce art by using a variety of processes appropriately, safely, and effectively.

Contextual Relevancy

	Essential Standard	Clarifying Objectives	
A.CX.1	Understand the global, historical, societal, and cultural contexts of the visual arts.	A.CX.1.1	Interpret visual arts from personal, cultural, and historical contexts.
		A.CX.1.2	Implement a personal philosophy of art.
		A.CX.1.3	Apply personal artistic style while creating art.
		A.CX.1.4	Apply a personal aesthetic to the creation of art.
		A.CX.1.5	Apply environmental responsibility to the creation of art.
A.CX.2	Understand the interdisciplinary connections and life applications of the visual arts.	A.CX.2.1	Design a portfolio to reflect personal choices and growth over time as an artist.
		A.CX.2.2	Create art using skills and knowledge learned in other disciplines.
		A.CX.2.3	Understand the collaborative relationship between the artist and the community.
		A.CX.2.4	Analyze the influence of digital media and technology on creating art.

Critical Response

	Essential Standard	Clarifying Objectives	
A.CR.1	Use critical analysis to generate responses to a variety of prompts.	A.CR.1.1	Construct convincing and logical arguments, individually and collaboratively, to defend analyses of art.
		A.CR.1.2	Critique personal portfolios using personal and teacher-generated criteria.