

Visual Arts Introduction and Rationale

We recognize that quality learning in the visual arts can take many forms and be exemplified by exposure to a range of media, processes, and artists throughout time. The Arizona Standards for the Visual Arts create a broad structure within which highly qualified art teachers, with the support of the school district or charter administration, will design a rich, articulated curriculum that meets all standards at the developmental level represented by the schools' population. Each curriculum will provide an opportunity for students to fulfill Beginning, Intermediate, and Advanced performance objectives by the twelfth grade.

The 2006 Arizona Standards for the Visual Arts are divided into the following developmental levels:

- Beginning (00 and 100 level)
- Intermediate (200 level)
- Advanced (300 level)
- Distinction (400)

These standards are articulated by developmental level rather than by grade level to acknowledge the needs of students who have not received sequential, standards-based art instruction throughout their academic experience. As art educators, we know that students, regardless of age, construct meaning, gain knowledge, and attain mastery in the visual arts by progressing through the Beginning, Intermediate, and Advanced levels.

For example, students in the early elementary grades will progress through the Beginning level more slowly than high school students at the Beginning level. It is expected that highly qualified visual arts teachers will develop district-wide strategies to introduce Beginning and Intermediate standards before Advanced standards are taught. Students preparing for art-related careers should proceed to the Distinction level after having mastered performance objectives at the Advanced level. Therefore, teachers must assess the learning needs of their students and provide the appropriate level and pace of instruction.

Strands

The earlier version of the Arizona Standards for the Visual Arts had three strands: Creating Art, Art in Context, and Art as Inquiry. These strands were renamed: Create, Relate, and Evaluate, to be consistent with the other Fine Arts Standards. The definition of each strand identifies the area of instructional focus:

- **Create** Student will create artworks to communicate ideas, meanings, and/or purposes
- **Relate** Student will analyze and interpret contextual ideas, meanings, and purposes of art from diverse cultures and time periods
- **Evaluate** Student will draw thoughtful conclusions about the significance of art.

Concepts

Each strand contains five concepts. These concepts represent broad learning about the visual arts within each strand. The first concept listed under each strand is unique to that strand. Those distinctive concepts are Creative Process, Artworlds, and Art Issues and Values. They are found in Strand 1 Create; Strand 2 Relate; and Strand 3 Evaluate; respectively. The remaining four concepts under each strand remain constant throughout the strands.

- **Concept #1:** Creative Process, Artworlds, Art Issues & Values
- **Concept #2:** Materials, Tools, Techniques
- **Concept #3:** Elements and Principles
- **Concept #4:** Meanings and Purposes
- **Concept #5:** Quality

Under each concept, performance objectives identify what students should know and be able to do at each developmental level. There is no assumption that time required to achieve mastery of objectives will be equal for all three strands.

When a performance objective appears for the first time, it is presented in plain text. When a performance objective is carried over

to the next developmental level, it appears in italics. Plain underlined text within an italicized performance objective introduces a higher level of learning. Bolded terms are defined in the Visual Arts Glossary.

Strands and Concepts Matrix	<u>Strand 1</u> Create: Student will create artworks to communicate ideas, meanings, and/or purposes.	<u>Strand 2</u> Relate: Student will analyze and interpret contextual ideas, meanings, and purposes of art from diverse cultures and time periods.	<u>Strand 3</u> Evaluate: Student will draw thoughtful conclusions about the significance of art.
Concept #1	Creative Process: Develop, revise, and reflect on ideas for expression in personal artwork.	Artworlds: Describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions.	Art Issues and Values: Justify general conclusions about the nature and value of art.
Concept #2	Materials, Tools, and Techniques: Use materials, tools, and techniques in his or her own artwork .		
Concept #3	Elements and Principles: Use elements of art and principles of design in his or her own artwork .		
Concept #4	Meanings or Purposes: Express ideas to communicate meanings or purposes in artwork.		
Concept #5	Quality: Apply criteria to assess the quality of in-progress and finished artwork.		

Visual Arts

Strand 1: Create

Concept 1: Creative Process

Concept # 1: Creative Process • The student will develop, revise, and reflect on ideas for expression in his or her own artwork .

Beginning		Intermediate	Advanced	Distinction
PO 001. Contribute to a discussion about ideas for his or her own artwork .	PO 101. <i>Contribute to a discussion about ideas for his or her own artwork .</i>	PO 201. <i>Contribute to a discussion about ideas for his or her own artwork .</i>	PO 301. <i>Contribute to a discussion about ideas for his or her own artwork .</i>	PO 401. Develop and revise plans, (e.g., sketches, models, and notes) for his or her own artwork and select the best option.
	PO 102. Make and explain revisions in his or her own artwork .	PO 202. <i>Make and explain revisions in his or her own artwork .</i>	PO 302. <i>Make and explain revisions in his or her own artwork .</i>	PO 402. Create a body of his or her own artwork .
		PO 203. Develop plans for his or her own artwork , (e.g., sketches, models, and notes).	PO 303. <i>Develop and <u>revise</u> plans, (e.g., sketches, models, and notes) for his or her own artwork <u>and select the best option.</u></i>	PO 403. Demonstrate the ability to solve environmental, industrial, technological, or commercial problems in his or her own artwork .
			PO 304. Contribute his or her own artwork for an exhibition and/or portfolio.	

Visual Arts
Strand 1: Create
Concept 2: Materials, Tools and Techniques

Concept # 2: Materials, Tools, and Techniques • The student will use materials, tools, and techniques in his or her own artwork .

Beginning		Intermediate	Advanced	Distinction
PO 001. Identify and experiment with materials, tools, and techniques in his or her own artwork .	PO 101. <i>Identify and experiment with materials, tools, and techniques in his or her own artwork .</i>	PO 201. <i>Identify and experiment with materials, tools, and techniques <u>appropriately and expressively</u> in his or her own artwork .</i>	PO 301. <i>Identify and experiment with materials, tools, and techniques <u>appropriately and expressively</u> in his or her own artwork .</i>	PO 401. Demonstrate mastery of skills in a selected medium or media in his or her own artwork .
PO 002. Use materials, tools, and techniques appropriately in his or her own artwork .	PO 102. <i>Use materials, tools, and techniques <u>appropriately</u> in his or her own artwork .</i>	PO 202. Demonstrate purposeful use of materials, tools, and techniques in his or her own artwork .	PO 302. <i>Demonstrate <u>purposeful use of a range of materials, tools, and techniques</u> in his or her own artwork .</i>	

Visual Arts
Strand 1: Create
Concept 3: Elements and Principles

Concept # 3: Elements and Principles • The student will use **elements of art** and **principles of design** in his or her own artwork .

Beginning		Intermediate	Advanced	Distinction
PO 001. Identify and use elements in his or her own artwork .	PO 101. <i>Identify and use elements and principles in his or her own artwork .</i>	PO 201. <i>Identify, select, and use elements and principles to organize the composition in his or her own artwork .</i>	PO 301. <i>Identify, select, and use elements and principles to organize the composition in his or her own artwork .</i>	PO 401. Initiate, define, and solve complex compositional problems in his or her own artwork .
			PO 302. Solve complex compositional problems in his or her own artwork .	

Visual Arts
Strand 1: Create
Concept 4: Meanings or Purposes

Concept # 4: Meanings or Purposes • The student will express ideas to communicate meanings or purposes in artwork.

Beginning		Intermediate	Advanced	Distinction
PO 001. Describe and explain his or her own artwork .	PO 101. Select and use subject matter and/or symbols in his or her own artwork .	PO 201. Explain purposeful use <u>of</u> subject matter, symbols , and/or themes in his or her own artwork .	PO 301. Demonstrate <i>purposeful use of subject matter, symbols and/or themes in his or her own artwork .</i>	PO 401. Create original artworks that communicate substantive meanings or achieve intended purposes, (e.g., cultural, political, personal, spiritual, commercial).
		PO 202. Create an artwork that serves a function.	PO 302. Create artwork that communicate substantive meanings or achieve intended purposes (e.g., cultural, political, personal, spiritual, and commercial).	PO 402. Reflect upon the cultural factors influencing artwork.
				PO 403. Develop multiple artworks that address a single theme .

Visual Arts
Strand 1: Create
Concept 5: Quality

Concept # 5: Quality • The student will apply criteria to assess the quality of in-progress and finished artwork.

Beginning		Intermediate		Advanced		Distinction	
PO 001. Identify successful aspects of his or her own artwork and possible revisions.	PO 101. <i>Identify successful aspects of his or her own artwork and possible revisions.</i>	PO 201. <i>Identify successful aspects of his or her own artwork and possible revisions.</i>	PO 301. <i>Identify successful aspects of his or her own artwork and possible revisions.</i>	PO 401. Select his or her own artwork for a portfolio that demonstrates artistic achievement.			
	PO 102. Use criterion to assess an aspect of his or her own artwork .	PO 202. Identify and apply technical, functional, formal, and/or expressive criteria in the evaluation of his or her own artwork (e.g., self-evaluations, group critiques, artist’s statements).	PO 302. <i>Identify and apply technical, functional, formal, and/or expressive criteria in the evaluation of his or her own artwork (e.g., self-evaluations, group critiques, artist’s statements).</i>	PO 402. Identify and apply technical, functional, formal, and/or expressive criteria in the evaluation of his or her own artwork (e.g., self-evaluations, group critiques, artist’s statements).			
			PO 303. Select his or her own artwork for an exhibition and/or a portfolio that demonstrates artistic achievement.	PO 403. Create a public exhibition of his or her own artwork that reflects personal growth as an artist.			

Arizona Visual Arts Standards

Visual Arts
Strand 2: Relate
Concept 1: Artworlds

Concept # 1: Artworlds • The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions.

Beginning		Intermediate	Advanced	Distinction
PO 001. Contribute to a discussion about who artists are, what they do, and why they create art.	PO 101. <i>Contribute to a discussion about who artists are, what they do, and why they create art.</i>	PO 201. <i>Contribute to a discussion about who artists are, what they do, and why they create art.</i>	PO 301. <i>Contribute to a discussion about who artists are, what they do, and why they create art.</i>	PO 401. Discuss how artworks reflect, ideas, images and symbols from the culture within which they were made.
PO 002. Discuss how an artwork is used to communicate stories, ideas, and emotions.	PO 102. <i>Discuss how artworks are used to communicate stories, ideas, and emotions.</i>	PO 202. <i>Discuss how artworks are used to communicate stories, ideas, and emotions.</i>	PO 302. <i>Discuss how artworks are used to communicate stories, ideas, and emotions.</i>	PO 402. Research the skills, knowledge, and training needed in various artworld roles/careers.
	PO 103. Discuss what an artworld is and its place in a culture.	PO 203. <i>Discuss what an artworld is and its place in a culture.</i>	PO 303. <i>Discuss what an artworld is and its place in culture.</i>	
	PO 104. Identify and discuss members of the local artworld community.	PO 204. Discuss the roles of various artworld experts (e.g., critics, art historians, curators, archeologists, conservators and others).	PO 304. <i>Discuss the roles <u>and career paths</u> of various artworld experts (e.g., critics, art historians, curators, archeologists, conservators, and others).</i>	
	PO 105. Make connections between art and other curricular areas (e.g., clay production relates to science, contextual information relates to social studies).	PO 205. <i>Make connections between art and other curricular areas (e.g., clay production relates to science, contextual information relates to social studies).</i>	PO 305. <i>Make connections between art and other curricular areas (e.g., clay production relates to science, contextual information relates to social studies).</i>	
		PO 206. Discuss how artworks reflect, ideas, images and symbols from the culture within which they were made.	PO 306. Discuss how artworks reflect, ideas, images and symbols from the culture within which they were made.	

Arizona Visual Arts Standards

Visual Arts

Strand 2: Relate

Concept 2: Materials, Tools, and Techniques

Concept # 2: Materials, Tools, and Techniques • The student will identify/analyze the use of materials, tools, and techniques in artwork.

Beginning		Intermediate	Advanced	Distinction
PO 001. Identify the relationship between tools, materials, and/or techniques.	PO 101. <i>Identify the relationship between tools, materials, and/or techniques.</i>	PO 201. <i>Identify the relationship between tools, materials, and/or techniques.</i>	PO 301. <i>Identify the relationship between tools, materials, and/or techniques.</i>	PO 401. Describe and analyze how scientific and technological advances influence the materials, tools, and techniques used by artists.
	PO 102. Describe what tools, materials, and techniques were used to create artwork from diverse cultures and times.	PO 202. <i>Describe what tools, materials, and techniques were used to create artwork from diverse cultures and times.</i>	PO 302. <i>Describe and analyze what tools, materials, and techniques were used to create artwork from diverse cultures and times.</i>	PO 402. Investigate geographical, social, cultural, or artworld factors that influence an artist's selection of material, tools, and techniques.
		PO 203. Describe how scientific and technological advances influence the materials, tools, and techniques used by artists.	PO 303. <i>Describe how scientific and technological advances influence the materials, tools, and techniques used by artists.</i>	
			PO 304. Analyze how resources available in the artist's environment affect choices in tools, materials, and techniques.	

Visual Arts
Strand 2: Relate
Concept 3: Elements and Principles

Concept # 3: Elements and Principles • The student will explore the artistic traditions and visual conventions from diverse cultures, which often differ from the elements and principles traditionally used in many Western cultures.

Beginning		Intermediate		Advanced	Distinction
PO 001. Identify visual/tactile characteristics of artworks from a diverse culture, different place, or time.	PO 101. <i>Identify visual/tactile characteristics of artworks from <u>diverse cultures</u>, <u>different places</u>, or <u>times</u>.</i>	PO 201. <i>Identify visual/tactile characteristics of artworks from diverse cultures, different places, or times.</i>	PO 301. <u>Analyze</u> visual/tactile characteristics of artworks from diverse cultures, different places, or times.	PO 401. Research the origins of artistic traditions and visual conventions (visual/tactile qualities) valued by diverse cultures (e.g., Native American, Chicano/a, European, African, Asian, Pacific Islander.)	

Arizona Visual Arts Standards

Visual Arts
Strand 2: Relate
Concept 4: Meanings or Purposes

Concept # 4: Meanings or Purposes – The student will interpret meanings or purposes of artwork based on contextual information.

Beginning		Intermediate	Advanced	Distinction
PO 001. Interpret meanings and/or purposes of an artwork using subject matter and symbols .	PO 101. <i>Interpret meanings and/or purposes of an artwork using subject matter and symbols.</i>	PO 201. <i>Interpret meanings and/or purposes of an artwork using subject matter, symbols, and/or themes.</i>	PO 301. <i>Interpret meanings and/or purposes of an artwork using subject matter, symbols, and/or themes.</i>	PO 401. Use contextual to investigate and interpret meanings and purposes in artworks
	PO 102. Discuss themes in artworks that illustrate common human experiences that transcend culture, time, and place.	PO 202. <i>Discuss themes in artworks that illustrate common human experiences that transcend culture, time, and place.</i>	PO 302. <i>Discuss themes in artworks that illustrate common human experiences that transcend culture, time, and place.</i>	PO 402. Analyze themes in artworks that illustrate common human experiences that transcend culture, time, and place.
		PO 203. Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoint of the culture in which it was made.	PO 303. <i>Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoint of the culture in which it was made.</i>	PO 403. Investigate how interpretations of individual artworks change as cultures evolve.
				PO 404. Examine how the presentation and display of artworks influence how they are interpreted (e.g., altarpiece in art museum, totem pole in natural history museum, photo of installation).
				PO 405. Discuss meanings and purposes of visual culture .

Arizona Visual Arts Standards

Visual Arts
Strand 2: Relate
Concept 5: Quality

Concept # 5: Quality • The student will investigate and /or speculate about what characteristics in artworks are valued by various cultures.

Beginning		Intermediate	Advanced	Distinction
PO 001. Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made.	PO 101. <i>Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made</i>	PO 201. <i>Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made</i>	PO 301. <i>Contribute to a discussion about why artworks artworks have been valued within the context of the culture in which they were made</i>	PO 401. Investigate and/or speculate on the importance of cultural and ethnic influences on how various people respond to and value art.
PO 002. Demonstrate respect while responding to others' artwork.	PO 102. <i>Demonstrate respect while responding to others' artwork.</i>	PO 202. <i>Demonstrate respect while responding to others' artwork.</i>	PO 302. <i>Demonstrate respect while responding to others' artwork.</i>	PO 402. Analyze how the presentation of artworks influences how they are perceived and valued.
		PO 203. Compare the characteristics of artworks valued by diverse cultures.	PO 303. <i>Compare the characteristics of artworks valued by diverse cultures.</i>	

Arizona Visual Arts Standards

Visual Arts
Strand 3: Evaluate
Concept 1: Arts Issues and Values

Concept # 1: Art Issues and Values • The student will justify general conclusions about the nature and value of art.

Beginning		Intermediate	Advanced	Distinction
PO 001. Form and support opinions about art (e.g., what art is and why it is important).	PO 101. <i>Form and support opinions about art (e.g., what art is and why it is important).</i>	PO 201. <i>Form and support opinions about art (e.g., what art is and why it is important).</i>	PO 301. Debate opinions about issues associated with art (e.g., nature and value) with the opinions of their peers.	PO 401. Defend conclusions about the nature and value of art.
PO 002. Distinguish art from other objects.	PO 102. <i>Distinguish art from other objects.</i>	PO 202. Debate whether art is different from visual culture in general.	PO 302. <i>Debate whether art is different from visual culture in general.</i>	PO 402. Discuss appropriation of art ideas from other cultures/artists (e.g., sensitivity to and legality of).
PO 003. Discuss reasons why people value art (e.g., sentimental, financial, religious, political, and historical).	PO 103. <i>Discuss reasons why people value art (e.g., sentimental, financial, religious, political, and historical).</i>	PO 203. <i>Discuss reasons why people value art (e.g., sentimental, financial, religious, political, and historical).</i>	PO 303. <i>Discuss reasons why people value art (e.g., sentimental, financial, religious, political, historical).</i>	PO 403. Articulate multiple aesthetic theories associated with the value of art (e.g., expressivism, formalism, imitationalism, and others).
		PO 204. Discuss people’s criteria for determining how, or whether, art should be cared for and/or protected.	PO 304. <i>Discuss people’s criteria for determining how, or whether, art should be cared for and/or protected.</i>	
			PO 305. Articulate multiple aesthetic theories associated with the value of art (e.g., expressivism, formalism, imitationalism, and others).	

Visual Arts
Strand 3: Evaluate

Concept 2: Materials, Tools, and Techniques

Concept # 2: Materials, Tools, and Techniques • The student will reflect on, and determine how materials, tools, and techniques affect meanings, purposes, and value in artworks.

Beginning		Intermediate	Advanced	Distinction
PO 001. Describe the visual effects created by an artist's use of tools, materials, and techniques in an artwork.	PO 101. <i>Describe the visual effects created by an artist's use of tools, materials, and techniques in an artwork.</i>	PO 201. Explain how an artist's use of tools, materials, and techniques affect an artwork's meaning, purpose, and value.	PO 301. <i>Analyze how an artist's use of tools and techniques affect an artwork's meaning, purpose, and value.</i>	PO 401. Analyze how an artist's use of materials and techniques affect an artwork's meaning, purpose, and value.
		PO 202. Develop and use criteria to evaluate craftsmanship in an artwork.	PO 302. Evaluate how an artist's level of craftsmanship affects the value of an artwork.	

Visual Arts
Strand 3: Evaluate
Concept 3: Elements and Principles

Concept # 3: Elements and Principles • The student will judge the effectiveness of the artist’s use of elements of art and principles of design in communicating meanings and/or purposes, in artworks.

Beginning		Intermediate	Advanced	Distinction
PO 001. Identify an element in an artwork that supports its meaning and/or purpose.	PO 101. <i>Identify an element and principle in an artwork that supports its meaning and/or purpose.</i>	PO 201. <u>Describe an artist’s use of elements and principles in an artwork support its meaning and/or purpose.</u>	PO 301. Using established criteria, judge the effectiveness of an artist’s use of elements and principles in a composition to support the meaning and/or purpose of an artwork.	PO 401. Select criteria to judge the effectiveness of an artist’s use of elements and principles in a composition to support the meaning and/or purpose of an artwork.

Visual Arts
Strand 3: Evaluate
Concept 4: Meanings or Purposes

Concept # 4: Meanings or Purposes • The student will judge an artist’s success in communicating meaning or purpose in their artwork.

Beginning		Intermediate	Advanced	Distinction
PO 001. Discuss how an artist communicates meaning and/or purpose in an artwork.	<i>PO 101. Discuss how an artist communicates meaning and/or purpose in an artwork.</i>	PO 201. Discuss how an artist <u>uses subject matter, symbols, and/or themes to communicate meaning and/or purpose in an artwork.</u>	PO 301. <u>Use established criteria to judge</u> an artist’s effectiveness in using <i>subject matter, symbols, and/or theme to communicate meaning and/or purpose in an artwork.</i>	PO 401. Select, develop, and use criteria to judge an artist’s effectiveness in communicating meaning and/or purpose in an artwork.

Visual Arts
Strand 3: Evaluate
Concept 5: Quality

Concept # 5: Quality • The student will apply criteria for judging the quality of specific artwork.

Beginning		Intermediate	Advanced	Distinction
PO 001. Compare an original artwork with a reproduction (e.g., make a museum/artist’s studio visit to compare details, size, luminosity, three dimensionality, surface texture).	PO 101. <i>Compare an original artwork with a reproduction (e.g., make a museum/artist’s studio visit to compare details, size, luminosity, three dimensionality, surface texture).</i>	PO 201. Understand how the difference in quality between an original and a reproduction affects the viewer’s interpretation of an artwork (e.g., make a museum/artist’s studio visit to compare details, size, luminosity, three dimensionality, surface texture).	PO 301. Understand how the difference in quality between an original and a reproduction affects the viewer’s interpretation of an artwork (e.g., make a museum/artist’s studio visit to compare details, size, luminosity, three dimensionality, surface texture).	PO. 401. Evaluate the quality of an artwork using multiple art theories .
		PO 202. Distinguish art preferences “I like it because...” from art judgments “It is good because...” from cultural judgments “It is important because. ..”.	PO 302. <i>Distinguish art preferences “I like it because...” from art judgments “It is good because...” from cultural judgments “It is important because. ..”.</i>	
		PO 203. Use established criteria to make and support a judgment about the quality of an artwork.	PO 303. Use an art theory to make and support a judgment about the quality of an artwork.	

Visual Arts Standards Glossary

Artworld: An artworld is a sub-culture maintained by people, a significant portion of whose identity is drawn in some way from art. A person who is a member of an artworld is loosely or formally associated with other members of that artworld. Members of an artworld are familiar with some of the same art values and art ideas, and engage in, or are familiar with, some of the same art activities. Around the world and through the ages there have been many diverse artworlds, such as the Italian Renaissance artworld; the sixteenth century Incan artworld; the court artworld of Sung Dynasty China; the ceremonial artworld of the Kuba people of West Africa; the contemporary gallery artworld in Los Angeles and the artworld of graphic design. The shared information, values, and activities that define these artworlds vary tremendously. Values and criteria upheld in one artworld may not be prized in another. Investigating an unfamiliar artworld opens up avenues for gaining insights into unfamiliar, otherwise seemingly incomprehensible, or not-easily-appreciated artworks made within that unfamiliar artworld.

Composition: The plan, placement, or arrangement of the elements of art in a work. (It is often useful to discuss composition in reference to the principles of design.)

Context: A set of interrelated conditions (social, cultural, environmental, economic, and political) under which an artwork is produced or interpreted.

Craftsmanship: The skill with which an artwork is made.

Elements of Art: The elements are **color, line, form, shape, space, texture, and value**. (These elements are guidelines used by some Western artworlds to evaluate the quality of artworks.)

Expressive Criteria: These criteria are used to evaluate the sensory devices an artist uses to evoke aesthetic or emotional responses to an artwork.

Formal Criteria: These criteria are used to evaluate the compositional structure (elements of art, principles of design) of an artwork.

Functional: Having an obvious utility. For example, some functions which some artworks serve include providing shelter, storing food, keeping the body warm and dry, and providing a place to sit.

Media, pl.; Medium, s.: The material or technique used by an artist to produce a work of art.

Principles of Design: The choice and arrangement of elements of art in an artwork. The principles are balance, contrast, emphasis, movement, pattern, rhythm, and unity. (These principles are guidelines used by some Western artworlds to evaluate the quality of art.)

Symbol: A image or visual quality that stands for an idea.

Visual Arts Standards Glossary

Technical Criteria: These criteria are used to evaluate artist's skill and craftsmanship in an artwork.

Theme: A theme is a unifying idea for an artwork. Examples of art themes: Love, compassion, protest, persuasion, poverty, war, etc.

Theories of Art

Expressivism - An aesthetic and critical theory of art that places emphasis on the expressive qualities. **According to this theory, the most important thing about a work of art is the vivid communication of moods, feelings, and ideas.**

Formalism - An aesthetic and critical theory of art which places emphasis on form — the structural qualities instead of either content (sometimes called literal or allegorical qualities) or contextual qualities. **According to this point of view, the most important thing about a work of art is the effective organization of the elements of art through the use of the principles of design.**

Imitationalism - An aesthetic theory of art that places emphasis on the literal qualities. **According to this theory, the most important thing about a work of art is the realistic representation of subject matter.** A work is considered successful if it looks like and reminds the audience of what is seen in the real world.

Instrumentalism – (Also called **Pragmatism**) An aesthetic theory that places emphasis on the functional qualities. **According to this theory, the most important thing about a work of art is fulfilling the purpose for which it was intended.**

Value: The significance of an idea to an individual or group.

Visual Culture: “ Refers to the images and objects we encounter on a daily basis such as signage, advertisements , film, computer environments, television, and packaging.”

M. Stewart and S. Walker, *Rethinking Curriculum in Art* (Worcester: MA Davis Publications, Inc., 2005

A useful source for definitions of art vocabulary is www.artlex.com.